

UNDERGRADUATE COUNCIL
Tuesday, March 1, 2022 at 2:30 p.m.
Zoom

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Topic: Undergraduate Council - March 1, 2022

Time: Mar 1, 2022 02:30 PM Eastern Time (US and Canada)

Join Zoom Meeting

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MEETING MINUTES OF THE UNDERGRADUATE COUNCIL

Tuesday, January 25, 2022 at 2:30 p.m. via Zoom

PRESENT: Dr. K. Dej (*Chair*), Ms. Z. Ahmad, Ms. J. Azzi, Dr. L. Carter, Dr. S. Corner, Dr. R. da Silva, Dr. C. Grise, Dr. S. Hranilovic, Dr. S. McCracken, Dr. K. McGarry, Mr. F. Mecklai, Dr. P. Miu, Ms. M. Pool, Dr. T. Prowse, Mr. S. Van Koughnett, Dr. J. Wilson, Ms. K. Snow (*Governance Coordinator*), Ms. C. Richard (*Associate University Secretary*).

INVITED: Mr. B. Coburn, Ms. L. Giordano, Dr. A. Gullage, Ms. L. McDonough, Ms. S. Robinson, Mr. G. Romborough, Ms. T. Sullivan, Mr. G. Van Gastel, Ms. L. Way, Ms. M. White.

1. MINUTES OF PREVIOUS MEETING – DECEMBER 7, 2021

It was duly moved and seconded,

that the Undergraduate Council approve the minutes of the December 7, 2021 meeting, as circulated.

The motion was *Carried*.

2. BUSINESS ARISING

There was no business arising.

3. CHAIR'S REMARKS

Dr. Kim Dej spoke briefly to members, acknowledging the return to campus and noting that that Faculty, staff, and students alike are experiencing differing levels of comfort surrounding this return. Dr. Dej noted that there are many aspects of virtual learning that were useful for both Faculty members and students, including online office hours and student collaborations.

4. REPORT FROM THE EXECUTIVE COMMITTEE

a. Policy on Requests for Relief for Missed Academic Term Work - Winter Term 2022

Dr. Dej explained that the Undergraduate Council Executive Committee held an electronic vote on January 13th, 2022 to approve the attached item on

behalf of Undergraduate Council for recommendation to the Senate Executive Committee where it was subsequently approved. Members heard that this would extend the McMaster Student Absence Form (MSAF) period from three to five days, and would only be temporarily in place for the 2022 winter term. It is now being presented for information.

5. REPORT FROM THE AWARDS COMMITTEE

Dr. Peter Miu, *Chair of the Awards Committee*, provided an overview of the circulated report.

- a. Terms of Award**
 - i. New Awards**
 - ii. Proposed New Bursaries**
 - iii. Changes to Award Terms**
 - iv. Awards Removed**
 - v. Award Value Changes**

It was duly moved and seconded,

that Undergraduate Council approve two new awards, four new bursaries, revisions to four award terms, and the removal of one award from the Undergraduate Calendar, as set out in the attached.

The motion was *Carried*.

6. REPORT FROM THE CERTIFICATES & DIPLOMAS COMMITTEE

Dr. Sean Corner, *Chair of the Certificates & Diplomas Committee*, and Dr. Lorraine Cartner provided an overview of the circulated report.

- a.**
 - i. Full-Stack Development Program**
 - ii. Certificate of Professional Learning in User Experience and User Interface (UX/UI) Design**
 - iii. Certificate of Professional Learning in Front-End Development**
 - iv. Certificate of Professional Learning in Back-End Development**

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Full-Stack Development Diploma, as set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in User Experience and User Interface (UX/UI) Design, as set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Front-End Development, as set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Certificate of Professional Learning in Back-End Development, as set out in the attached.

The motion was *Carried*.

7. REPORT FROM THE CURRICULUM & ADMISSIONS COMMITTEE

Dr. Steve Hranilovic, *Chair of the Curriculum & Admissions Committee*, provided an overview of the circulated report. Members heard that all general curriculum revisions, for inclusion in the 2022-23 Undergraduate Calendar, were captured in last omnibus Motion.

a. Arts and Science Program

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the *Combined Honours Program, Arts & Science and Sustainable Chemistry* for inclusion in the 2022-2023 Undergraduate Calendar, recommended by the Arts & Science Program, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve the establishment of the new *Interdisciplinary Minor in Latin American and Latinx Studies* for inclusion in the 2022-2023 Undergraduate Calendar, recommended by Arts & Science Program, and set out in the attached.

The motion was *Carried*.

b. Faculty of Engineering

Dr. Hranilovic noted that the Faculty of Engineering's revisions are encompassed under the omnibus motion.

c. Faculty of Health Sciences

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry program* from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry – Biomedical Research Specialization program*, from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry- Biomedical Research Specialization Co-op program* from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

The motion was *Carried*.

d. Faculty of Humanities

All general curriculum revisions are captured by the omnibus Motion.

e. Faculty of Science

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the *Honours Bachelor of Science in Biology – Physiology Core* program for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the *Honours Bachelor of Science in Molecular Biology and Genetics Core* program, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry program* from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from Honours B.Sc. to Honours B.H.Sc., for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry – Biomedical Research Specialization program*, from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the move of the *Honours Biochemistry- Biomedical Research Specialization Co-op program* from the Faculty of Science to the Faculty of Health Sciences, and the change in degree designation for the program from *Honours B.Sc. to Honours B.H.Sc.*, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Mathematics and Statistics – Mathematics Sub-plan program* to the *Honours Mathematics and Statistics – Mathematics Specialization*, effective September 2023, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Mathematics and Statistics – Mathematics Sub-plan Co-op program* to the *Honours Mathematics and Statistics – Mathematics Specialization Co-op*, effective September 2023, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Mathematics and Statistics – Statistics Sub-plan program* to the *Honours Mathematics and Statistics – Statistics Specialization*, effective September 2023, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Mathematics and Statistics – Statistics Sub-plan Co-op program* to the *Honours Mathematics and Statistics – Statistics Specialization Co-op*, effective September 2023, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve the establishment of the *Minor in Sustainable Chemistry*, for inclusion in the 2022-2023 Undergraduate Calendar, recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the *Honours Bachelor of Science in Integrated Science with a Concentration in Sustainable Chemistry* program, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve the name change of the *Minor in Astronomy* to the *Minor in Astrophysics* for inclusion in the 2022-2023 Undergraduate Calendar, recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve the establishment of the *Minor in Medical and Biological Physics* for inclusion in the 2022-2023 Undergraduate Calendar, recommended by the Faculty of Science, and set out in the attached.

The motion was *Carried*.

f. Faculty of Social Science

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Combined Honours Labour Studies and Another Subject* program to the *Combined Honours Work and Labour Studies and Another Subject* program, effective September 2022, as recommended by the Faculty of Social Sciences, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Honours Labour Studies* program to the *Honours Work*

and Labour Studies program, effective September 2022, as recommended by the Faculty of Social Sciences, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the change in name of the *Labour Studies program to the Work and Labour Studies program*, effective September 2022, as recommended by the Faculty of Social Sciences, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve the change in name of the *Minor in Labour Studies to the Minor in Work and Labour Studies*, effective September 2022, as recommended by the Faculty of Social Sciences, and set out in the attached.

The motion was *Carried*.

g. Glossary, General Academic Regulations

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Glossary and General Academic Regulations, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Office of the Registrar, and set out in the attached.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve all curriculum revisions for inclusion in the 2022-2023 Undergraduate Calendar, and as set out in the attached.

The motion was *Carried*.

8. OTHER BUSINESS

Committee members heard that there would be one final meeting of the Curriculum and Admissions Committee for this academic year, to be held on February 15th, 2022. This

meeting would be the last opportunity to have items entered into the 2022-2023 Undergraduate Calendar.

As there was no other business, the meeting adjourned at 3:17 pm.

McMASTER UNIVERSITY: SESSIONAL DATES 2022-2023

Fall and Winter Terms 2022-2023

	Fall Term (62 days)	Winter Term (62 days)	Courses Spanning both Terms (124 days)
Enrolment begins	<i>To be announced</i>		
Classes begin	Tuesday, September 6	Monday, January 9	Tuesday, September 6
Last day for enrolment and adding or dropping courses	Wednesday, September 14	Tuesday, January 17	Wednesday, September 14
National Day for Truth and Reconciliation: No classes	Friday, September 30	-	Friday, September 30
Mid-Term Recess(es)	Monday, October 10 to Sunday, October 16	Monday, February 20 to Sunday, February 26	Monday, October 10 to Sunday, October 16 and Monday, February 20 to Sunday, February 26
Last day for withdrawing from courses without failure by default	Friday, November 11	Friday, March 17	Friday, March 17
Test and Examination Restriction	Friday, December 2 to Thursday, December 8	Thursday, April 6 to Thursday, April 13	Thursday, April 6 to Thursday, April 13
Classes end	Thursday, December 8	Wednesday, April 12	Wednesday, April 12
Mid-Term Tests Level (I)	--	--	Friday, December 9 to Thursday, December 22
Good Friday Break: No classes or examinations	--	Friday, April 7 and Saturday, April 8	Friday, April 7 and Saturday, April 8
Final Examinations	Friday, December 9 to Thursday, December 22	Friday, April 14 to Saturday, April 29	Friday, April 14 to Saturday, April 29
Deferred examinations	Tuesday, February 21 to Friday, February 24	Monday, June 19 to Thursday, June 22	Monday, June 19 to Thursday, June 22

2023 Spring/Summer Term

	Spring Session (34 days)	Summer Session (34 days)	Full-Term Courses (68 days)	Intersession
Classes begin	Monday, May 1	Monday, June 19	Monday, May 1	Monday, May 1
Last day for enrolment and adding or dropping courses	Monday, May 8	Monday, June 26	Monday, May 8	Monday, May 8
Victoria Day: No classes	Monday, May 22	--	Monday, May 22	Monday, May 22
Canada Day Observation: No classes	--	Friday, June 30	Friday, June 30	-
Last day to withdraw from courses without failure by default	Wednesday, May 31	Wednesday, July 19	Wednesday, July 19	Wednesday, May 17
Civic Holiday: No classes	--	Monday, August 7	Monday, August 7	-
Classes end	Friday, June 16	Friday, August 4	Friday, August 4	Friday, May 26
Final Examinations	<i>As arranged by instructor in class time</i>			
Deferred Examinations	Tuesday, October 10 to Friday, October 13, 2023			

REPORT TO UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

FOR APPROVAL

a. Terms of Award

At its February 15, 2022 meeting, the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. On February 18, 2022, the Committee approved via electronic vote the *Enbridge BlackNorth Diversity Entrance Scholarship*. Details of the proposed recommendations are contained within the circulated report.

i. New Awards

The Enbridge BlackNorth Diversity Entrance Scholarship
The Allan Fang and Alanna Jin Academic Grant
The Wei-Kao Lu Scholarship in Iron and Steelmaking

ii. Proposed New Bursaries

The Michael and Lora Beattie Bursary
The ElKott Family Bursary
The Daniel F. Phelan Bursary

iii. Changes to Award Terms

The Excellence in Midwifery Student Leadership Scholarship
The Graham Todd Memorial Entrance Scholarship
The Frederick G. Black and Gwendolyn J. Atkinson MD Bursary

iv. Awards Removed

The Olga Cwiek and Bill Willkerson Bursary

It is now recommended,

that the Undergraduate Council approve three new awards, three new bursaries, revisions to three award terms, and the removal of one award from the Undergraduate Calendar, as set out in the attached.

Undergraduate Council
March 1, 2022

PROPOSED NEW AWARDS FOR APPROVAL

Entrance Awards

The Enbridge BlackNorth Diversity Entrance Scholarship

Established in 2022 by Enbridge.

Requirements: To be awarded to undergraduate students entering Level 1 in the Faculty of Engineering who identify as Black, and who demonstrate leadership experience or involvement in extracurricular activities.

Typically Available: 1 x \$9,000

In-course Academic Grants

The Allan Fang and Alanna Jin Academic Grant

Established in 2014 by Allan Fang, MBA (Class of '03) and Alanna Jin, B.Sc. (Class of '04) to express gratitude for their time at McMaster as new Canadians.

Requirements: To be granted to undergraduate students enrolled in Level 2 or above in the Faculty of Social Sciences or the Computer Science program who attain high averages and demonstrate financial need.

Typically Available: 1 x \$1,000

In-Course and Renewal Awards

The Wei-Kao Lu Scholarship in Iron and Steelmaking

Established in 2021 by Wei-Kao Lu, who was a McMaster Faculty member from 1965 to 1997 and was appointed Stelco Professor from 1973 to 1994, to support promising students in the Department of Materials Science and Engineering.

Requirements: To be awarded to undergraduate students enrolled in the Faculty of Engineering who attain the highest grade in the Modern Iron and Steelmaking Course, MATLS 4C03.

Typically Available: 1 x \$1,600

PROPOSED NEW BURSARIES FOR APPROVAL

The Michael and Lora Beattie Bursary

Established in 2021 by Michael and Lora Beattie.

Requirements: To be granted to undergraduate students enrolled in the School of Earth, Environment & Society who demonstrate financial need.

The ElKott Family Bursary

Established in 2021 by Dina ElKott, Ph.D. (Class of '07), and Rehab Nada to encourage students to wholeheartedly embrace their educational opportunities and later lead the way for others.

Requirements: To be granted to undergraduate students enrolled in the Faculty of Engineering who demonstrate financial need.

The Daniel F. Phelan Bursary

Established in 2022 by Laurie J. Scott, B.A. Hon. (Class of '80) in honour of her late husband, Daniel F. Phelan, an academic librarian who had a vast array of interests, a lifelong passion for the arts and a firm belief in the intrinsic value of learning.

Requirements: To be granted to undergraduate students enrolled in the Faculty of Humanities who demonstrate financial need.

CHANGES TO AWARD TERMS FOR APPROVAL

The Excellence in Midwifery Student Leadership Scholarship

Established in 2020 by members of the midwifery community.

Requirements: To be awarded to an undergraduate students enrolled in the Midwifery Education Program who identifies as Indigenous or racialized, attains high averages, and demonstrates excellence in one of three areas: 1. exemplary client care, 2. innovative community outreach, or 3. exceptional engagement in campus life. Students may only receive this award once. This award is open to second degree students.

The Graham Todd Memorial Entrance Scholarship

Established in 2015 to honour the legacy of Professor Graham Todd of the School of the Arts.

Requirements: To be awarded to students entering the Studio Arts I program who, in the judgment of the School of the Arts, have demonstrated artistic excellence and high academic achievement.

Submitted by the Faculty of Health Sciences

The Frederick G. Black and Gwendolyn J. Atkinson MD Bursary

Established in 2021 by Gwendolyn J. Atkinson, for the purpose of awarding annual grants to undergraduate students enrolled in the Michael G. DeGroote School of Medicine who demonstrate both financial need and academic merit. Academic Merit includes, but is not limited to, exceptional publishing, research potential, extra-curricular involvement, or community involvement. Preference will be given to students from a family of first-generation of immigrants who identify as a first-generation immigrant, students with a parent who identifies as a first-generation immigrant, and/or students who identify as members of an equity-deserving group who intend to practice medicine in Canada upon completion of their studies. Students will be asked to submit a letter demonstrating their commitment to their choice of career and their community, and how the grant may further this commitment. The grant is renewable annually if the recipient continues to meet the criteria of this grant, however previous recipients must reapply every year. The awards committee may also, in their sole discretion, choose to support one or more students throughout the duration of their undergraduate studies providing the criteria established by the committee continue to be met.

Awards Removed from the Undergraduate Calendar for Approval

The Olga Cwiek and Bill Willkerson Bursary

REPORT TO UNDERGRADUATE COUNCIL
from the
CERTIFICATES AND DIPLOMAS COMMITTEE

FOR APPROVAL

I. Establishment of Certificates and Diplomas Programs

At its February 15th, 2022 meeting, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, the following new certificates and diploma programs. Details of the programs are contained within the circulated report.

- i. Diploma in Indigenous Language Revitalization
- ii. Diploma in Business Administration with a Concentration in Data Analytics
- iii. Concurrent Certificate in Critical Curatorial Studies (CCCS)
- iv. Certificate of Professional Learning in Risk Management
- v. Certificate of Professional Learning in Creative, Critical and Design Thinking
- vi. Certificate of Professional Learning in Workplace in Intercultural Competency & Communication

It is now recommended,

Motion 1:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, the establishment of the Diploma in Indigenous Language Revitalization, as set out in the attached.

Motion 2:

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

Motion 3:

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Concurrent Certificate in Critical Curatorial Studies (CCCS), as set out in the attached.

Motion 4:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, the establishment of the Certificate of Professional Learning in Risk Management, as set out in the attached.

Motion 5:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, the establishment of the Certificate of Professional Learning in Creative, Critical, and Design Thinking, as set out in the attached.

Motion 6:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, the establishment of the Certificate of Professional Learning in Workplace in Intercultural Competency & Communication, as set out in the attached.

II. Revisions to Existing Certificates and Diplomas Program

At the same meeting, the Certificate and Diplomas Committee also approved, for recommendation to Undergraduate Council, the following revisions to existing certificates and diplomas programs. Item iii. *Revisions to the Concurrent Certificate in Business Technology Management* were approved via electronic vote on February 18, 2022.

- i. Course Cancellations and Additions - Business Administration Program (BUS)
- ii. Faculty of Humanities Certificate Revisions
 - a. Concurrent Certificate for Applied Ethics and Policy (CAEP)
 - b. Concurrent Certificate in Leadership & Cross-Cultural Literacy
 - c. Concurrent Certificate in Professional French
- iii. Revisions to Concurrent Certificate in Business Technology Management

It is now recommended,

Motion 7:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Business Administration Program (BUS) certificate, as set out in the attached.

Motion 8:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Applied Ethics and Policy (CAEP), as set out in the attached.

Motion 9:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Leadership & Cross-Cultural Literacy, as set out in the attached.

Motion 10:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Professional French, as set out in the attached.

Motion 11:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Concurrent Certificate in Business Technology Management, as set out in the attached.

FOR INFORMATION

III. New Certificate of Completion Program

At its February 15th, 2022 meeting, the Certificates & Diplomas Committee received, for information, the Business Analysis Program Proposal. Details of the programs are contained within the circulated report.

i. **Business Analysis Program Proposal**

Undergraduate Council
March 1, 2022

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES SUMMARY OF CURRICULUM CHANGES TO CERTIFICATE AND DIPLOMA PROGRAMS FOR THE 2022-23 CALENDAR

NEW PROGRAMS

- Diploma in Indigenous Language Revitalization
- Concurrent Certificate in Critical Curatorial Studies (CCCS)

REVISION TO EXISTING PROGRAMS

- Concurrent Certificate for Applied Ethics and Policy (CAEP)
- Concurrent Certificate in Leadership & Cross-Cultural Literacy
- Concurrent Certificate in Professional French

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For a complete review of all changes, please refer to the November 2021 Faculty of Humanities Report to Undergraduate Council for changes to the 2022-2023 Undergraduate Calendar, found at <https://www.humanities.mcmaster.ca/about-the-faculty-of-humanities/faculty-meetings/>

As Approved by the Faculty of Humanities November 17, 2021

FACULTY OF HUMANITIES

Proposal for a new DIPLOMA in INDIGENOUS LANGUAGE REVITALIZATION

1 Diploma Overview

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

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

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

1.1 Community partner: The Onkwawenna Kentyohkwa Adult Immersion Program

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

1.2 A natural connection with the Department of Linguistics & Languages

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

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

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

2 Diploma requirements

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

2.1 24 units of Mohawk language proficiency and revitalization

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

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

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

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

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

2.2 6 units of degree-credit courses in linguistics

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

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

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

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

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

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

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

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

2.3 Summary of course requirements

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

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

3 Learning Outcomes

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

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

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

4 Statement of Academic Responsibility

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

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

5 Appendices

Appendix 1 - Onkwawenna Kentyohkwa Adult Immersion Program Overview

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

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



Onkwawenna Kentyohkwa Adult Immersion

Program Overview

Overview

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

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

Teaching Method

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

First-Year Program

Goal

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

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

Second-Year Program

Goal

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

Third-Year Program (2019-2020 anticipated delivery)

Goal

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

Assessments

Formative

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

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

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

Summative

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

Admissions

Test

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

Eligibility & Priorities

First Intake

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

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

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

Second Intake

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

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

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

Third Intake

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

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

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

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

Onkwawenna Kentyohkwa

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Mailing Address:

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Ohsweken, Ontario NOA 1M0

E-Mail Address: onkwawenna@gmail.com

Telephone: (519) 445-1250

CLB Speaking Counterparts of Onkwawenna Years One and Two:

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

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

DATE: February-3-22

TO: Certificate & Diploma Committee

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

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

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

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

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

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

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

Sincerely,



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

Professor in Accounting

DeGroote School of Business | McMaster University

1280 Main Street West, Hamilton Ontario L8S 4M4

905.525.9140 ext. 23993 | smccrac@mcmaster.ca

Continuing Education Academic Program Submission – For Approval

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

	<ul style="list-style-type: none"> • Demonstrate awareness of organizational structure and the interconnections between the functions of accounting, marketing and communication • Understand the skills, attitudes and behaviours required to work with people and develop personal management skills • Use effective business communication • Recognize the impact of current political and economic environments on business • Contribute to the research, analysis and evaluation of information within an organization • Propose creative and critical solutions that align with business <p>Data Analytics (Concentration courses):</p> <ul style="list-style-type: none"> • Collect, analyze, interpret, and share data • Identify relationships in data • Demonstrate fundamental skills for using information visualization techniques and tools • Define the principles and potential uses of artificial intelligence in various industries • Employ data models in business intelligence and data analysis case studies <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to standard professional roles within the health and wellness industry • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills
Meeting Learning Objectives:	<p>The program will use a series of courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.</p>
Program Admission Requirements:	<p>The program will not require an application for admission. The following statement for recommended program requirements will be posted to MCE's website:</p> <p>In compliance with the Certificates and Diploma admission policy from Undergraduate Council, students who wish to enter the program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by Continuing Education 2) Be comfortable using word processing software, spreadsheets, and web browsing tools 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a

	minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years
Program Pre-requisites (if applicable):	<p>Students should have fundamental statistical knowledge either through education or work experience before enrolling in DAT 103 and DAT 104. It is recommended that students with no, or limited, experience with statistics, complete DAT 101 Statistics for Data Analysis before registering in DAT 103 and/or DAT 104.</p> <p>Students will be required to have the necessary computer, software programs and access to the internet to complete all courses.</p>
Program Completion Requirements:	To qualify for a Diploma in Business Administration with a Concentration in Data Analytics, students must complete 8 courses, 24 units, of study.
Program Delivery Format:	Program courses will be delivered in an in-person, virtual classroom or online format, or combination. All courses will include instructor lectures, presentations, group discussions, and practical application activities.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, individual or group projects, class participation, or a combination thereof. Where appropriate, evaluations will be structured to evaluate participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	<p>As per the current policies for the Business Administration diploma, students may transfer up to two courses (6 units) to the program. Approved course transfers are based on the following requirements:</p> <ul style="list-style-type: none"> • courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours • courses must have been taken within the last five years • courses must have been taken from an accredited academic institution and listed on an official transcript with a grade

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

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

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

Continuing Education program responsibilities:

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

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

Listing of Courses

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

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

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

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

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

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

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

Proposal for Concurrent Certificate in Critical Curatorial Studies (CCCS)

School of the Arts McMaster
Stephanie Springgay, Director
springgs@mcmaster.ca

McMaster Museum of Art
Carol Podedworny, Director and Chief Curator
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Art Gallery of Hamilton
Tobi Bruce, Director, Exhibitions and Collections & Senior Curator
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Rationale

The proposed concurrent certificate in curatorial studies responds to a number of issues, namely i) student demand, ii) the growth and sustainability of collaborations between the School of the Arts (SOTA), the Faculty of Humanities, and the Hamilton Arts sector, iii) pathways to future employment, and iv) the pending establishment of a curator in residence in SOTA.

SOTA currently offers two experiential courses that include field work in the McMaster Museum of Art and the Art Gallery of Hamilton. SOTA has strong ties with Centre 3 and the Hamilton Artist Inc where our 4th year students are included in an annual juried exhibition. Students have expressed strong interest in such experiential courses as a means to expand their art knowledge as well as deep expertise in arts administration. The proposed certificate, to be taught with input from these Hamilton arts spaces will further foster and strengthen McMaster's ties to the arts community, while simultaneously connecting students through hands-on problem-based learning to those working in the arts. The potential for career pathways is important for students and the proposed certificate will provide them with fieldwork experiences and connections. Additionally, SOTA is in the process of developing a curator-in-residence program which will bring an early career curator to work collaboratively through the certificate program with students and faculty in realizing a community-based exhibition.

As the SOTA pivots to its new iArts program that centers interdisciplinarity grounded in equity, anti-oppression and decolonization this is an important moment to develop a certificate with the Art Museum, Art Gallery and Arts sector at a time when the arts are forging unique contributions to social justice education. The proposed certificate will offer iArts students along with those in other disciplines (eg. Classics, History, English and Cultural studies, Gender & Social Justice) an opportunity to pursue a specific focus on critical curatorial practices in the arts, and leading scholarship and practices in de-centering, un-learning, and de-colonization arts institutions and spaces. The certificate is the next step in accomplishing these aims.

The proposed certificate would see one of the existing SOTA museum courses revised and redesigned with a focus on critical analysis and practices related to anti-oppression and decolonization and the role of cultural institutions in fostering settler and Indigenous relations. A mandatory capstone course would offer a distinctive opportunity to work directly in and with the arts institutions and to realize curatorial programs. The additional six units would be composed from a list of existing iArts and Humanities courses.

Brief Description

The Certificate in Curatorial Studies aims to broaden students' understandings of and provide training and mentoring in critical approaches to contemporary curatorial studies in the arts through a partnership with the School of the Arts, the McMaster Museum of Art, and the Art Gallery of Hamilton. The certificate will leverage the scale and strength of the Hamilton arts community to offer experiential, practical, and strategic learning initiatives. The certificate fills a critical need for students to learn about and gain professional knowledge for the pursuit of graduate studies, professional programs, and employment opportunities in the fields of in museum and gallery curating, museum education, and community and cultural arts administration. A key objective of the certificate is to help students develop skills and deeper understandings and knowledge of anti-oppressive, decoloniality, and transformative frameworks through course work including a final capstone course that includes experiential learning in the field.

Centering transformative and re-distributive justice, the certificate in curatorial studies will consider the unmaking and remaking of art institutions and critically examine the role of curators in the future of art institutions.

The certificate in Curatorial Studies is designed for students across a range of disciplines in Humanities including but not limited to: iArts, Gender & Social Justice, Global Peace and Social Justice, English & Cultural Studies, History, Classics, Communications Studies, Media Arts, and Philosophy.

PLOs and Objectives:

1. Introduce students to the history of modern museums as a jumping off point for critical analysis.
2. Familiarize students with the function and role of curators in galleries, museums, artist-run-centres and community arts organizations.
3. Prepare students for the future of curatorial work through critical analysis of the shifting role of curators within arts institutions.
4. Foster opportunities for student engagement with the Hamilton arts sector.
5. Apply and demonstrate critical understandings of curatorial practices through experiential learning opportunities
6. Analyze anti-racism and decoloniality in relation to institutional practices.

Certificate Overview and New Course Offerings

The certificate is 15 units. One of the first-year iARTS Perspectives courses is required. A 3-unit introductory course in level 2 will be required. A 6-unit capstone course in level 4 will be required. 3 units will be selected from an interdisciplinary list.

iARTS 2CP3 - Introduction to Critical Curatorial Perspectives
3 unit(s)

An introduction to the theory, practice, and ethics of curating in galleries, museums, artist run centres and community arts organizations. Emphasis will be on anti-racist, decoloniality, and anti-oppressive practices, ethics, and contexts. Students will learn specialized knowledge, resources, and methodologies and examine professional and academic responsibilities within curatorial work. Some foundational scholarship on the history of modern museums will be introduced to ground the critical analysis and applications.

Prerequisite(s): One of IARTS 1PA3 or 1PB3

3 hour lecture. Cap 50

IARTS 4CS6 A/B - Capstone Course in Critical Curatorial Studies

6 unit(s)

This course focuses in greater detail on curatorial practices and the shifting role of the curator within today's art institutions. Students will delve into the work of selected artists, curators, and art institutions with an emphasis on the conceptual and philosophical underpinnings of their projects. The experiential component will lead to a professionally curated exhibition and/or community-based curatorial project supported by SOTA faculty and the McMaster Museum of Art and the Art Gallery of Hamilton.

This course is intended for students completing the Concurrent Certificate in Critical Curatorial Studies.

Prerequisite(s): IARTS 2CP3 and registration in level III or above

First offered in 2023/2024

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Requirements

15 units total

3 units

IARTS 1PA3 Perspectives A: Arts in Society; Social Constructions of Class, Race and Gender

IARTS 1PB3 Perspectives B: Arts in Society; Technology and the Environment

3 units

IARTS 2CP3 - Introduction to Critical Curatorial Perspectives

3 units

From

- Any Level II or above course in Art, Art History or Theatre & Film, or
- IARTS 1HA3 Introduction to Histories of the Arts
- IARTS 1PA3 Perspectives A: Arts in Society; Social Constructions of Class, Race and Gender (*if not previously taken*)
- IARTS 1PB3 Perspectives B: Arts in Society; Technology and the Environment (*if not previously taken*)
- ENGLISH 2KA3 - Indigenous Futurisms and Wonderworks
- ENGLISH 2M03 - Concepts of Culture
- ENGLISH 2P03 - Modernity, Postmodernity, Visuality
- ENGLISH 2Z03 - Nature, Literature, Culture: Introduction to the Environmental Humanities
- ENGLISH 3GG3 - Theories of Decolonization and Resistance
- GENDRST 1A03 - Gender, Race, Culture, Power

- GENDRST 1AA3 - Women Transforming the World
- GENDRST 3BB3 - Gender and Visual Culture
- GENDRST 3RR3 - 'Crippling' Performance: Deaf, Mad and Disabled Performance in Canada
- HISTORY 2PP3 - Making History
- HISTORY 2V03 - Re-Making History
- MEDIAART 1A03 - Media Arts
- PHILOS 2H03 - Aesthetics

6 units

IARTS 4CS6 A/B - Capstone Course in Critical Curatorial Studies



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

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

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

- Risk Management
- Creative, Critical and Design Thinking

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

Sincerely,

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

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Continuing Education Academic Program Submission – For Approval

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

	<ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of risk management • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices
Meeting Learning Objectives:	Students must complete three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment.</p> <p>Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education 2) Be proficient with computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years" <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the

	four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster's academic grading scale to qualify for the Risk Management Certificate of Professional Learning.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Transfer credits are not accepted for this program.
Statement of Financial Viability:	
I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as	

payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

Continuing Education program responsibilities:

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

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

Listing of Courses:

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

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

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

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

Continuing Education Academic Program Submission – For Approval

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

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

	<p>1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education</p> <p>2) Be proficient with computer program applications, such as Word, Excel</p> <p>3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years”</p> <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster’s academic grading scale to qualify for a Certificate of Professional Learning in Creative, Critical, and Design Thinking.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess

	students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Transfer credits are not accepted for this program.
Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, McMaster Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> • budget development and monetary responsibilities • program and course development • course registrations/administration • supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards • Marketing and Promotions <p>The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum.</p>	

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

Continuing Education Academic Program Submission – For Approval

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

	<ul style="list-style-type: none"> • Demonstrate an awareness of ethical practices and professional standards applicable to the field of risk management • Exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • Employ effective communication practices
Meeting Learning Objectives:	Students must complete three academic courses to achieve the stated program objectives. Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning outcomes.
Program Admission Requirements:	<p>The program will not require an application for admission as the program is open enrolment.</p> <p>Recommended program requirements will be posted to Continuing Education's website: "In compliance with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the Data Analytics program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Centre for Continuing Education 2) Be proficient with computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years" <p>To ensure that students have the basic capabilities necessary to be successful in their online courses, they are required to have the following prerequisite knowledge and/or skills:</p> <ul style="list-style-type: none"> • Knowledge and skills with general computer applications, such as keyboarding, file management, video talks, and word processing; • Familiarity with internet browsers and web surfing • English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the

	four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Pre-requisites (if applicable):	Not applicable.
Program Completion Requirements:	Students must complete all three courses following McMaster's academic grading scale to qualify for the Risk Management Certificate of Professional Learning.
Program Delivery Format:	Courses in the program are delivered as online courses. The online delivery format of the courses will be a blend of asynchronous and synchronous activities designed to present the fundamental science of cannabis. Course activities may include expert video talks, discussion board contributions, readings, research-oriented tasks, and experiential learning activities including but not limited to case studies, group discussions, and projects.
Student Evaluations (Grading Process):	Each course will include an evaluation component. The evaluation may be based on assignments, case studies, presentations, individual or group projects, participation, or a combination thereof. Evaluations will be structured to assess students' level of competency in achieving overall learning objectives.
Course Evaluation:	At the end of each course, students will complete a course evaluation that explores content, delivery, materials, method of evaluation, and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas, the selection will be based on academic background and/or experience in the field. Instructors will have the equivalency of a Master's degree or significant professional and teaching experience within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.
Program Advanced Standing:	Transfer credits are not accepted for this program.
Statement of Financial Viability:	
I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as	

payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).

Lorraine Carter, Director, McMaster Continuing Education

Statement of Administrative Responsibilities:

Statement of Faculty Alignment:

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

Continuing Education program responsibilities:

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

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

Listing of Courses:

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

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

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

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



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

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

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

- Risk Management
- Creative, Critical and Design Thinking

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

Sincerely,

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

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Continuing Education Academic Program Submission – For Approval

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

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

	<p>program should meet the following requirements based on their education and work experience:</p> <ol style="list-style-type: none"> 1) Be a mature student as defined in the Undergraduate Calendar of McMaster University; or be deemed an exceptional case by the Continuing Education 2) Be proficient with basic computer program applications, such as Word, Excel 3) Follow University guidelines for English Language Proficiency requirements: Completion of TOEFL exam with a minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.
Program Completion Requirements:	To qualify for a Certificate of Professional Learning, students must complete 3 courses (9 units) of study.
Program Delivery Format:	Program courses may be delivered online and/or in a blended format. All formats will include instructor lectures and/or presentations, group discussions, and practical application activities. Courses will include an experiential learning component that combines theory with a real company project or scenario. Group projects will enable students to apply their knowledge in solving industry problems.
Student Evaluations (Grading Process):	Each course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, experiential projects, quizzes, application activities, individual or group projects, class participation, or a combination thereof. Evaluations will be structured to assess participants' level of competency in achieving overall learning objectives. Grading will adhere to McMaster's academic grading scale.
Course Evaluation:	For each course, students will complete an evaluation to assess content, delivery, materials, method of evaluation and instruction.
Course Instruction:	Instructors for courses will be selected from a pool of qualified external professionals. In compliance with <i>McMaster's Senate and Undergraduate Council Guidelines for Certificates and Diplomas</i> , the selection will be based on academic background and/or experience within the field. Instructors must have a Master's Degree (or equivalent) and significant professional experience and teaching within the field.
Credit Towards Degree Programme Studies:	The academic credit courses included in the program may be used for credit towards undergraduate degree studies following the normal academic rules as specified by the Faculty offering the degree.

Program Advanced Standing:	<p>A maximum of one equivalent course (3 units) taken at another institution may be transferred into this program, subject to approval by the Program Manager. Transfer credits will be assessed using the following criteria:</p> <ul style="list-style-type: none"> • The course must have an 80% overlap in content/curricula and a similar number of classroom or contact hours. • The course must have been taken within the last five years. • The course must have been taken from an accredited academic institution and listed on an official transcript with a grade. • The course final grade must be “C-” or better. <p>Students may apply the completed courses to the Human Resources Management Diploma program, or the Business Administration Diploma with a concentration in Human Resources Management, or the Intercultural Competency Certificate of Professional Learning.</p>
Statement of Financial Viability:	
<p>I have reviewed the business case and financial projections which include enrolment projections and costs. Sources of revenue for this program include tuition and supplementary fees (MAPS). Expenses are typical and include significant upfront development and marketing costs, as well as typical ongoing delivery costs (such as payment of facilitators, honoraria for other guest facilitators, materials, advertising and administration).</p> <p><i>Lorraine Carter, Director, McMaster Continuing Education</i></p>	
Statement of Administrative Responsibilities:	
<p>Statement of Faculty Alignment:</p> <p>The staffing and systems infrastructure to support the following functions already exists within Continuing Education. Costs will be fully covered by tuition, except the first year of the program, when the startup will be subsidized by Continuing Education.</p> <p>Continuing Education program responsibilities:</p> <ul style="list-style-type: none"> • budget development and monetary responsibilities • program and course development • course registrations/administration • supervision of instructors to ensure all required policies and practices are adhered to and courses are taught according to program requirements and standards • Marketing and Promotions <p>The DeGroote School of Business will act as an academic liaison and is charged with the responsibility of ongoing academic review and assessment of the curriculum. The Faculty’s letter of support is included at the end of this document.</p>	

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



DATE: February-15-22

TO: Certificate & Diploma Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

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

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

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

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

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

Sincerely,

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

Dr. Sue McCracken
Associate Dean
DeGroote School of Business

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

Certificate & Diploma Committee - Course Cancellation

for hours

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

Certificate & Diploma Committee - Course Cancellation

Course Unit Value: 3 units

Insert Faculty Statement of Support.

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

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

Certificate & Diploma Committee - New Course Approval

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

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

Course Description:

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

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

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

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

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

Course Unit Value: 3 units

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

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

Certificate & Diploma Committee - New Course Approval

Rationale: (outline the rationale for the course addition)

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

REVISION TO EXISTING CONCURRENT CERTIFICATES:

1. Concurrent Certificate for Applied Ethics and Policy (CAEP)

Concurrent Certificate for Applied Ethics and Policy (CAEP)

Department of Philosophy

University Hall, Room 310, ext. 24275

<http://philos.humanities.mcmaster.ca/>

The Certificate for Applied Ethics and Policy (CAEP) is designed to prepare undergraduate students from Health Sciences, Engineering, Business, Humanities, Science, and Social Sciences to work together on teams to identify and resolve the ethical, institutional, and policy challenges posed by novel technologies that are highly promising but also potentially disruptive. The Certificate will recognize students for having gained skills in ethics and critical reasoning, the development of policy recommendations, working within multi-disciplinary teams, and engaging with relevant stakeholders.

Certificate Requirements

Any student in an undergraduate program at McMaster may declare the certificate at the time of graduation and upon satisfaction of each of the following requirements:

1. The student must be accepted by the Certificate for Applied Ethics and Policy Committee (the CAEP Selection Committee). The CAEP Selection Committee will consider supplemental applications soon after the end of Winter term of each academic year, but only from students who are enrolled in an undergraduate program at McMaster University and who have completed one of PHILOS 2D03 or 2YY3 and either (or both) PHILOS 2S03 or PHILOS 2G03. The CAEP Selection Committee's selections will be made on the basis of the student's cumulative grades and answers to the supplemental application questions.
2. The student must complete 15 units in accordance with the following requirements.
3. Students who entered CAEP prior to Fall 2022 may continue to proceed with requirements as listed in the year of their entry into the certificate. Students are advised to consult the 2021/2022 Undergraduate Calendar for these earlier requirements.

Notes

1. Students accepted and enrolled in the Justice, Political Philosophy, and Law Honours BA Program are not eligible to apply for the Certificate.
2. Any student seeking a Philosophy Honours BA may satisfy no more than 2 courses (6 units) of the Philosophy Honours BA Program requirements with courses that the student has also designated as counting toward the satisfaction of the Certificate's requirements.
3. Students who declare the certificate are precluded from declaring a philosophy minor.
4. Transfer credits will not be accepted in lieu of PHILOS 4V03. Students accepted into the certificate program are free to request transfer credit in lieu of any other certificate course requirement. The student may submit such a request to the Selection Committee (via philadm@mcmaster.ca) at any time.
5. Note that selection by the selection committee is distinct from the successful declaration of the certificate, and a student's selection does not imply that the candidate has satisfied all certificate requirements. It is the student's responsibility to make sure that at the time of graduation, all requirements of the certificate as enumerated above have been fulfilled.
6. Integrated Business and Humanities students may substitute IBH 2BD3 for PHILOS 2D03.

Requirements

15 units total

3 units

from

- PHILOS 2D03 - Bioethics
- PHILOS 2YY3 - Ethics

3 units

From

- PHILOS 2D03 – Bioethics (If not previously completed)
- PHILOS 2YY3 – Ethics (If not previously completed)
- PHILOS 2G03 - Social and Political Issues
- PHILOS 2S03 - History of Political Philosophy
- PHILOS 2N03 - Business Ethics
- PHILOS 2TT3 - Ethical Issues in Communication

3 units
from

- ~~PHILOS 2N03 – Business Ethics~~
- ~~PHILOS 2TT3 – Ethical Issues in Communication~~
- PHILOS 3C03 - Advanced Bioethics
- PHILOS 3CC3 - Advanced Ethics
- PHILOS 3GH3 - Global Health Ethics

3 units
from

- PHILOS 3I03 - Philosophy and Feminism
- PHILOS 3L03 - Environmental Philosophy
- PHILOS 3N03 - Political Philosophy
- PHILOS 3Q03 - Philosophy of Law
- PHILOS 3T03 – Philosophy and Race

3 units

- PHILOS 4V03 - Multidisciplinary Workshop in Applied Ethics and Policy

Rationale: Reduction of admission course requirements to one of 2D03 or 2YY3 to decrease barriers to admission. Addition of course PHILOS 3T03 - Philosophy and Race to the list of options, to include material on issues of ethics and race as they relate to structural injustice. Restructuring of requirement lists to streamline and simplify certificate requirements.

2. Concurrent Certificate in Leadership & Cross-Cultural Literacy

Concurrent Certificate in Leadership, Equity & Social Change & Cross-Cultural Literacy

Faculty of Humanities

Chester New Hall, Room 107

<http://www.humanities.mcmaster.ca>

humanities@mcmaster.ca | leader@mcmaster.ca

The Certificate fills a critical need for undergraduate students to learn about and develop professional skills that are highly desirable for the pursuit of graduate studies, professional programs, and employment opportunities, following undergraduate studies. A key objective of the course sequence is to help students develop leadership skills within a rigorous academic framework that balances both theory and practice.

This Certificate provides students with interdisciplinary and experiential learning opportunities that enhance their leadership capabilities through foundational skills development, specialized training, and community service. This includes a rigorous academic framework that balances both theory and practice, and a curriculum that challenges students to think critically about their place in the world and how they can affect change around them. Students also develop professional skills that are highly desirable for the pursuit of graduate studies, professional programs, and gainful employment.

Certificate Requirements

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses.

Notes

1. Courses that are not listed below, such as relevant topics offered through INSPIRE, may be considered for eligibility toward the Concurrent Certificate in Leadership, Equity & Social Change. Students wishing to suggest an alternate course for use toward the 'Diversity, Equity and Social Change' course list requirement, or 'Leadership in Action' requirement, are invited to contact Dr. Alpha Abebe (abebea@mcmaster.ca).
2. Eligible Wilson Leadership Scholars may replace HUMAN 4LC3 - Major Leadership Project Capstone: Theory and Practice with HUMAN 4WL3 A/B - Wilson Leadership Scholar Capstone toward this certificate requirement.
3. Students must be aware that some courses in the Course List have their own disciplinary prerequisite, and it is the responsibility of students completing this certificate to meet other Faculties', departments' and programs' requirements. In addition, some courses in the Course List may be restricted to students from the associated program and may not be open to students from other programs; these courses will be listed as restricted.
4. Students who previously began studies under the **Concurrent Certificate in Leadership & Cross-Cultural Literacy** requirements may continue to complete under this certificate's requirements and should consult the 2020-2021 Undergraduate Calendar for certificate requirements.

Diversity, Equity and Social Change Course List

AADS 3BA3 – Topics in Black, African and African Diaspora Studies
AADS 3CD3 – Topics in the Black Caribbean and its Diasporas
ANTHROP 1AB3 - Race, Religion and Social Justice
ANTHROP 3HH3 - Globalization, Social Justice and Human Rights
ART 3EA3 - Social Practice and Community-Engaged Art
CMST 3RR3 - Race, Religion and Media
CMST 3DJ3 - Digital Justice
CMST 3PM3 - Public Memory, Media, and African Diaspora Studies
ENGLISH 1CS3 - Studying Culture: A Critical Introduction
ENGLISH 1H03 - Words in Place
ENGLISH 3GG3 - Theories of Decolonization and Resistance
ENVSOCY 1HA3 - Society, Culture and Environment
ENVSOCY 2TS3 - Society and Space
GENDRST 1A03 - Gender, Race, Culture, Power
GENDRST 1AA3 - Women Transforming the World
GENDRST 2AA3 - Introduction to Feminist Thought
HISTORY 1EE3 - The Historical Roots of Contemporary Issues
HISTORY 3CG3 - Canadians in a Global Age: 1914 to the Present
HISTORY 3N03 - Poverty, Privilege and Protest in Canadian History
HISTORY 3WW3 - Women in Canada and the US from 1920
HISTORY 3XX3 - Human Rights in History
HTHSCI 1RR3 - Introduction to the Social Determinants of Health
HTHSCI 2T03 - Sex, Gender, & Health
HTHSCI 3RH3 - Racism and Health
HUMAN 3CL3 – Community Leadership at McMaster
HUMAN 4CM3 - Cross-cultural Mentoring and Coaching Practicum
IARTS 1PA3 - Arts in Society: Social Constructions of Race and Gender
INDIGST 1A03 - Introduction to Indigenous Studies
INDIGST 1AA3 - Introduction to Contemporary Indigenous Studies
INDIGST 1B03 - Reconciling What? Indigenous Relations in Canada
INDIGST 2G03 - Indigenous Perspectives on Peace and Conflict
INDIGST 3K03 - Indigenous Human Rights
INDIGST 3N03 - Indigenous Women: Land, Rights, and Politics
INTENG 2A03 A/B S - International Engagement at Home

LABRST 2G03 - Labour and Globalization
 LABRST 2J03 - Work and Racism
 LABRST 3E03 - Gender, Sexuality and Work
 LINGUIST 2S03 - Language and Society
 LINGUIST 3DS3 - ASL & Deaf Studies
 MUSIC 2A03 - Music of the World's Cultures
 MUSIC 2CU3 - Music and Culture
 PEACJUST 1A03 - Peace, Justice, Human Rights
 PEACJUST 1VM3 - Voices at Mac: Understanding our World
 PEACJUST 2A03 - Conflict Transformation: Theory and Practice
 PEACJUST 2B03 - Human Rights and Social Justice
 PEACJUST 2C03 - Peace, Justice, and Popular Culture
 PEACJUST 2CS3 - Decolonization and Activism: Creating Social Change
 PEACJUST 2XX3 - Social and Structural Determinants of Health
 PEACJUST 3B03 - Peace-Building and Health Initiatives
 PEACJUST 3C03 - Researching Global Peace and Social Justice
 PEACJUST 3GG3 - Theories of Decolonization and Resistance
 PHILOS 2D03 - Bioethics
 PHILOS 2G03 - Social and Political Issues
 PHILOS 2N03 - Business Ethics
 PHILOS 2TT3 - Ethical Issues in Communication
 PHILOS 2YY3 - Ethics
 PHILOS 3CC3 - Advanced Ethics
 PHILOS 3GH3 - Global Health Ethics
 PHILOS 3I03 - Philosophy and Feminism
 PHILOS 3T03 - Philosophy and Race
 POLSCI 1AB3 - Politics and Power in a Globalizing World
 POLSCI 3G03 - Ethnicity and Multiculturalism: Theory and Practice
 POLSCI 3GC3 - Politics of a Dying Planet
 POLSCI 3K03 - Migration and Citizenship: Canadian, Comparative and Global Perspectives
 POLSCI 3KA3 - Indigenous Human Rights
 POLSCI 3RF3 - The Charter of Rights and Freedoms
 POLSCI 3V03 - Gender and Politics
 SCAR 2RD3 - Religion and Diversity
 SOCPSY 2E03 - Psychology of Intergroup Relations
 SOCPSY 3B03 - Understanding Lived Experiences
 SOCSCI 3EL3 - Leadership for Social Innovation
 SOCWORK 3I03 - Social Work and Indigenous Peoples
 SOCWORK 3O03 - Social Work and Sexualities
 SOCWORK 3S03 - Social Work, Disability and Dis/Ableism
 SOCWORK 3T03 - Poverty and Homelessness
 SOCWORK 4C03 - Critical Perspectives on Race, Racialization, Racism and Colonialism in Canadian Society
 SOCWORK 4J03 - Social Change: Social Movements and Advocacy
 SOCWORK 4R03 - Feminist Approaches to Social Work and Social Justice
 SOCWORK 4Y03 - Critical Issues in Mental Health & Addiction: Mad & Critical Disability Studies Perspectives for SW
 SOCIOL 2DD3 - Immigration and the Canadian Mosaic
 SOCIOL 2EE3 - Introduction to Indigenous-Settler Relations in Canada
 SOCIOL 2FF3 - The Sociology of 'Race' and Ethnicity
 SOCIOL 2HH3 - Sociology of Gender
 SOCIOL 2JJ3 - Race, Class, Gender, and Sexuality
 SOCIOL 2R03 - Perspectives on Social Inequality
 SOCIOL 2RR3 - Case Studies of Social Inequality
 SOCIOL 3U03 - Sociology of Sexualities

SOCIOL 3VV3 - The Indian Act: A Social Problem
 SOCIOL 3Z03 - Ethnic Relations
 SUSTAIN 2IS3 - Intersectionality and Sustainable Development
 SUSTAIN 2S03 - Evaluating Problems & Sustainable Solutions
 SUSTAIN 2SS3 - Advocating for Sustainability
 SUSTAIN 3S03 - Implementing Sustainable Change

Requirements

15 units total

3 units

from

Ethics Requirement

- ~~PHILOS 2D03 - Bioethics~~
- ~~PHILOS 2N03 - Business Ethics~~
- ~~PHILOS 2TT3 - Ethical Issues in Communication~~
- ~~PHILOS 2YY3 - Ethics~~

12-3 units

from

Core Leadership & Cross-Cultural Literacy Requirement

- ~~HUMAN 3CM3 - Leadership: Cross-Cultural Mentoring Lab~~
- HUMAN 3LM3 - Foundations of Ethical Leadership
- ~~HUMAN 4CM3 - Cross-cultural Mentoring and Coaching Practicum~~
- ~~HUMAN 4LC3 - Leadership Capstone: Theory and Practice~~
- ~~HUMAN 4RM3 - Boundaries and Bridges: Relationship Skills for Effective Leaders~~

6 units

from

Diversity, Equity & Social Change Requirement

- Diversity, Equity & Social Change course list (see Notes 1 and 3)

6 units

from

Leadership in Action Requirement

- HUMAN 3CM3 - Leadership: Cross-Cultural Mentoring Lab
- HUMAN 4LC3 – Major Leadership Capstone Project: Theory and Practice (see Notes 1 and 2)
- HUMAN 4RM3 - Boundaries and Bridges: Relationship Skills for Effective Leaders

Rationale: We are now at a point with the leadership curriculum where we have gathered important insights about its strengths, gaps and opportunities for growth. These insights emerged from student and instructor feedback, information from academic advisors, student enrollment numbers, and administrative discussions. The wider socio, political and economic landscape has also changed dramatically over the last several years; this has important implications for the kinds of learning spaces and experiences that students are seeking, as well as the kinds of skills and credentials that are valued by employers and graduate programs. These societal changes include zeitgeist-shifting social movements, the overall footprint of COVID-19, economic insecurity, and the move to virtual teaching and learning. This presents an opportune time to reimagine the leadership curriculum to ensure what we are offering is responsive and relevant to students and the world students are entering into after their studies. Proposed changes will seek to address: expanding experiential learning opportunities; embedding equity and critical studies into the curriculum; refining the focus, titles and/or descriptions of existing courses.

3. Concurrent Certificate in Professional French

Concurrent Certificate in Professional French

Department of French

Togo Salmon Hall, Room 532, ext. 24470

<http://french.humanities.mcmaster.ca/>

The concurrent Certificate in Professional French provides students with substantial vocabulary from such fields as business, law, medicine, journalism and the hospitality industry. Through a focus on the study of sample cases, the certificate will help prepare students for possible real-life situations which they could encounter in their careers.

Notes

1. No more than 6 units of the Certificate may be completed using non-McMaster courses.
2. Students majoring in any French program who also wish to complete the certificate must complete take the certificate requirements FRENCH 2I03 and FRENCH 3I13 as elective credit. These courses must then be taken outside of in addition to the French (Honours B.A., Combined Honours B.A. or B.A.) degree requirements.
3. Students uncertain as to whether language course prerequisites best reflect their linguistic ability are encouraged to consult the French department for a placement test.
4. Students interested in further study may wish to review requirements for the Minor in French, however, should note that they would be unable to declare both the Concurrent Certificate in Professional French and the Minor in French.

Admission

Any student in an undergraduate degree program at McMaster may declare the certificate, at the time of graduation, and upon completion of the following courses in French.

Requirements

18 units

- FRENCH 1A06 A/B - Introduction to French Studies: Advanced Level
or
- FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level
- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3I13 - Professional French II

Alternate Pathway to Certificate

Those students who begin their French Studies at McMaster with FRENCH 2B03 may still complete the concurrent Certificate in Professional French, through fulfilment of the following alternate pathway.

Requirements

15 units total

12 units

- FRENCH 2B03 - French Language Practice I
- FRENCH 2BB3 - French Language Practice II
- FRENCH 2I03 - Professional French I
- FRENCH 3I13 - Professional French II

3 units

- Level II or III French, excluding:
 - FRENCH 2M06 A/B - Introduction to French Studies: Advanced Level
 - FRENCH 2Z06 A/B - Beginner's Intensive French II

Rationale: The Department intends to allow students to count 2I03 and 3I13 toward degree requirements. Initially designed for the Concurrent Certificate in Professional French, students in French degree programs may only count these courses as electives. We are eliminating this exclusion, while also clarifying the extent to which these courses could be used toward both credentials.

REVISIONS TO EXISTING CERTIFICATES

Concurrent Certificates **Certificate in Business Technology Management (BTM)**

Note

1. SFWRTECH 3IT3 and SFWRTECH 3PR3 are anti-requisites.
2. Many of the SFWRTECH courses are graded on a pass/fail basis. This may impact a student's eligibility for the Deans' Honour List as a minimum of 24 units of graded work is required for consideration.

Admission

Enrolment in an Honours Bachelor of Commerce (B.Com.) program is required for admission to the certificate.

Requirements

27 units total

21 units

- COMMERCE 3KA3 - System Analysis and Design
- COMMERCE 3KD3 - Database Design Management and Applications
- COMMERCE 3KE3 - Management of Enterprise Data Analytics
- COMMERCE 4KF3 - Project Management
- COMMERCE 4KG3 - Data Mining For Business Analytics
- COMMERCE 4KH3 - Strategies for Electronic and Mobile Business
- COMMERCE 4KI3 - Business Process Management

6 units

from

- SFWRTECH 3CS3 - Computer Security
- SFWRTECH 3IT3 - Fundamentals of Networking
- SFWRTECH 3PR3 - Procedural and Object Oriented Programming Concepts
- SFWRTECH 3RQ3 - Software Requirements and Specification
- SFWRTECH 4SD3

Rationale: The Software Engineering Technology Dept. has changed the grading basis for many of their courses, including those included in this certificate. The courses will now be assessed on a pass/fail basis. This may have implications for student eligibility for the Deans' Honour List and we are adding a note to inform students.

McMaster Continuing Education – Certificate of Completion Program Proposal for Information Purposes

Department & Program Information	
Program Name:	Business Analysis
Credential:	Certificate of Completion
Name of Representative:	Lorraine Carter
Effective Date:	September 1, 2022
Date of Submission:	February 15, 2022
Program Information:	
I. Program Overview	<p>Business analysis (BA) is a discipline that stems from identifying and understanding gaps between what is needed and how change is implemented within an organization. As business technology evolved, the business analyst role focussed on bridging the gap between implementing technological solutions and meeting the needs of the customer and the overall business. The International Institute of Business Analysis (IIBA) defines business analysts as individuals who “identify and define the solutions that will maximize the value delivered by an organization to its stakeholders”. Business analysts are found within multiple levels of an organization and industries.</p> <p>The Business Analysis program will offer courses to meet the learning needs of two audiences:</p> <ul style="list-style-type: none"> • individuals new to the field of business analysis (i.e. introductory level) • individuals with some business analysis experience seeking to develop skills and competencies further for professional certification and/or career growth opportunities <p>The open enrolment, professional development program allows members of the two audience groups to select courses to meet their learning goals.</p> <p>McMaster Continuing Education (MCE) will design courses to align with the required skills and competencies set by the professional association, the International Institute of Business Analysis. MCE will apply to the IIBA to be an Endorsed Education Provider (EEP) for business analysis. This will provide</p>

	added value to the learners as completed courses may qualify towards the educational requirements for a professional designation.
II. Learning Objectives	<p>Upon completion of the program, learners will:</p> <ul style="list-style-type: none"> • Explain the role and expectations of a business analyst to solve business problems • Define key terms and competencies of a business analyst applicable to stages of the business analysis process • Employ industry-accepted practices, tools and techniques for the business analysis cycle • Analyze leadership, communication and change management techniques <p>The following objectives will be threaded within each course:</p> <ul style="list-style-type: none"> • demonstrate an awareness of ethical practices and professional standards applicable to the industry and professional associations • exemplify the skills, attitudes and behaviours required to work and collaborate with people and develop personal management skills • employ effective communication practices
III. Meeting Learning Objectives	The Business Analysis program will use a series of courses to achieve the stated program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.
IV. Program Admission Requirements	The program will be open enrolment.
V. Program Completion Requirements	Participants must complete three (3) courses from the Business Analysis program to qualify for a Certificate of Completion.
VI. Program Delivery Format	Program courses will be delivered online in an asynchronous format. Online delivery will be hosted on Avenue to Learn.
VII. Student Evaluations (Grading Process)	Final course grades will be "pass/fail".
VIII. Course Evaluation	MCE will distribute a post-course evaluation for participants upon the conclusion of each course. The post-course evaluation will assess course content, delivery, materials, and facilitation.
IX. Course Instruction	Facilitators will be contracted from a pool of qualified professionals in Business Analysis. Facilitator selection is based on academic background, work experience and professional certification in the field.

Listing of Courses
<p>Business Analysis: An Introduction to Key Concepts and Competencies (Elective, non-credit) Build the foundation of your business analysis career with a comprehensive introduction to the key concepts, competencies and techniques of the discipline. Learn the importance of the role of the business analyst within an organization in terms of strategy, assessment, requirements planning, communication, project planning and management.</p>
<p>Business Analysis: Strategy Analysis (Elective, non-credit) Expand your business, systems thinking and organizational knowledge with an examination of the business analyst's strategic analysis process. Explore the steps to identify a business problem, analyze the current state, identify creative and innovative solutions, assess risk and lead change.</p>
<p>Business Analysis: Requirements Analysis & Modeling (Elective, non-credit) Delve into the process to identify, analyze, verify, validate and define the requirements for business improvement solutions. Develop your critical thinking, problem-solving, communication and interpersonal skills to coordinate, define and communicate requirement architecture and design options to work across the organization.</p>
<p>Business Analysis: Stakeholder Elicitation and Collaboration (Elective, non-credit) Learn the best practices of a business analyst to engage effectively and strategically with stakeholders. Develop your communication skills to identify the business need, assess risks and opportunities, obtain "buy-in", and collaborate as a team to implement solutions.</p>
<p>Business Analysis: Planning and Monitoring (Elective, non-credit) Explore the techniques and tools for planning activities appropriate to the business analysis project requirements and implementation. Learn how monitoring is important to evaluating the business analysis work throughout the project to achieve the planned outcomes.</p>
<p>Business Analysis: Testing and Evaluation (Elective, non-credit) Examine the importance of testing and evaluating a product, system, technology or business change and what role the business analyst has during this stage of the project. Learn strategies and techniques for coordinating and implementing an effective test and evaluation plan involving multiple teams of the organization.</p>
<p>Business Analysis: Leading Improvement & Change (Elective, non-credit) Be a leader within the organization by demonstrating best practices for leading change within an organization. Build upon the communication strategies presented in earlier courses to further your leadership skills to engage, build and inspire an effective team.</p>
<p>Business Analysis: Agile Principles (Elective, non-credit) Explore the fundamentals of agile methodology and the role of the business analyst. Review techniques and best practices for the business analyst to engage, collaborate and lead others to achieve project goals.</p>

REPORT TO UNDERGRADUATE COUNCIL
from the
CURRICULUM AND ADMISSIONS COMMITTEE

FOR APPROVAL

I Addenda to Curriculum Revisions for Inclusion in the 2022-2023 Undergraduate Calendar

At its meeting held on February 15, 2022, the Undergraduate Council Curriculum and Admissions Committee approved, for recommendation to Undergraduate Council, addenda to curriculum revisions for inclusion in the *2022-2023 Undergraduate Calendar* for the Faculties of Business, Engineering, Health Sciences, and Humanities. An electronic vote was completed on February 18, 2022 to approve minor revisions to curriculum addenda as recommended by the Faculty of Health Sciences.

Furthermore, revisions to admissions requirements for applicants currently or previously registered in a Canadian or US Medical School in the Undergraduate MD Program were previously approved via omnibus motion at the meeting held in January. It was voted on again at the February 15, 2022 meeting so as to clarify the language provided to Senate. Further details can be found on the University Secretariat's website and within the circulated materials.

- i. Faculty of Business
- ii. Faculty of Engineering
- iii. Faculty of Health Sciences
- iv. Faculty of Humanities

It is now recommended,

Motion 1:

that the Undergraduate Council approve all academic regulations and addenda to curriculum revisions for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculties of Business, Engineering, Health Sciences, and Humanities, and set out in the attached.

Motion 2:

that the Undergraduate Council approve, for recommendation to Senate, curriculum revisions to change the Health, Engineering Science and Entrepreneurship (HESE) Specialization from a five-year program to a four-year program effective September 2022, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

Motion 3:

that the Undergraduate Council approve, for recommendation to Senate, the change of the Health, Engineering Science and Entrepreneurship (HESE) Specialization Co-Op, from a five-year program to a four-

year program effective September 2022, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

Motion 4:

that the Undergraduate Council approve, for recommendation to Senate, revisions to admissions requirements for applicants currently or previously registered in a Canadian or US Medical School in the Undergraduate MD Program, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

On January 11, 2022, the Curriculum and Admissions Committee approved updated Admissions Procedures and Requirements to the Midwifery Education Program, and the Black Equity Stream (BESt) for the Undergraduate Medical Education Program.

It is now recommended,

Motion 5:

that the Undergraduate Council approve, for recommendation to Senate, revisions to the updated Admission Procedures and Requirements to the Midwifery Education Program, as recommended by the Faculty of Health Sciences, and set out in the attached.

Motion 6:

that the Undergraduate Council approve, for recommendation to Senate, the Black Equity Stream (BESt) for the Undergraduate Medical Education Program, for inclusion in the 2022-2023 Undergraduate Calendar, as recommended by the Faculty of Health Sciences, and set out in the attached.

Undergraduate Council
March 1, 2022

**REPORT TO THE FACULTY OF BUSINESS FROM THE UNDERGRADUATE
CURRICULUM AND POLICY COMMITTEE**

FOR THE 2022-2023 ACADEMIC CALENDAR

JANUARY 2022

**FACULTY OF BUSINESS
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-2023
ACADEMIC CALENDAR**

JANUARY 2022

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 2022-2023 Undergraduate Calendar, located electronically at: <http://ug.degroote.mcmaster.ca/curriculum-report/>

New Programs

- N/A

Program Closures

- N/A

Major Revisions

- N/A

**FACULTY OF BUSINESS
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2022-2023 ACADEMIC CALENDAR**

JANUARY 2022

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 2022-2023 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 17.

REVISIONS TO ADMISSION REQUIREMENTS

- N/A

REVISIONS TO MCMASTER GENERAL ACADEMIC REGULATIONS

- N/A

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

- A. Programs for Students who Enter Business 1 in September 2021 or Later
- Programs for Students who Entered the Integrated Business & Humanities Program (IBH Program) in 2022 or later
- D. Programs for Students who Entered the Integrated Business & Humanities Program (IBH Program) in 2019 or Later

REVISIONS TO EXISTING MINORS

- Minor in Business
- Minor in Finance

REVISIONS TO EXISTING CERTIFICATES

- Business Technology Management Certificate

NEW COURSES

- Commerce 3GR0 - DeGroote Student Experience and Development III
- Commerce 4GR3 - DeGroote Student Experience and Development IV
- IBH 1LD0 - Leadership Development – Self Awareness

REVISIONS TO EXISTING COURSES

- Commerce 1DA3 – Business Data Analytics
- Commerce 2DA3 – Decision Making with Analytics
- Commerce 2FA3 – Introduction to Finance
- Commerce 2FB3 – Managerial Finance
- Commerce 2GR0 – DeGroote Student Experience and Development II
- Commerce 2KA3 – Information Systems in Business
- Commerce 3FL3 – Sustainable and Social Finance
- Commerce 3MC3 – Applied Marketing Management
- Commerce 3QA3 – Management Science for Business
- Commerce 4DA3 – Modelling and Prescriptive Analytics
- Commerce 4FE3 – Options and Futures
- Commerce 4FG3 – Financial Theory

- Commerce 4FL3 – Personal Financial Management
- Commerce 4FM3 – Personal Financial Planning and Advising
- Commerce 4FU3 – Behavioural Finance: The Psychology of Markets

COURSE DELETION

- N/A

FACULTY OF ENGINEERING

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2022 – 23CALENDAR

Addenda approved January 25, 2022 Faculty Meeting

**FACULTY OF ENGINEERING
REPORT TO SENATE
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2022-23**

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 2022-23 **Engineering Undergraduate Curriculum Report.docx** on MacDrive:

<https://macdrive.mcmaster.ca/d/b2c2847e6ac743488662/>

NEW PROGRAMS

None

PROGRAM CLOSURES

None

MAJOR REVISIONS

**FACULTY OF ENGINEERING
REPORT TO UNDERGRADUATE COUNCIL
SUMMARY OF CURRICULUM CHANGES FOR 2022-23**

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 2022-23 Undergraduate Calendar, found at:

<https://macdrive.mcmaster.ca/d/b2c2847e6ac743488662/>

MATERIALS ENGINEERING

- Nine course descriptions revisions
- Two new course
- Four course deletions
- Three new courses

MECHANICAL ENGINEERING

- Eight course description revisions
- One new course
- One course deletion

FACULTY OF HEALTH SCIENCES

UNDERGRADUATE CALENDAR REVISIONS

FOR THE 2022-2023 CALENDAR

Wednesday March 2, 2022

HSEC approved January 12, 2022

REPORT TO SENATE

FACULTY OF HEALTH SCIENCES SUMMARY OF CURRICULUM CHANGES FOR 2022-2023 <https://macdrive.mcmaster.ca/f/0fc595a0ceb04e3d85fa/>

NEW PROGRAMS

NONE

PROGRAM CLOSURES

NONE

MAJOR REVISIONS

BACHELOR OF HEALTH SCIENCES (HONOURS) PROGRAM Health, Engineering Science and Entrepreneurship (HESE) Specialization; Health, Engineering Science and Entrepreneurship (HESE) Specialization Co-Op (B.H.Sc.(Honours))

2022-23 Four year degree HESE Proposal

We propose to change the five year HESE program within IBEHS from a five year to a four year degree. We are also proposing two minor changes to the existing five year program that students are enrolled in. This 14-page document contains the following sections:

1. Proposed program changes with rationales to convert HESE to a four year program
2. Proposed calendar changes for students who are currently in the HESE program
3. Course deletions
4. New courses
5. Change to course title
6. Clean calendar copy for proposed four year program

Proposed program changes with rationales to convert HESE to a four year program

OVERARCHING RATIONALE: *To convert the five year HESE program to a four year degree in order to be more desirable by incoming students and reflective of the directions taken by the first HESE cohort who have gone on to medical school and graduate programs at reputable institutions before completing the five year degree. The HESE program currently consist of 166 units across 5 years. The proposed changes will reduce the program to 129-130 units across 4 years.*

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

1. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
2. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
3. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
4. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II
- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering

- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- ~~IBEHS 2E06 A/B - Health, Engineering Science and Entrepreneurship I: Human-Centred Design~~
- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

RATIONALE 1: Feedback suggested that IBEHS 2E06 would be better as a 3 unit course. We propose that 2E06 – Human Centred Design be replaced with 2E03. Converting a 6 unit course to a 3 unit course will additionally provide flexibility to HESE students that would allow them to pursue a co-op position midway through the academic year.

RATIONALE 2a: Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy.

1 course

- ~~IBEHS 2R00 A/B - Current Research Initiatives I~~

RATIONALE 3a: 2R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3 units

- Electives

Summary of unit changes in level II: Removal of 3 units from IBEHS 2E06 (and moving 3 units from level III into level II as IBEHS 2EE3).

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B - Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

RATIONALE 2b: This change is connected to the rationale for 2a. Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split

IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy. The second 3-unit course, 3E03- Fundamentals of Business Strategy is being offered in level III.

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

RATIONALE 4a: *In order to condense the five year program into four years, we are giving students the choice of some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III and IV. This level III list is truncated to 4A03, 4B03, 4C03 and 4D03 as they will have met the prerequisites for these courses, but not for 4F04 and 4QZ3 which will appear on the list of options in level IV.*

2 courses-1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B – Current Research Initiatives II~~

Rationale 3b: *3R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.*

6 units

- Electives

Summary of unit changes in level III: Splitting 3EE6 into two three unit courses: 2EE3 and 3E03 (2E03 was placed in level II), and 3 units from 4A03, 4B03, 4C03 or 4D03 were moved here from level IV.

Level IV: 32 Units 31-32 Units

17 units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- ~~IBEHS 4P04 – Health Solutions Design Projects IV: Economics and Project Management~~
- IBEHS 4QZ3 - Modelling of Biological Systems

RATIONALE 4b: *This change is the follow-up from rationale 4a in level III. In order to condense the five year program into four years, we are giving students the choice from some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III*

and IV. Students will have already taken one of 4A03, 4B03, 4C03 and 4D03 in level III, and will now have the option of taking two more courses from the full list in level IV.

12-units

19 units

- ~~HTHSCI 3E03 – Inquiry III: Advanced Inquiry in Health Sciences~~
- ~~IBEHS 4C03 – Statistical Methods in Biomedical Engineering~~
- IBEHS 4EE6 A/B – Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

RATIONALE 5: HTH SCI 3E03 was removed in order to maintain a balance of required HTH SCI and IBEHS courses throughout the program.

RATIONALE 4c: 4C03 was moved to the list of IBEHS level IV courses that student have the option of choosing from in rationale 4a and 4b.

RATIONALE 6: 4P04 is still a required course, and so it was struck out above and reappears here in the calendar copy.

Rationale 7a: The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.

1-course

- ~~IBEHS 4R00 A/B – Current Research Initiatives III~~

RATIONALE 3c: 4R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3-units

6 units

- Electives

Level V: 36 Units

3-units

- ~~IBEHS 4QZ3 – Modelling of Biological Systems~~

21-units

- ~~IBEHS 5E15 A/B – Health, Engineering Science and Entrepreneurship Thesis~~
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

RATIONALE 3d: 5R06 is removed as part of the conversion to a four year program.

RATIONALE 7b: The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.

12-units

- ~~Electives~~

Summary of unit changes in levels IV and V: Removal of 3 units HTHSCI 3E03, removal of 9-10 units from core IBEHS courses (4A03, 4B03, 4C03, 4D03, 4F04 or 4QZ3 – and 3 of these units were moved to level III), removal of IBEHS 5R06, removal of 6 units from the thesis course (IBEHS 5E15 replaced with 4E09), and removal of 9 units of electives. Total net units removed in levels IV and V = 33-34 units (as 3 units of 4A, 4B, 4C, 4D, 4F or 4QZ were moved to level III).

Overall summary of unit changes across the entire program: 3 units were removed from level II, along with 33-34 units from levels IV and V. In total, 36-37 units were removed from a total unit count of 166 units. Thus, approximately 20% of the program was removed in order to convert HESE to a four year program. This falls below the 30% mark which would constitute a major change.

**Proposed calendar changes for students who are currently in the HESE program:
Health, Engineering Science and Entrepreneurship (HESE) Specialization; Health,
Engineering Science and Entrepreneurship (HESE) Specialization Co-Op
(B.H.Sc.(Honours))**

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

1. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
2. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
3. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
4. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (for students who entered the program prior to September 2022)

Level II: 30 Units

21 units

- ~~CHEM 1AA3 - Introductory Chemistry II~~
- ~~HTHSCI 2E03 - Inquiry II: Biochemistry~~
- ~~HTHSCI 2F03 - Human Physiology and Anatomy I~~
- ~~HTHSCI 2FF3 - Human Physiology and Anatomy II~~
- ~~IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering~~
- ~~MATH 2Z03 - Engineering Mathematics III~~
- ~~MATH 2ZZ3 - Engineering Mathematics IV~~

6 units

- ~~IBEHS 2E06 A/B - Health, Engineering Science and Entrepreneurship I: Human Centred Design~~

1 course

- ~~IBEHS 2R00 A/B - Current Research Initiatives I~~

3 units

- ~~Electives~~

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B - Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

3 units

- From level III/IV HTH SCI, Engineering, Commerce

2 courses

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B – Current Research Initiatives II~~

6 units

- electives

Level IV: 32 Units**17 units**

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

12 units

- HTHSCI 3E03 - Inquiry III: Advanced Inquiry in Health Sciences
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III~~: Innovators in Scrubs

1 course

- ~~IBEHS 4R00 A/B – Current Research Initiatives III~~

3 units

- electives

Level V: 3630 Units**3 units**

- IBEHS 4QZ3 - Modelling of Biological Systems

21 units

- IBEHS 5E15 A/B - Health, Engineering Science and Entrepreneurship Thesis
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

12 units

- Electives

RATIONALE: Changes for students who entered the program prior to September 2022: IBEHS 3E03 will replace IBEHS 3EE6 to address some inherent overlap between IBEHS 2E06 and IBEHS 3EE6. IBEHS 5R06 is a longitudinal course that students begin in level II, but do not formally register for until level V. IBEHS 5R06 is being cancelled as the pandemic has made it impossible to continue to offer this course as it was originally intended with students attending departmental seminars in person. Currently, level V has 36 units, therefore, removal of these 6 units maintains 30 units for the final year of the program, consistent with most university programs. The 'ghost' courses associated with 5R06 (2R00, 3R00, 4R00) were therefore removed. We will keep 5R06 on the books to grandfather out any students who wish to see it through.

New courses**IBEHS 2E03 – Human-Centred Design**

The course will explore the concepts of human-centred design, foresight, and systems design as central to discovering and defining health problems. Students will develop capabilities in creative confidence and collaboration through group projects using a design thinking process.

PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): HTH SCI 4ID3, IBEHS 2E06

REQUIRED COMPONENTS:

Lectures – 36 hours

ENROLMENT CAPACITY:50

RATIONALE: As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 2E06 into this 3-unit offering. This new 3-unit course will augment aspects of engineering design introduced in IBEHS 1P10, and prepare students for IBEHS 4EE6 – Innovators in Scrubs. It will also give HESE students flexibility to pursue a co-op position in the middle of the academic year, by removing the full-year 6-unit course which prevents this flexibility.

IBEHS 2EE3 - From Idea to Innovation

This course introduces the entrepreneurial process with a focus on how to start new health technology and life sciences companies. Through lectures, guest speakers and interactive tutorials, this course will help students assess the commercial potential of an idea and learn how to create a viable business offering. The course leads students through problem identification, solution determination, and establishing product and market fit.

PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 3EE6, 4E06

REQUIRED COMPONENTS:

Lectures – 26 hours

Tutorials – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: This content is currently delivered in the first half of IBEHS 3EE6 – From idea to enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.

IBEHS 3E03 – Fundamentals of Business Strategy

This course exposes students to the key business management skills and strategies needed to start a successful enterprise in Canada. Topics covered include: Start-up Financing, Marketing, Forecasting, Intellectual Property and Budgeting.

PREREQUISITE(S): IBEHS 2EE3
ANTIREQUISITE(S): IBEHS 4E06, 3EE6
REQUIRED COMPONENTS:
Lectures – 26 hours
Tutorials – 13 hours
ENROLMENT CAPACITY:50

RATIONALE: *This content is currently delivered in the second half of IBEHS 3EE6 – From idea to Enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.*

IBEHS 3EE3 – Project Management

This course introduces the fundamentals of project management. Through the use of modern project management tools and strategies, students will learn how to plan, develop and execute on a project effectively. The course covers project planning and selection strategies, project-based organizational culture, time and cost estimates, risk management, measurement and evaluation, agile project management and proper project closure.

PREREQUISITE(S): IBEHS 3E03
ANTIREQUISITE(S):
REQUIRED COMPONENTS:
Lectures – 26 hours
Tutorials – 13 hours
ENROLMENT CAPACITY:50

RATIONALE: *We propose this as an elective course for the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students. While there is some treatment of Project Management in IBEHS 4P04 as required for accreditation for the Biomedical Engineering degree students, we feel that our HESE students may benefit from this full three-unit course as an elective to give them an edge in their future studies in IBEHS 4EE6 – Innovators in Scrubs and in their future career. This course will also augment our IBEHS elective offerings, giving students more options in their specified field of study, entrepreneurship. Students who take IBEHS 3EE3 as an elective prior to enrolling in IBEHS 4P04 will be able to serve as leaders and peer mentors when they begin to work in their 4P04 project groups, modelling and reinforcing concepts learned in 3EE3.*

IBEHS 4E09 – Health, Engineering Science and Entrepreneurship Thesis

This course provides an opportunity for students to integrate and apply learning from the previous three years of the program. Projects and proposals from Health and Entrepreneurship courses will achieve maturity and will be examined by faculty members and members of the business, engineering and health communities outside the university. The final focus will be on quality entrepreneurship with the potential for high impact.

PREREQUISITE(S): Registration in Level IV of the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 5E15

REQUIRED COMPONENTS:

Lectures – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 5E15 into this 9-unit thesis offering. The scope of the thesis and time spent working on the thesis will be appropriately reduced to be commensurate with the number of units. A 9-unit thesis is more common for students completing a research thesis in the sciences and health sciences.

Course Revisions

IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs~~

6 unit(s)

This course will integrate design thinking, health engineering and business concepts and apply them to the process of innovating health technologies. Students will work in teams to identify and design solutions for unmet clinical needs based on exposure to real-world healthcare environments and clinical stakeholders. Emphasis will be placed on user-centred design and further development of teamwork and communication skills, adaptability and creativity.

One lecture (three hours), lab/placement (four hours); both terms

Prerequisite(s): [IBEHS 1HS0](#); and [IBEHS 3EE6 A/B](#) or IBEHS 4E06 A/B; and registration in Level IV in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

Antirequisite(s): HTHSCI 4IS3, IBEHS 3E06 A/B

RATIONALE: Streamlining the course title.

Course deletions

IBEHS 2E06

IBEHS 3EE6

Clean calendar copy for proposed four year program

This is the clean copy in grey highlight that would be inserted in the undergraduate calendar:

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II

- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering
- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

3 units

- Electives

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology I
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

6 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training

6 units

- Electives

Level IV: 31-32 Units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imagng
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4QZ3 - Modelling of Biological Systems

19 units

- IBEHS 4EE6 A/B – Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

6 units

- Electives



BACHELOR OF HEALTH SCIENCES MIDWIFERY PROGRAM

Facilitated Black Admission Process (FBAP)

We offer a facilitated admissions stream for applicants who self-identify as Black referred to as the Facilitated Black Admission Process (FBAP). Applicants wishing to apply through this admission stream must opt-in to this process when they complete the Supplementary Application Online Survey in addition to McMaster University and program specific application requirements. To be considered, the applicant must first apply through the [Ontario Universities Application Centre \(OUAC\)](#) by February 1st and then complete the Supplementary Application Online Survey that will be sent by email to all applicants in early February.

To support Black applicants who opt-in to the FBAP, the McMaster Midwifery Education Program offers the following additional admission support:

1. FBAP applicants who are invited to the Multiple Mini Interviews (MMI) are given the opportunity to attend an online information session where the Program representatives answer questions about the profession and provide details about the program, as well as next steps in the admission process.
2. FBAP applicants who are invited to the MMI are also offered an individual panel interview conducted by members of the Equity Admissions Review (EAR) team. The EAR team consists of educators, senior students, clients, and midwives, all of whom are racialized.
3. The last component of the FBAP application is the completion of the Multiple Mini Interviews. This will be completed at the same time as all other applicants.

RATIONALE: The FBAP process for midwifery was approved earlier in the year by the Senate. It was after the 2020-21 calendar edits were due and we didn't get an opportunity to include it in our calendar until now.



UNDERGRADUATE MEDICAL PROGRAM

Black-Equity Stream (BES)

As a part of McMaster's Michael G. DeGroote School of Medicine's commitment to equity in medical school admissions, we are introducing a Black-Equity Stream for the 2022/23 application cycle. This process is intended to provide equitable access to Black Canadians and aligns with the McMaster MD Program's commitment to the principles of equity, diversity, inclusion and social justice in all that we do, and McMaster University's statement on Building

an Inclusive Community with a Shared Purpose <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

All applicants applying through BESt are required to complete the Ontario Medical School Application Service (OMSAS) application by the specified deadline, where they will self-identify to indicate their interest. A supplementary application which will accompany their application, consisting of a personal essay from the applicant to describe their interest in applying through the BESt, is also required. Applicants must meet the same minimum academic criteria for admission as set out for the general pool of candidates.

RATIONALE: *to provide information about the new process for Black applicants*

Applicants Currently or Previously Registered in a Canadian or US Medical School

Typically, the Michael G. DeGroote School of Medicine, McMaster University, does not admit students registered (currently or previously) in medical school in Canada or the United States. Should an applicant wish to pursue admission in this case, the Admissions Committee will require a letter outlining the extenuating circumstances guiding the application to McMaster. The letter should clearly address why the move to a new and different medical school is necessary, compelling, and unable to be addressed at the current/previous medical school.

The Admissions Committee reserves the right to investigate and confirm the claims made in the letter. This may include contacting the current or previously attended medical school.

RATIONALE: *This formalizes a process which has been in place, unofficially, for many years, allowing applicants to understand the requirement up front.*

REPORT TO UNDERGRADUATE COUNCIL
FACULTY OF HEALTH SCIENCES
SUMMARY OF CURRICULUM CHANGES FOR 2022-2023
<https://macdrive.mcmaster.ca/f/0fc595a0ceb04e3d85fa/>

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HONOURS BACHELOR OF HEALTH SCIENCES IN19
HEALTH, ENGINEERING SCIENCE AND ENTREPRENEURSHIP (HESE)
SPECIALIZATION; HEALTH, ENGINEERING SCIENCE AND
ENTREPRENEURSHIP (HESE) SPECIALIZATION CO-OP (B.H.SC.(HONOURS))

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- Applicants Currently or Previously Registered in a Canadian or US Medical School
- Admissions
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BACHELOR OF HEALTH SCIENCES (HONOURS) PROGRAM

COURSE REVISIONS:

HTHSCI 43DM3 - Demystifying Medicine

3 unit(s)

Students will work in small cross-disciplinary groups on selected topics presented at the McMaster Demystifying Medicine Seminar Series . Students will acquire a broad overview of various clinical topics, patient needs and associated biomedical research. Students will translate the acquired knowledge to patients and public, and develop educational material.

Three hours; one term

Prerequisite(s): Registration in ~~Level IV in the B.H.Sc. (Honours) Program, or Level IV in the B.H.Sc. (Honours) Specialization; or registration in Level IV of the Honours Integrated Science Program, Arts & Science; or registration in Level IV III~~ or above in any Honours program.

Antirequisite: HTHSCI 4DM3

RATIONALE: *This course is appropriate for 3rd year students, so we are changing the level and prerequisite; this will also enable the future creation of a new advanced Level 4 course next academic year. Antirequisite introduced so that students who have already taken 4DM3 do not take it again.*



HEALTH, ENGINEERING SCIENCE AND ENTREPRENEURSHIP (HESE) SPECIALIZATION; HEALTH, ENGINEERING SCIENCE AND ENTREPRENEURSHIP (HESE) SPECIALIZATION CO-OP (B.H.SC.(HONOURS))

2022-23 Four year degree HESE Proposal

We propose to change the five year HESE program within IBEHS from a five year to a four year degree. We are also proposing two minor changes to the existing five year program that students are enrolled in. This 14-page document contains the following sections:

7. Proposed program changes with rationales to convert HESE to a four year program
8. Proposed calendar changes for students who are currently in the HESE program
9. Course deletions
10. New courses
11. Change to course title
12. Clean calendar copy for proposed four year program

Proposed program changes with rationales to convert HESE to a four year program

OVERARCHING RATIONALE: *To convert the five year HESE program to a four year degree in order to be more desirable by incoming students and reflective of the directions taken by the first HESE cohort who have gone on to medical school and graduate programs at reputable institutions before completing the five year degree. The HESE program currently consist of 166 units across 5 years. The proposed changes will reduce the program to 129-130 units across 4 years.*

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

5. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
6. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
7. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
8. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II
- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering
- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- ~~IBEHS 2E06 A/B - Health, Engineering Science and Entrepreneurship I: Human-Centred Design~~
- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

RATIONALE 1: Feedback suggested that IBEHS 2E06 would be better as a 3 unit course. We propose that 2E06 – Human Centred Design be replaced with 2E03. Converting a 6 unit course to a 3 unit course will additionally provide flexibility to HESE students that would allow them to pursue a co-op position midway through the academic year.

RATIONALE 2a: Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy.

1 course

- ~~IBEHS 2R00 A/B - Current Research Initiatives I~~

RATIONALE 3a: 2R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3 units

- Electives

Summary of unit changes in level II: Removal of 3 units from IBEHS 2E06 (and moving 3 units from level III into level II as IBEHS 2EE3).

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems

- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B - Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

RATIONALE 2b: This change is connected to the rational for 2a. Feedback suggested that students desired some exposure to business concepts early on, therefore, we propose to split IBHES 3EE6 into two 3 unit courses and introduce the first 3-unit course in level II. We propose that 3EE6 – From Idea to Enterprise be split into 2EE3 – From Idea to Innovation and 3E03 – Fundamentals of Business Strategy. The second 3-unit course, 3E03- Fundamentals of Business Strategy is being offered in level III.

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

RATIONALE 4a: In order to condense the five year program into four years, we are giving students the choice of some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III and IV. This level III list is truncated to 4A03, 4B03, 4C03 and 4D03 as they will have met the prerequisites for these courses, but not for 4F04 and 4QZ3 which will appear on the list of options in level IV.

2 courses-1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B - Current Research Initiatives II~~

Rationale 3b: 3R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

6 units

- Electives

Summary of unit changes in level III: Splitting 3EE6 into two three unit courses: 2EE3 and 3E03 (2E03 was placed in level II), and 3 units from 4A03, 4B03, 4C03 or 4D03 were moved here from level IV.

Level IV: ~~32 Units~~ 31-32 Units

17 units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics

- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- ~~IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management~~
- IBEHS 4QZ3 - Modelling of Biological Systems

RATIONALE 4b: This change is the follow-up from rationale 4a in level III. In order to condense the five year program into four years, we are giving students the choice from some of the level IV IBEHS core courses. Rather than taking all six IBEHS core courses: 4A03, 4B03, 4C03, 4D03, 4F04, 4QZ3, they will be required to take three courses from that list in levels III and IV. Students will have already taken one of 4A03, 4B03, 4C03 and 4D03 in level III, and will now have the option of taking two more courses from the full list in level IV.

12-units

19 units

- ~~HTHSCI 3E03 - Inquiry III: Advanced Inquiry in Health Sciences~~
- ~~IBEHS 4C03 - Statistical Methods in Biomedical Engineering~~
- IBEHS 4EE6 A/B - Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

RATIONALE 5: HTH SCI 3E03 was removed in order to maintain a balance of required HTH SCI and IBEHS courses throughout the program.

RATIONALE 4c: 4C03 was moved to the list of IBEHS level IV courses that student have the option of choosing from in rationale 4a and 4b.

RATIONALE 6: 4P04 is still a required course, and so it was struck out above and reappears here in the calendar copy.

Rationale 7a: The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.

1-course

- ~~IBEHS 4R00 A/B - Current Research Initiatives III~~

RATIONALE 3c: 4R00 is a ghost course for 5R06 which students begin in level II, and complete over levels II, III, IV and V. We propose to remove 5R06 as part of the conversion to a four year program.

3-units

6 units

- Electives

Level V: 36 Units

3 units

- ~~IBEHS 4QZ3 – Modelling of Biological Systems~~

21 units

- ~~IBEHS 5E15 A/B – Health, Engineering Science and Entrepreneurship Thesis~~
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

***RATIONALE 3d:** 5R06 is removed as part of the conversion to a four year program.*

***RATIONALE 7b:** The 15 unit thesis is removed and replaced with a 9 unit thesis in level IV.*

12 units

- ~~Electives~~

Summary of unit changes in levels IV and V: Removal of 3 units HTHSCI 3E03, removal of 9-10 units from core IBEHS courses (4A03, 4B03, 4C03, 4D03, 4F04 or 4QZ3 – and 3 of these units were moved to level III), removal of IBEHS 5R06, removal of 6 units from the thesis course (IBEHS 5E15 replaced with 4E09), and removal of 9 units of electives. Total net units removed in levels IV and V = 33-34 units (as 3 units of 4A, 4B, 4C, 4D, 4F or 4QZ were moved to level III).

Overall summary of unit changes across the entire program: 3 units were removed from level II, along with 33-34 units from levels IV and V. In total, 36-37 units were removed from a total unit count of 166 units. Thus, approximately 20% of the program was removed in order to convert HESE to a four year program. This falls below the 30% mark which would constitute a major change.

Proposed calendar changes for students who are currently in the HESE program: Health, Engineering Science and Entrepreneurship (HESE) Specialization; Health, Engineering Science and Entrepreneurship (HESE) Specialization Co-Op (B.H.Sc.(Honours))

Admission to Level II IBEHS Programs

Admission to either the B.H.Sc. (Honours) Health, Engineering Science and Entrepreneurship (HESE) specialization or the B.Eng.BME Biomedical Engineering (BME) specialization requires successful completion of all non-elective Level I IBEHS courses with a minimum Grade Point Average (GPA) of 4.0.

All students who successfully complete the first year of the program will have a space in one of the two degree options. As enrolment is limited in each of the two degree options (HESE or BME), where there is more demand than spaces, competition will be based on first-year academic achievement.

Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).

Entry into the five-year Honours Bachelor of Health Sciences (B.H.Sc. (Honours)), Health, Engineering Science & Entrepreneurship (HESE) program is last available in September 2022.

Effective September 2023, Level I students interested in the B.H.Sc. (Honours) HESE program will apply for the four-year program.

Students who enrolled in the five-year B.H.Sc. (Honours) HESE program prior to September 2022 and are not scheduled to graduate in June 2022, are given the choice to remain in the five-year program or transfer into the four-year B.H.Sc. (Honours) HESE program."

Students seeking admission to the BME specialization will be admitted to one of eight Level II Engineering programs (Chemical, Civil, Electrical, Engineering Physics, Materials, Mechanical, Mechatronics, or Software). Admission to a Level II Engineering program is guaranteed for all students who meet the general progress requirements. All engineering programs have limited enrolment; should there be more applicants than the limiting number in any program, admission to that program will be based on GPA.

Students who do not meet the requirements to proceed to Level II in May will have a *Pending* flag put on their allocation. The *Pending* flag will be removed in August if the student completes the requirements over the summer.

Notes

5. As well as completing the academic requirements as specified in this Calendar, students in a Co-op program must complete IBEHS 1EE0. IBEHS 2EC0 will be added to the academic record for each 4 month work term.
6. Students enrolled in the Integrated Biomedical Engineering & Health Sciences (IBEHS) program may take up to eight units of research project or independent study courses. A full listing can be found on the IBEHS website.
7. Students enrolled in a B.Eng.BME program wishing to enrol in a research project or independent study course must have a faculty member supervisor or co-supervisor from the Faculty of Engineering.
8. Students planning to take IBEHS 4QZ3 should note that IBEHS 4C03 is a prerequisite.

Requirements (for students who entered the program prior to September 2022)

Level II: 30 Units

21 units

- ~~CHEM 1AA3~~ Introductory Chemistry II
- ~~HTHSCI 2E03~~ Inquiry II: Biochemistry
- ~~HTHSCI 2F03~~ Human Physiology and Anatomy I
- ~~HTHSCI 2FF3~~ Human Physiology and Anatomy II
- ~~IBEHS 2P03~~ Health Solutions Design Projects II: Introduction to Genetic Engineering
- ~~MATH 2Z03~~ Engineering Mathematics III
- ~~MATH 2ZZ3~~ Engineering Mathematics IV

6 units

- ~~IBEHS 2E06 A/B~~ Health, Engineering Science and Entrepreneurship I: Human Centred Design

1 course

- ~~IBEHS 2R00 A/B~~ Current Research Initiatives I

3 units

- ~~Electives~~

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

69 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 – Fundamentals of Business Strategy
- ~~IBEHS 3EE6 A/B – Health, Engineering Science and Entrepreneurship II: From Idea to Enterprise~~

3 units

- From level III/IV HTH SCI, Engineering, Commerce

2 courses

- IBEHS 1HS0 - Health Screening and Clinical Safety Training
- ~~IBEHS 3R00 A/B – Current Research Initiatives II~~

6 units

- electives

Level IV: 32 Units

17 units

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

12 units

- HTHSCI 3E03 - Inquiry III: Advanced Inquiry in Health Sciences
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III: Innovators in Scrubs~~

1 course

- ~~IBEHS 4R00 A/B – Current Research Initiatives III~~

3 units

- electives

Level V: 3630 Units

3 units

- IBEHS 4QZ3 - Modelling of Biological Systems

21 units

- IBEHS 5E15 A/B - Health, Engineering Science and Entrepreneurship Thesis
- ~~IBEHS 5R06 A/B – Current Research Initiatives IV~~

12 units

- Electives

RATIONALE: *Changes for students who entered the program prior to September 2022: IBEHS 3E03 will replace IBEHS 3EE6 to address some inherent overlap between IBEHS 2E06 and IBEHS 3EE6. IBEHS 5R06 is a longitudinal course that students begin in level II, but do not formally register for until level V. IBEHS 5R06 is being cancelled as the pandemic has made it impossible to continue to offer this course as it was originally intended with students attending departmental seminars in person. Currently, level V has 36 units, therefore, removal of these 6 units maintains 30 units for the final year of the program, consistent with most university programs. The 'ghost' courses associated with 5R06 (2R00, 3R00, 4R00) were therefore removed. We will keep 5R06 on the books to grandfather out any students who wish to see it through.*

New courses

IBEHS 2E03 – Human-Centred Design

The course will explore the concepts of human-centred design, foresight, and systems design as central to discovering and defining health problems. Students will develop capabilities in creative confidence and collaboration through group projects using a design thinking process.
PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): HTH SCI 4ID3, IBEHS 2E06

REQUIRED COMPONENTS:

Lectures – 36 hours

ENROLMENT CAPACITY:50

RATIONALE: *As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 2E06 into this 3-unit offering. This new 3-unit course will augment aspects of engineering design introduced in IBEHS 1P10, and prepare students for IBEHS 4EE6 – Innovators in Scrubs. It will also give HESE students flexibility to pursue a co-op position in the middle of the academic year, by removing the full-year 6-unit course which prevents this flexibility.*

IBEHS 2EE3 - From Idea to Innovation

This course introduces the entrepreneurial process with a focus on how to start new health technology and life sciences companies. Through lectures, guest speakers and interactive tutorials, this course will help students assess the commercial potential of an idea and learn how to create a viable business offering. The course leads students through problem identification, solution determination, and establishing product and market fit.

PREREQUISITE(S): IBEHS 1P10 A/B and registration in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 3EE6, 4E06

REQUIRED COMPONENTS:

Lectures – 26 hours

Tutorials – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: *This content is currently delivered in the first half of IBEHS 3EE6 – From idea to enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.*

IBEHS 3E03 – Fundamentals of Business Strategy

This course exposes students to the key business management skills and strategies needed to start a successful enterprise in Canada. Topics covered include: Start-up Financing, Marketing, Forecasting, Intellectual Property and Budgeting.

PREREQUISITE(S): IBEHS 2EE3

ANTIREQUISITE(S): IBEHS 4E06, 3EE6

REQUIRED COMPONENTS:

Lectures – 26 hours

Tutorials – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: *This content is currently delivered in the second half of IBEHS 3EE6 – From idea to Enterprise. We would like to introduce business concepts earlier on in the program, and therefore propose to split 3EE6 into two 3 unit courses: 2EE3 (to be delivered in level II) and 3E03 (to be delivered in level III). In addition, this will offer Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students the flexibility to take a co-op placement during the school year, as this was never an option due to full-year 6 unit courses in levels II and III.*

IBEHS 3EE3 – Project Management

This course introduces the fundamentals of project management. Through the use of modern project management tools and strategies, students will learn how to plan, develop and execute on a project effectively. The course covers project planning and selection strategies, project-based organizational culture, time and cost estimates, risk management, measurement and evaluation, agile project management and proper project closure.

PREREQUISITE(S): IBEHS 3E03

ANTIREQUISITE(S):

REQUIRED COMPONENTS:

Lectures – 26 hours

Tutorials – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: *We propose this as an elective course for the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization students. While there is some treatment of Project Management in IBEHS 4P04 as required for accreditation for the Biomedical Engineering degree students, we feel that our*

HESE students may benefit from this full three-unit course as an elective to give them an edge in their future studies in IBEHS 4EE6 – Innovators in Scrubs and in their future career. This course will also augment our IBEHS elective offerings, giving students more options in their specified field of study, entrepreneurship. Students who take IBEHS 3EE3 as an elective prior to enrolling in IBEHS 4P04 will be able to serve as leaders and peer mentors when they begin to work in their 4P04 project groups, modelling and reinforcing concepts learned in 3EE3.

IBEHS 4E09 – Health, Engineering Science and Entrepreneurship Thesis

This course provides an opportunity for students to integrate and apply learning from the previous three years of the program. Projects and proposals from Health and Entrepreneurship courses will achieve maturity and will be examined by faculty members and members of the business, engineering and health communities outside the university. The final focus will be on quality entrepreneurship with the potential for high impact.

PREREQUISITE(S): Registration in Level IV of the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

ANTIREQUISITE(S): IBEHS 5E15

REQUIRED COMPONENTS:

Lectures – 13 hours

ENROLMENT CAPACITY:50

RATIONALE: *As a result of converting the Integrated Biomedical Engineering and Health Sciences (IBEHS) Health, Engineering Science and Entrepreneurship (HESE) specialization from a five year to a four year degree, we propose to condense IBEHS 5E15 into this 9-unit thesis offering. The scope of the thesis and time spent working on the thesis will be appropriately reduced to be commensurate with the number of units. A 9-unit thesis is more common for students completing a research thesis in the sciences and health sciences.*

Course Revisions

IBEHS 4EE6 A/B – ~~Health, Engineering Science and Entrepreneurship III~~: Innovators in Scrubs

6 unit(s)

This course will integrate design thinking, health engineering and business concepts and apply them to the process of innovating health technologies. Students will work in teams to identify and design solutions for unmet clinical needs based on exposure to real-world healthcare environments and clinical stakeholders. Emphasis will be placed on user-centred design and further development of teamwork and communication skills, adaptability and creativity.

One lecture (three hours), lab/placement (four hours); both terms

Prerequisite(s): [IBEHS 1HS0](#); and [IBEHS 3EE6 A/B](#) or IBEHS 4E06 A/B; and registration in Level IV in the Health, Engineering Science and Entrepreneurship Specialization of the Integrated Biomedical Engineering and Health Sciences (IBEHS) program

Antirequisite(s): HTHSCI 4IS3, IBEHS 3E06 A/B

RATIONALE: *Streamlining the course title.*

Course deletions

IBEHS 2E06

IBEHS 3EE6

Clean calendar copy for proposed four year program

This is the clean copy in grey highlight that would be inserted in the undergraduate calendar:

Requirements (effective September 2022)

Level II: 30 Units

21 units

- CHEM 1AA3 - Introductory Chemistry II
- HTHSCI 2E03 - Inquiry II: Biochemistry
- HTHSCI 2F03 - Human Physiology and Anatomy I
- HTHSCI 2FF3 - Human Physiology and Anatomy II
- IBEHS 2P03 - Health Solutions Design Projects II: Introduction to Genetic Engineering
- MATH 2Z03 - Engineering Mathematics III
- MATH 2ZZ3 - Engineering Mathematics IV

6 units

- IBEHS 2E03 Human-Centred Design
- IBEHS 2EE3 From Idea to Innovation

3 units

- Electives

Level III: 31 Units

3 units

from

- CHEM 2E03 - Introductory Organic Chemistry
- CHEM 2OA3 - Organic Chemistry I

13 units

- HTHSCI 2G03 - Statistics & Epidemiology 1
- HTHSCI 3G03 - Critical Appraisal of the Medical Literature
- IBEHS 3A03 - Biomedical Signals and Systems
- IBEHS 3P04 - Health Solutions Design Projects III: Analysis and Decision Making

6 units

- HTHSCI 2K03 - Inquiry II: Cell Biology
- IBEHS 3E03 - Fundamentals of Business Strategy

3 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 - Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging

1 course

- IBEHS 1HS0 - Health Screening and Clinical Safety Training

6 units

- Electives

Level IV: 31-32 Units

6 – 7 units from

- IBEHS 4A03 - Biomedical Control Systems
- IBEHS 4B03 – Biomechanics
- IBEHS 4C03 - Statistical Methods in Biomedical Engineering
- IBEHS 4D03 - Introduction to Medical Imaging
- IBEHS 4F04 - Biomedical Instrumentation and Measurement
- IBEHS 4QZ3 - Modelling of Biological Systems

19 units

- IBEHS 4EE6 A/B – Innovators in Scrubs
- IBEHS 4E09 A/B - Health, Engineering Science and Entrepreneurship Thesis
- IBEHS 4P04 - Health Solutions Design Projects IV: Economics and Project Management

6 units

- Electives



BACHELOR OF HEALTH SCIENCES MIDWIFERY PROGRAM

Admission Procedures and Requirements

Enrolment in the Midwifery Education Program is limited. Admission into the Midwifery Education Program is by selection and reserved for candidates who meet all requirements and who satisfy the academic regulations of the university. Possession of the minimum requirements does not guarantee an offer of admission. It is recommended that applicants have completed at least one year of university prior to applying. All certified transcripts from secondary and post secondary education previously attended by external applicants must be forwarded to the Office of the Registrar. The application deadline is February 1 each year for the following September intake. Applications or supporting documents received after February 1 will not be considered. Please note that all required courses must be completed, with final grades available on any and all official transcripts at the time of application (excluding current Secondary School students). All official transcripts must be submitted by the February 1 deadline. *All documents submitted with the application become property of the university.*

All applicants must have completed the following course requirements in order to be considered for admission:

1. A full course credit in:
 - a. Biology
 - b. Chemistry
 - c. English

A minimum grade of 75% in each course is required.

2. CASPer™ Test (computer-based assessment for sampling personal characteristics). All applicants to the Midwifery Education Program are required to complete this mandatory assessment as a component of the selection process. Test results must be submitted along with the other requirements by the February 1 application deadline. It is the responsibility of the applicant to secure technical requirements including a reliable internet connection on their selected test date. No exceptions will be made for applicants who are unable to take CASPer online due to unreliable internet connection caused by technical or political factors. Applicants may want to explore details of the requirements and the structure of this assessment at takecasper.com

RATIONALE: *Midwifery is a very demanding program. We have found academically superior students may still struggle once exposed to the challenging situations in clinical placements, and other demands of the program. Adding the CASper test as a screening mechanism along with reviewing the grades will provide the program with a more holistic assessment of the candidate, i.e., personal and professional characteristics, needed for students to be successful in the program.*

3. Identity and Admission Survey
All applicants must complete this mandatory survey as part of the application to the Midwifery Education Program. The survey must be completed and submitted along with the other requirements by the February 1 application deadline. The purpose of this survey is to gather information to establish baseline data on 1) the diversity of the applicant pool, 2) candidates who are invited to the multiple mini-interviews, 3) candidates who participate in the facilitated admission pathways, 4) candidates who receive an offer of admission to the program and 5) where candidates would choose to be placed during clinical placements in the province. The data collected will help the program to monitor progress over time with respect to the program's work to create a more equitable, diverse, and inclusive program through the admission process.

The survey is comprised of three sections:

- 1) demographic, social and economic questions,
- 2) the two facilitated admission processes, and
- 3) clinical placement region preferences.

~~Sections two and three are part of the applicant's admissions application and should be considered seriously.~~

The responses to this survey will not be used to determine your admission to the Program. If admitted, your response to section 3 of the survey will be used to determine your placement region.

RATIONALE: *rationale is provided in the description above.*

Facilitated Black Admission Process (FBAP)

We offer a facilitated admissions stream for applicants who self-identify as Black referred to as the Facilitated Black Admission Process (FBAP). Applicants wishing to apply through this admission stream must opt-in to this process when they complete the Supplementary Application

Online Survey in addition to McMaster University and program specific application requirements. To be considered, the applicant must first apply through the [Ontario Universities Application Centre \(OUAC\)](#) by February 1st and then complete the Supplementary Application Online Survey that will be sent by email to all applicants in early February. To support Black applicants who opt-in to the FBAP, the McMaster Midwifery Education Program offers the following additional admission support:

4. FBAP applicants who are invited to the Multiple Mini Interviews (MMI) are given the opportunity to attend an online information session where the Program representatives answer questions about the profession and provide details about the program, as well as next steps in the admission process.
5. FBAP applicants who are invited to the MMI are also offered an individual panel interview conducted by members of the Equity Admissions Review (EAR) team. The EAR team consists of educators, senior students, clients, and midwives, all of whom are racialized.
6. The last component of the FBAP application is the completion of the Multiple Mini Interviews. This will be completed at the same time as all other applicants.

RATIONALE: *The FBAP process for midwifery was approved earlier in the year by the Senate. It was after the 2020-21 calendar edits were due and we didn't get an opportunity to include it in our calendar until now.*

Indigenous Applicants

In accordance with the Self-Identification policy of the Faculty of Health Sciences, Indigenous (First Nations, Inuit and Métis) applicants who wish to apply to a program that has a facilitated Indigenous admissions stream must complete the supplementary Self-identification Application. Information on the policy, application requirements and the online application can be found at: <https://ishs.mcmaster.ca/admissions/self-identification>.

One self-identification application is used for all Faculty of Health Sciences programs that have a facilitated Indigenous admissions stream, and should only be completed once even if an applicant applied to multiple programs. Applicants identify the program(s) they applied to on the Self-identification Application. The applicant is responsible for ensuring the Self-identification Application is submitted by the application deadline(s) for the program(s) they applied to in addition to completing any other application required for that program(s). If you applied to multiple Faculty of Health Sciences programs, the Self-identification Application must be completed by whatever the earliest deadline date is for the programs for which you have applied to.

Indigenous applicants will also be required to apply to the Midwifery Program by February 1 of the year in which they are applying. All appropriate transcripts from secondary and post-secondary education must be submitted to the Office of the Registrar by February 1.

Applicants must meet the same minimum academic criteria for admission as set out for the general pool of candidates.

To support Indigenous applicants who opt-in to the FIAP, the McMaster Midwifery Education Program offers the following additional admission support:

1. FIAP applicants are given the opportunity to attend an online information session where the Program representatives answer questions about the profession and provide details about the program, as well as next steps in the admission process.

2. FIAP applicants are also offered an individual panel interview conducted by an Indigenous interview panel which including Indigenous Healthcare providers.
3. The last component of the FIAP application is the completion of the Multiple Mini Interviews. This will be completed at the same time as all other applicants.

RATIONALE: *to provide more information about the process to Indigenous applicants.*

Indigenous Applicants

In accordance with the Self Identification policy of the Faculty of Health Sciences, Indigenous (First Nations, Inuit and Métis) applicants who wish to apply to a program that has a facilitated Indigenous admissions stream must complete the supplementary Self identification Application. Information on the policy, application requirements and the online application can be found at: <https://ishs.mcmaster.ca/admissions/self-identification>.

One self identification application is used for all Faculty of Health Sciences programs that have a facilitated Indigenous admissions stream, and should only be completed once even if an applicant applied to multiple programs. Applicants identify the program(s) they applied to on the Self identification Application. The applicant is responsible for ensuring the Self identification Application is submitted by the application deadline(s) for the program(s) they applied to in addition to completing any other application required for that program(s). If you applied to multiple Faculty of Health Sciences programs, the Self identification Application must be completed by whatever the earliest deadline date is for the programs for which you have applied to.

Indigenous applicants will also be required to apply to the Midwifery Program by February 1 of the year in which they are applying. All appropriate transcripts from secondary and post-secondary education must be submitted to the Office of the Registrar by February 1. Applicants must meet the same minimum academic criteria for admission as set out for the general pool of candidates.

▲ ▲ ▲ ▲ ▲

UNDERGRADUATE MEDICAL PROGRAM

Michael G. DeGroote School of Medicine

Michael G. DeGroote Centre for Learning and Discovery, Room 3101, ext. 22141
<https://mdprogram.mcmaster.ca>

ASSOCIATE DEAN

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REGIONAL ASSISTANT DEAN - NIAGARA REGIONAL CAMPUS

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REGIONAL ASSISTANT DEAN - WATERLOO REGIONAL CAMPUS

M. Mountjoy, MD, PhD, CCFP(SEM), FCFP

PROGRAM MANAGER

G. Pepper

REGIONAL PROGRAM ADMINISTRATOR - NIAGARA REGIONAL CAMPUS

C. Henderson TBA

REGIONAL PROGRAM ADMINISTRATOR - WATERLOO REGIONAL CAMPUS

T. Everding

RATIONALE: *updating contacts*

Student Assessment Methods

The assessment format has been designed to complement learning in the Undergraduate Medical Program. Assessment methods have been developed to measure how well the student achieves the stated educational objectives in the various components of the program. Continual assessment of students occurs within all small-group learning experiences. Students are expected to conduct self-assessment, as well as participate in the assessment of other students in their small groups. Students will also be assessed by faculty and residents, including tutors in problem-based learning tutorials, longitudinal facilitators in Professional Competencies, and preceptors in clinical skills.

Several short, low-stakes assessment exercises occur during each Foundation and at regular intervals during the Professional Competencies component of the program. Tutors complete a summary of student learning progress at the completion of each Foundation reflecting student self-assessment, peer assessment, clinical skills preceptor assessment, and performance on assessment exercises, incorporating the tutor's progress assessments throughout the Foundation. At the completion of the Foundation or the Professional Competencies assessment period, the tutor or facilitator is responsible for the final summary statement of student learning progress. Longitudinal Facilitators complete a summary of student learning progress at the completion of Medical Foundations 1, 3, and 5 2, 4 and Integration Foundation based on student self-assessment, peer assessment, performance on written and skills assessments, incorporating the facilitators' progress assessments throughout the preceding assessment period. The Professional Competencies assessment at the conclusion of the Integration Foundation Medical Foundation 5 serves as the final Professional Competencies assessment that will be reflected on students' transcripts.

RATIONALE: *clarifying*

Medical Foundation 2:

This 8-week Foundation focuses on the renal and hematologic systems' contribution to concepts of oxygenation and homeostasis. Students' knowledge- and skill-development also addresses the immunologic, and neoplastic aspects of hematology. Students study in their assigned campus for this Foundation and subsequent Foundations. Following this Foundation, students have a two-week break from study.

RATIONALE: *Updating description*

Medical Foundation 4:

This 12-week Foundation focuses on concepts of locomotion and of neurosensory and behavioural responses to the environment through knowledge- and skill-development that centers on the musculoskeletal system, the neurological system, and psychiatric (brain & behaviour) medicine. Following this Foundation, students will take 7 weeks of clinical electives (capacity issues related to the COVID pandemic may change the timing of electives) and one week of holidays throughout the first summer of the program before beginning the Integration Foundation in late August of second year.

RATIONALE: *Pandemic planning*

The Clerkship

Clerkship is the prime opportunity for students to participate in the direct care of patients while continuing to learn the knowledge, skills and attitudes required to become a physician. The Clerkship curriculum is firmly linked to the Pre-clerkship concept-based curriculum and includes continuation of the Professional Competencies curriculum. The student moves from "virtual" tutorial cases developed around simulated patient scenarios to experiencing the care of real patients and populations. Students integrate good habits their skills of learning and assessment into the hospital and clinic environments. Students experience three phases of Clerkship: Transition to Clerkship, Clerkship Foundations, and Transition to Residency. The core and electives rotations occur in the last two phases. Students continue to have periods of dedicated teaching time throughout the core clerkship program in all three phases. This clerkship-specific teaching curriculum delivery includes: large group sessions, small group tutorials, in-person and virtually delivered sessions, on-line modules, virtual learning through tutorials and modules, and guided self-study.

Students begin with Transition to Clerkship in Fall. Students move into Clerkship Foundations, which consists of 42 clinical weeks: seven 4-week core rotations (Internal Medicine, Surgery, Family Medicine, Psychiatry, Pediatrics, Obstetrics and Gynecology, and Emergency Medicine.), two 2-week cores (Anesthesia and Orthopedic Surgery) and six 2-week electives. The Clerkship Foundations program has six 2-week Clerkship Electives to allow students to hone their skills and explore a variety of clinical areas as well as have the opportunity for dedicated research time. Transition to Residency (TtR) consists of 16 weeks of rotations and will begin after the Clerkship Foundations ends. Students in TtR will have an opportunity to function as "senior" clinical clerks. This is a new revised Clerkship model for McMaster, which provides a dedicated senior Clerkship training period. These two-week rotations will focus on ensuring students have generalist "residency-ready" clinical skills, knowledge, and attitudes within each of the TtR rotation areas (Specialty Selectives, Internal Medicine, Surgery, Pediatrics, Family Medicine, Psychiatry and two 2-week Electives).

The core Clerkship program consists of rotations in Internal Medicine, Specialty Selective, Orthopedic Surgery, Surgery, Family Medicine, Anesthesia, Psychiatry, Pediatrics, Obstetrics and Gynecology, and Emergency Medicine. Clerkship Electives allow students to hone their skills and explore a variety of clinical areas as well as have the opportunity for dedicated research time.

RATIONALE: updating description to reflect current program.

Concept Integration and Review (CIR)

Concept Integration and Review (CIR) is the final course of the Program spanning 5 weeks. It begins with one week after the residency interview break and continues for 4 weeks after the last Transition to Residency Clerkship blocks. ~~block of the Program, after Clerkship and before graduation.~~ The goals of the block are to help students review and synthesize important concepts that are essential for transitioning to postgraduate medicine programs transition to residency and to help prepare students for the MCCQE Part 1 Licensing Exam through concept review and exposure to test-taking strategies. ~~sample questions.~~ Dedicated self-study time throughout the block is provided and students are expected to review content prior to attending scheduled sessions. Large group sessions focus on highlighting key concepts and ~~exam-writing~~ test-taking skills are provided by content experts.

RATIONALE: updating description to reflect current program.

Basic Life Support Training

All students are required to provide evidence of a current Basic Life Support (BLS) for Health Care Providers (C) certificate (i.e. Red Cross CPR/AED Level HCP; St. John Ambulance Level C HCP; Heart and Stroke BLS for Healthcare Provider C) by July 31st of the year of entry.

Information is sent to successful applicants prior to registration. The cost of this course is the responsibility of the student. Courses are readily available in most communities.

~~The deadline for students admitted in Fall 2020 was extended to December 31, 2020 due to COVID-19 pandemic restrictions.~~

RATIONALE: updating description to reflect current requirements.

Health Screening

Learners in the Undergraduate Medical Education Program will participate in courses which include clinical activities with direct patient contact and standardized patients and are therefore required to complete the Faculty of Health Sciences health screening requirements prior to program start as well as annual updates and annually during the program. Failure to do so will result in suspension of clinical activities. Information will be sent to successful applicants prior to registration. For more information, see: <https://fhs.mcmaster.ca/healthscreening/>

RATIONALE: updating description to reflect current requirements.

Police Records Check

Through the course of their medical school program, all medical students will serve vulnerable populations. In an effort to protect these vulnerable people against potential risk of harm, the Ontario Faculties of Medicine and many clinical agencies require that all medical students provide an annual Vulnerable Sector Check (VSC). As a condition of continued registration, students must submit an original VSC by July 31st of their incoming year and ~~on an annual basis in each academic year for which they are registered prior to their current one expiring.~~ VSCs are considered valid for one calendar year from the date of issue. VSCs are site specific therefore McMaster University must be listed as the requesting institution.

A Vulnerable Sector Check will include the following information:

- Criminal convictions from the National Canadian Police Information Centre (CPIC) database and/or local databases
- Summary convictions, for five years, when identified
- Findings of Guilt under the Youth Criminal Justice Act within the applicable disclosure period and only for persons applying for a position with a government agency (federal, provincial, municipal)
- Outstanding entries, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders
- Absolute and conditional discharges for 1 or 3 years respectively
- Non-conviction dispositions including, but not limited to, Withdrawn and Dismissed and where it meets the Exceptional Disclosure Assessment
- Not Criminally Responsible by Reason of Mental Disorder
- All record suspensions as authorized for release by the Minister of Public Safety

Files of applicants who have presented a Not Clear Vulnerable Sector Check will result in consideration by the Police Records Check Advisory Panel as outlined in the FHS Police Record

Check Policy

(<https://fhs.mcmaster.ca/pcbe/documents/FHSPoliceRecordCheckPolicyJune262019.pdf>).

RATIONALE: updating description to reflect current requirements.

Black-Equity Stream (BES)

As a part of McMaster's Michael G. DeGroote School of Medicine's commitment to equity in medical school admissions, we are introducing a Black-Equity Stream for the 2022/23 application cycle. This process is intended to provide equitable access to Black Canadians and aligns with the McMaster MD Program's commitment to the principles of equity, diversity, inclusion and social justice in all that we do, and McMaster University's statement on Building an Inclusive Community with a Shared Purpose <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

All applicants applying through BES are required to complete the Ontario Medical School Application Service (OMSAS) application by the specified deadline, where they will self-identify to indicate their interest. A supplementary application which will accompany their application, consisting of a personal essay from the applicant to describe their interest in applying through the BES, is also required. Applicants must meet the same minimum academic criteria for admission as set out for the general pool of candidates.

RATIONALE: to provide information about the new process for Black applicants

Applicants Currently or Previously Registered in a Canadian or US Medical School

Typically, the Michael G. DeGroote School of Medicine, McMaster University, does not admit students registered (currently or previously) in medical school in Canada or the United States. Should an applicant wish to pursue admission in this case, the Admissions Committee will require a letter outlining the extenuating circumstances guiding the application to McMaster. The letter should clearly address why the move to a new and different medical school is necessary, compelling, and unable to be addressed at the current/previous medical school.

The Admissions Committee reserves the right to investigate and confirm the claims made in the letter. This may include contacting the current or previously attended medical school.

RATIONALE: This formalizes a process which has been in place, unofficially, for many years, allowing applicants to understand the requirement up front.

Interviews

Several hundred applicants will be invited to interview. ~~Because the interviews involve many other people, applicants must attend on the date and time specified. Attendance at an in-person interview is mandatory in order to be considered for admission. Applicants are responsible for their own travel expenses.~~

The interview process entitled the Multiple Mini Interview (MMI), is primarily composed of a series of 8-10 ten-minute encounters over a two-hour period.

~~In the 2019/2020 application cycle, the MMI was replaced by an alternate admissions process due to COVID19 restrictions.~~ For the 2020-2021 2021-2022 application cycle, the MMI will be held virtually.

RATIONALE: housekeeping

Selection

All the information resulting from the process described above, as well as the Confidential Assessments from referees, may be reviewed and used in the final selection. Applicants will be notified in writing, by McMaster University, of the results of their application. These letters are sent electronically to applicants on the second Tuesday in May. Anyone accepting an offer of admission must provide, within two weeks of acceptance, a deposit in the amount of \$1,000 (Canadian), non-refundable, which will subsequently be applied towards tuition. The MD Program begins in ~~mid~~ early-August. Students accepting their offer of admission must be available to begin the program on the schedule start date and must attend all day-time program-related sessions

RATIONALE: correcting deadline

Financial Information

Financial difficulties are among the most frequent problems experienced by students in undergraduate medical schools. At McMaster, these are intensified by the lack of opportunity for summer employment.

In this situation, it is incumbent on students admitted to the MD Program to clarify immediately their personal financial situation and to secure or identify sufficient support to meet their financial obligations over the subsequent three years. The Undergraduate MD Program cannot assume this responsibility.

In ~~2020-2021~~ 2021-2022, the academic fees (tuition and student supplementary fees) for a student in the McMaster Undergraduate Medical Program were:

Canadian Citizens and Landed Immigrants

Year I	\$26,083.45	\$26,130.40 (OOP \$26,884.29)
Year II	\$26,083.45	\$26,130.40 (OOP \$26,130.40)
Year III	\$26,083.45	\$26,130.40 (OOP \$26,130.40)

International (Visa) Students

Each Year	\$95,953.49	\$96,000.44
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RATIONALE: updating information

FACULTY OF HUMANITIES

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2022-23 CALENDAR

FEBRUARY 2022

FACULTY OF HUMANITIES
CURRICULUM REVISIONS FOR 2022-23
Addendum

1.0 NEW COURSES:

Rationale for all new courses: Currently music ensemble courses may be taken as a 3-unit multi-term course. For music students, a maximum of 12 units may be taken toward the degree requirements. However, many students wish to participate in ensembles but do not wish to do so for course credit. The creation of zero-credit ensembles will provide a music ensemble option for those interested in participating for non-credit.

1.1 MUSIC 1HB0 A/B – Ensemble Performance: McMaster Concert Band

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HB0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HB0 A/B may be repeated.

Enrolment Capacity: 100 **Reserve Capacities:** N/A

A Registrar-scheduled exam is not required.

1.2 MUSIC 1HC0 A/B – Ensemble Performance: McMaster University Choir

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HC0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HC0 A/B may be repeated.

Enrolment Capacity: 100 **Reserve Capacities:** N/A

A Registrar-scheduled exam is not required.

1.3 MUSIC 1HF0 A/B – Ensemble Performance: David Gerry Flute Ensemble

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HF0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HF0 A/B may be repeated.

Enrolment Capacity: 100 **Reserve Capacities:** N/A

A Registrar-scheduled exam is not required.

1.4 MUSIC 1HJ0 A/B – Ensemble Performance: McMaster Jazz Band

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HJ0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HJ0 A/B may be repeated.

Enrolment Capacity: 100 **Reserve Capacities:** N/A

A Registrar-scheduled exam is not required.

1.5 MUSIC 1HP0 A/B – Ensemble Performance: McMaster Percussion Ensemble

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HP0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HP0 A/B may be repeated.

Enrolment Capacity: 100 **Reserve Capacities:** N/A

A Registrar-scheduled exam is not required.

1.6 MUSIC 1HR0 A/B – Ensemble Performance: McMaster Symphony Orchestra

0 unit(s)

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HR0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HR0 A/B may be repeated.

Enrolment Capacity: 100

Reserve Capacities: N/A

A Registrar-scheduled exam is not required.

1.7 MUSIC 1HW0 A/B – Ensemble Performance: McMaster Cantemus Vocal Ensemble

Prerequisite(s): Successful audition required. Auditions are held in the first week of classes in September.

Ensemble fees are charged for students taking MUSIC 1HW0 A/B.

This course is evaluated on a Pass/Fail basis. MUSIC 1HW0 A/B may be repeated.

Enrolment Capacity: 100

Reserve Capacities: N/A

A Registrar-scheduled exam is not required.

2. REVISIONS TO EXISTING COURSES:

2.1 GENDRST 3BW3 - ~~Women in the Biblical Tradition~~ Gender in Ancient Eastern Mediterranean

3 unit(s)

~~This course will focus on the portrayal of women in the Hebrew Scriptures and the New Testament. Among the texts to be dealt with are examples of biblical narrative and legal material, the gospels, the letters of Paul and extra-biblical material.~~

This course analyzes gender roles in Biblical literature and other texts of Ancient Near East and Mediterranean regions. By examining how gender is depicted in different genres of literature and material artifacts, we will learn about ancient authors' understanding of gender identities.

Two lectures, one tutorial; one term

Cross-list(s): SCAR 3BW3

Antirequisite(s): RELIGST 2B03, WOMENST 2B03, WOMENST 3BW3

This course is administered by the Department of Religious Studies.

Rationale: *This change has been put forward by the course lead, the Department of Religious Studies.*

2.2 HUMAN 1VV3 - Voice and Vision: Words to Change the World

3 unit(s)

~~Is the pen mightier than the sword? It depends on the writer. Effective leaders understand that clear writing is persuasive writing. They understand their audience and context. Working, in part, in the technology enriched environment of an active learning classroom, students will explore the elements of effective writing for a range of audiences and situations, from a tweet to academic writing to a job application letter. These critical skills will serve as the foundation for student success.~~ Writing is arguably the foundation of an education in the Humanities. We say this at a time when its practice is rapidly changing in relation to social media and the internet. Using freewriting, this course seeks to harness students' verbal energy, while helping them to adapt it as a tool for success in all our Humanities programs.

3 hours, discussion; one term

Prerequisite(s): Registration in Humanities I, Studio Art I or Music I

Rationale: *Updating of course description to more accurately reflect how the course has continued to evolve.*