

UNDERGRADUATE COUNCIL
Tuesday, October 4, 2022 at 2:30 p.m.
Gilmour Hall, Council Room (Room 111)

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MEETING MINUTES OF THE UNDERGRADUATE COUNCIL

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

PRESENT: Dr. K. Dej (*Chair*), Ms. J. Azzi, Dr. L. Carter, Mr. C. Churchill, Dr. S. Corner, Dr. R. da Silva, Dr. C. Grise, Dr. M. Farquharson, Dr. S. Hranilovic, Dr. K. McGarry, Mr. F. Mecklai, Dr. P. Miu, Ms. M. Pool, Dr. T. Prowse, Dr. S. Ritz, Mr. S. Van Koughnett, Dr. R. Whyte, 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. Stephanie Morrow, Ms. S. Robinson, Mr. G. Rombough, Ms. N. Solano, Ms. T. Sullivan, Ms. L. Way, Ms. M. White.

REGRETS: Ms. V. Lewis, Dr. S. McCracken.

GUESTS: Dr. Anna Moro, Dr. Michelle MacDonald.

1. MINUTES OF PREVIOUS MEETING – JANUARY 25, 2022

It was duly moved and seconded,

that the Undergraduate Council approve the minutes of the January 25, 2022 meeting, as circulated.

The motion was *Carried*.

2. BUSINESS ARISING

Dr. Peter Miu, *Chair of the Awards Committee* explained the process of the University-Wide Selection Committee for student awards, advising members of UGC that the committee was seeking two representatives from each Faculty for each of the four selection committees.

3. CHAIR'S REMARKS

Dr. Kim Dej expressed appreciation of the efforts of individual Faculty members and staff during the process of returning to campus. Considering the conflict in Ukraine, Dr. Dej noted that the School of Graduate Studies and Student Affairs have reached out to McMaster's Ukrainian student population to offer support to those impacted.

4. SESSIONAL DATES 2022-2023

Dr. Dej explained that the Sessional Dates for the 2022-2023 are now being presented for approval and thanked the Registrar's Office for their work. Of note, Dr. Dej explained that the University will recognize the National Day for Truth and Reconciliation on September 30th, and no classes will occur on this day.

Ms Melissa Pool, *University Registrar*, explained that the timeline was compressed in December, and students who might have had class on the last day of classes will not write exams on the first day of examinations. These changes will be made manually by her team.

It was duly moved and seconded,

that the Undergraduate Council approve the Sessional Dates for the 2022-2023 Academic Year, as set out in the attached.

The motion was *Carried*.

5. REPORT FROM THE AWARDS COMMITTEE

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

a. TERMS OF AWARDS

- i. New Awards**
- ii. New Bursaries**
- iii. Changes to Award Terms**
- iv. Awards Removed**

It was duly moved and seconded,

that the Undergraduate Council approve three new awards, three new bursaries, revisions to three 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 AND DIPLOMAS COMMITTEE

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

a. ESTABLISHMENT OF NEW CERTIFICATES AND DIPLOMAS PROGRAMS

Dr. Corner explained that the following items were approved by the Certificates and Diplomas Committee on February 15th, 2022.

i. Diploma in Indigenous Language Revitalization

Dr. Anna Moro joined the meeting.

It was duly moved and seconded,

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.

The motion was *Carried*.

Dr. Moro withdrew from the meeting.

ii. Diploma in Business Administration with a Concentration in Data Analytics

It was duly moved and seconded,

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.

The motion was *Carried*.

iii. Concurrent Certificate in Critical Curatorial Studies (CCS)

It was duly moved and seconded,

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.

The motion was *Carried*.

iv. Certificate of Professional Learning in Risk Management

It was duly moved and seconded,

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.

The motion was *Carried*.

v. Certificate of Professional Learning in Creative, Critical and Design Thinking

It was duly moved and seconded,

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.

The motion was *Carried*.

vi. Certificate of Professional Learning in Foundations in Workplace Intercultural Competency & Communication

It was duly moved and seconded,

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.

The motion was *Carried*.

b. REVISIONS TO EXISTING CERTIFICATE AND DIPLOMA PROGRAMS

i. Business Administration (BUS) - Course Cancellations and Approvals

It was duly moved and seconded,

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

The motion was *Carried*.

ii. Revisions to Concurrent Certificates from the Faculty of Humanities

- a. Concurrent Certificate for Applied Ethics and Policy (CAEP)*
- b. Concurrent Certificate in Leadership & Cross-Cultural Literacy*
- c. Concurrent Certificate in Professional French*

It was duly moved and seconded,

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.

The motion was *Carried*.

It was duly moved and seconded,

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.

The motion was *Carried*.

It was duly moved and seconded,

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

The motion was *Carried*.

iii. Revisions to Concurrent Certificate in Business Technology Management (BTM)

It was duly moved and seconded,

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

The motion was *Carried*.

c. NEW CERTIFICATE OF COMPLETION PROGRAMS

i. Business Analysis Program Proposal

Dr. Carter clarified that the Certificate of Completion was called a Certificate of Completion in Business Analysis. This item was for information only.

7. REPORT FROM THE CURRICULUM AND ADMISSIONS COMMITTEE

Dr. Steve Hranilovic, *Chair of the Curriculum and Admissions Committee*, provided an overview of the circulated report.

a. ADDENDA TO CURRICULUM REVISIONS FOR INCLUSION IN THE 2022-2023 UNDERGRADUATE CALENDAR

Dr. Hranilovic explained that there was an omnibus motion for minor revisions which encompass all academic regulations, curriculum revisions and addenda to curriculum revisions for the 2022-2023 Undergraduate Calendar.

i. Faculty of Business

The Faculty of Business presented revisions to the DeGroote School of Business (Faculty of Business) Academic Regulations, revisions to existing minors and new courses and revisions to existing courses for inclusion in the 2022-2023 Undergraduate Calendar.

ii. Faculty of Engineering

The Faculty of Engineering presented course description revisions for Materials Engineering and Mechanical Engineering and new courses and course deletions for the same programs for inclusion in the 2022-2023 Undergraduate Calendar.

iii. Faculty of Health Sciences

The Faculty of Health Sciences presented several major changes for inclusion in the 2022 - 2023 Undergraduate Calendar.

Dr. Whyte introduced Dr. Michelle MacDonald, who provided an overview of the circulated material. The changes include; a four-year-degree *Health, Engineering Science and Entrepreneurship* proposal, revised courses and course codes, changes to admissions procedures and requirements for the Bachelor of Health Sciences Midwifery program as well as general program information, inclusion of the Black-Equity Stream (BEST), and admissions changes.

Dr. Whyte explained that a friendly amendment proposed at the previous Curriculum & Admissions meeting had not made it into the language of the Undergraduate Calendar. There was unanimous consent for motions being voted upon during the Undergraduate Council meeting to include these amendments. The previous language was “Note: BME is a five-year program, while HESE is a four-year program (effective September 2022).” The proposed amendments change the language into the following:

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 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.

It was duly moved and seconded,

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 and as amended at the meeting.

The motion was *Carried*.

It was duly moved and seconded,

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 and as amended at the meeting.

It was duly moved and seconded,

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.

The motion was *Carried*.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, revisions to the Admission Procedures and Requirements to the Midwifery Education Program, 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 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.

The motion was *Carried*.

iv. Faculty of Humanities

Dr. Hranilovic explained that the Faculty of Humanities presented new courses and revisions to existing courses for inclusion in the 2022-2023 Undergraduate Calendar.

There was further discussion on the Faculty of Humanities' proposed zero unit courses, and it was noted that it was the mandate of the University Student Fees Committee to discuss fee structures.

Dr. Hranilovic put the following omnibus motion for all Faculties:

It was duly moved and seconded,

that the Undergraduate Council approve all academic regulations, curriculum revisions, 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.

The motion was *Carried*.
(1 abstention).

8. OTHER BUSINESS

As there was no other business, the meeting adjourned at 3:20 pm.



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MEETING MINUTES OF THE UNDERGRADUATE COUNCIL

Tuesday, April 19, 2022 at 2:30 p.m. via Zoom

PRESENT: Dr. K. Dej (*Chair*), Dr. L. Carter, Mr. C. Churchill, Dr. S. Corner, Dr. R. da Silva, Dr. M. Farquharson, Dr. S. Hranilovic, Dr. S. McCracken, Dr. K. McGarry, Mr. F. Mecklai, Dr. P. Miu, Dr. T. Prowse, Dr. S. Ritz, Ms S. Sarhan, Dr. R. Whyte, Ms. K. Snow (*Assistant University Secretary*), Ms. C. Richard (*Associate University Secretary*).

INVITED: Ms. L. Giordano, Dr. A. Gullage, Ms C. Mackenzie, Ms. L. McDonough, Ms J. Osterman, Mr. G. Rombough, Ms. S. Robinson, Ms N. Solano, Ms. T. Sullivan, Mr. G. Van Gastel, Ms. L. Way.

REGRETS: Ms J. Azzi.

GUESTS: Ms Tammy Maikawa, *Administrator, School of Social Work*
Dr. Allyson Ion, *CLA (Assistant) and PCPCW Coordinator, School of Social Work*

1. MINUTES OF THE PREVIOUS MEETING

Minutes will be circulated at the next meeting of Undergraduate Council.

2. BUSINESS ARISING

There was no business arising.

3. CHAIR'S REMARKS

There were no Remarks for the meeting.

4. NOTICE OF UNDERGRADUATE PROGRAM CLOSURES

a. Undergraduate Program Closures of Studio Art, Theatre & Film and Art History Degree Programs

The Faculty of Humanities has provided its formal notice of the program closures of the Studio Art, Theatre & Film, and Art History Degree Programs. Dr. Sean Corner provided an overview of this item, explaining that the new iArts program reflects contemporary art practice, is being instituted and has been discussed at length along the way.

It was duly moved and seconded,

that the Undergraduate Council approve the recommendation to close the Studio Art, Theatre & Film, and Art History Degree Program.

The motion was *Carried*.

5. REPORT FROM THE AWARDS COMMITTEE

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

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

It was duly moved and seconded,

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

The motion was *Carried*.

6. REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE

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

a. NEW CONCURRENT CERTIFICATE PROPOSALS

- i. Concurrent Certificate in Critical Practice in Child Welfare**

Ms Tammy Maikawa, *Administrator, School of Social Work*, and Dr. Allyson Ion, *CLA (Assistant)* joined the meeting.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the establishment of the Critical Practice in Child Welfare Concurrent Certificate, as set out in the attached.

The motion was *Carried*.

Ms Maikawa and Dr. Ion withdrew from the meeting.

b. ESTABLISHMENT OF NEW CERTIFICATE AND DIPLOMA PROGRAMS

i. Management Principles and Practices - Certificate, and Certificate of Professional Learning

Dr. Carter provided an overview of the items. In response to a question of whether there was a market analysis, Dr. Carter explained the educational research analysis process and it was determined there was enough interest to run the programs, and clarified when adult learners would take the certificate versus the certificate of professional learning.

It was duly moved and seconded,

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

The motion was *Carried*.

c. CLOSURE OF CERTIFICATE AND DIPLOMA PROGRAMS

- i. Closure of Business Administration Diploma with the Business Analysis Concentration**
- ii. Closure of Business Administration Diploma with the Management Concentration**
- iii. Closure of Business Administration Diploma with the Project Management Concentration**

Dr. Lorraine Carter provided an overview of the circulated material. It was noted that in closing the concentrations, in each of these areas the learning will continue but in a not-for-credit professional development context. These closures are intended to reduce duplication.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to Senate, the closure of the Business Administration Diploma with the Business Analysis Concentration, the Business Administration Diploma with the Management Concentration, and the Business Administration Diploma with the Project Management Concentration as set out in the attached.

The motion was *Carried*.

d. NEW CERTIFICATE OF COMPLETION PROGRAMS

i. Starting Your Own Business

This item was for information only.

e. CLOSURE OF CERTIFICATE AND DIPLOMA PROGRAMS

i. Closure of Entrepreneurship Program

This item was for information only.

7. 2019 - 2021 IQAP CYCLICAL PROGRAM REVIEWS

- a. i. Peace Studies (2019)**
- ii. Classics (2021)**
- iii. Music and Music Cognition (2021)**
- iv. Social Work (2021)**
- v. French (2021)**

Dr. Kim Dej provided an overview of this item. The item was for information only.

8. OTHER BUSINESS

Dr. Dej noted that the Secretariat has circulated additional meeting dates for the Curriculum and Admissions Committee, the Certificates and Diplomas Committee, and UGC, noting we still do not yet have quorum for these meetings.

Members of the Certificates and Diplomas Committee were asked to remain on the call following adjournment to informally discuss the Spark social research programs.

As there was no other business, the meeting adjourned at 2:57 p.m.



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MEETING MINUTES OF THE UNDERGRADUATE COUNCIL

Tuesday, May 10, 2022 at 2:30 p.m. via Zoom

PRESENT: Dr. K. Dej (*Chair*), Ms. J. Azzi, Dr. L. Carter, Mr. C. Churchill, Dr. S. Corner, Dr. R. da Silva, , Dr. S. Hranilovic, Dr. M. Macdonald, Dr. K. McGarry, Dr. P. Miu, Ms. M. Pool, Dr. T. Prowse, Ms S. Sarhan, Dr. J. Wilson, Ms. K. Snow (*Assistant University Secretary*), Ms. C. Richard (*Associate University Secretary*), Ms A. Thyret-Kidd (*University Secretary*), Mr. B. Coburn (*Policy Advisor & Special Projects Officer*)

INVITED: Ms C. Bizarro, Dr. A. Gullage, Ms C. Mackenzie, Ms. S. Robinson, Mr. G. Rombough, Ms. M. White

REGRETS: Dr. C. Grise, Dr. S. McCracken, Mr. S. Van Koughnett.

GUESTS: Ms Allison Van, *Executive Director of Spark*
Dr. Dina Brooks, *Vice-Dean of the Faculty of Health Sciences and Executive Director, of the School of Rehabilitation Sciences*

1. MINUTES OF PREVIOUS MEETING – APRIL 19, 2022

The minutes of the meeting held on April 19, 2022 will be circulated at the October 4, 2022 meeting of Undergraduate Council.

2. BUSINESS ARISING

There was no business arising.

3. CHAIR'S REMARKS

Dr. Dej expressed her thanks to all members for participating in Undergraduate Council this year, noting that members have been thoughtfully considering many of the recent items being brought forward for approval. Dr. Dej also acknowledged and thanked the Undergraduate Council members who would not be returning in the new academic year.

Dr. Dej explained that Dean Maureen MacDonald will be serving during the meeting as a delegate of Dr. Mic Farquharson.

4. REPORT FROM THE CERTIFICATES AND DIPLOMAS COMMITTEE

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

a. Certificates of Completion in Social Research

Ms Allison Van, *Executive Director of Spark*, joined the meeting and was available to take questions from members.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the establishment of three Certificate of Completion programs in *Organizational Learning and Program Evaluation*, *Qualitative Data Collection and Analysis*, and *Quantitative Data Collection and Analysis*.

The motion was *Carried*.

5. REPORT FROM THE CURRICULUM & ADMISSIONS COMMITTEE

Dr. Steve Hranilovic, *Chair of the Curriculum and Admissions Committee*, provided an overview of the circulated report.

**a. BHSc (Integrated Rehabilitation and Humanities) - Presentation
BHSc (Integrated Rehabilitation and Humanities) - Program Proposal**

Dr. Dina Brooks provided a brief overview of the program and the process of its development. Dr. Hranilovic acknowledged the extensive discussions that were held over numerous forums to discuss the proposal and thanked all those involved for maintaining a collegial atmosphere throughout those discussions.

It was duly moved and seconded,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the establishment of the *Honours BHSc in Integrated Rehabilitation and Humanities* for inclusion in the 2023-2024 *Undergraduate Calendar*, as recommended by the Faculties of Health Sciences and Humanities, and set out in the attached.

The motion was *Carried*.

6. REVISIONS TO THE UNDERGRADUATE EXPECTATIONS FOR MCMASTER VACCINATION POLICY

a. Undergraduate Expectations for McMaster Vaccination Policy

Members heard that an amended version of the Undergraduate Expectations for McMaster Vaccination Policy was being presented for approval. While the University's vaccine mandate has been paused, Dr. Dej explained that the revisions in the circulated document alert students to the continued existence of the vaccination policy. Dr. Dej spoke to the significant impacts the vaccination policy had on course enrollment and the ability for instructors to navigate the process of unenrolling uncompliant students from courses. It was noted as well by a member that some students found it difficult to navigate and comply with the policy in some circumstances outside of their personal control.

Dr. Dej explained that language in the calendar was needed to clarify that if the vaccination mandate was un-paused, students would be expected to comply. It was added that it would be helpful to keep operational details vague as discussions continue on how to improve this process leading up the fall term.

Members suggested several revisions to the policy including clarity on expectations for students in clinical placements, co-op or similar spaces where external organizational expectations or local vaccination policies would take precedent. It was also suggested to include language that those enrolling in undergraduate programs at the University would be expected to be on campus, as well as clarification that the vaccine requirement concerned the COVID-19 vaccine exclusively.

Discussion continued on further amendments to the policy. The Secretariat agreed to circulate the amended document to Undergraduate Council for an electronic vote following the meeting.

It was duly moved and seconded,

that the Undergraduate Council approve revisions to the Undergraduate Expectations for McMaster Vaccination Policy for inclusion in the General Academic Regulations in the Undergraduate Calendar 2022-2023, effective May 18, 2022, as circulated (or amended).

The motion was *Tabled*.

7. OTHER BUSINESS

As there was no other business, the meeting adjourned at 3:50 pm.

Following the meeting, a final version of the policy was circulated and approved via electronic vote on May 20, 2022.



Undergraduate Council

Reference Guide

September 2022



BRIGHTER WORLD

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

Overview of Undergraduate Council (UGC)

Purpose

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

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

Member Composition

The composition of UGC includes:

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

Committees

UGC has five standing and several ad hoc committees:

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

- Assesses, for recommendation to UGC, new Certificate and Diploma programs and revisions to existing programs. The committee will either make a recommendation for approval by UGC and Senate or, may provide a report for information in the case of new Certificates of Attendance or Completion, or minor revisions to existing certificates and diplomas.
- 4. **Curriculum & Admissions Committee:**
 - Coordinates and examines curriculum revisions for inclusion in the Undergraduate Calendar.
 - Reviews curriculum changes in detail and provides a summary report to UGC and Senate for approval.
- 5. **Quality Assurance Committee:**
 - Operates within the framework of the *Policy on Academic Program Development and Review*.
 - Assesses IQAP cyclical reviews and submits Final Assessment Reports to Undergraduate and Graduate Councils for information.
 - Receives status reports of any pending program proposals.
- 6. **Ad hoc Committees** are struck as required by its mandate. Recent committees established by UGC include Ad hoc Committees on/to:
 - Academic Structures for Student Success (CASS)
 - Certificates, Diplomas, and Microcredentials
 - Major and Two Minors Pathway (M2M)
 - Review Non-McMaster Credentials
 - Review the Undergraduate Awards Policy
 - Testing and Invigilation

Business Conducted

UGC regulates the following undergraduate academic activities:

- i. New programs, program closures, and revisions to programs including names, ownership, or degree designation¹
- ii. New certificate and diploma programs; revisions to, or closures of
- iii. Revisions to courses, program and admission requirements
- iv. Revisions to academic policy and regulations for recommendation to the Senate. For example:
 - General Academic Regulations
 - Undergraduate Course Management Policy
 - Religious, Indigenous, Spiritual Obligations (RISO) Policy
- v. Sessional dates, for information to the Senate
- vi. Terms and conditions of student financial aid and awards
- vii. Any other business placed on its agenda by its Chair, the Assistant University Secretary, an Associate Dean or Dean of a Faculty offering undergraduate work, or the Director of the Arts and Science Program.

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

Timeline

Table 1: Annual Timeline for UGC Business

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

¹ Refer to the [Policy on Academic Program Development and Review](#) for procedures and information on new program proposals. For program closures, see the [Protocol for the Closure of Undergraduate Programs](#).
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October – November	<ul style="list-style-type: none"> Curriculum changes are discussed and approved by Faculty-level curriculum committees and Faculty Councils, for recommendation to the C & A Committee In November, the C & A Committee receives, reviews, deliberates, and approves curriculum changes for recommendation to UGC and Senate (where applicable)
December	<ul style="list-style-type: none"> UGC approves changes from November C & A Committee
January	<ul style="list-style-type: none"> The C & A Committee approves final curriculum changes (as addenda) for recommendation to UGC and Senate (where applicable). Note: this is the last opportunity for C&A approval for the forthcoming academic year's curriculum Senate approves changes recommended from UGC in its December meeting (where applicable)
February	<ul style="list-style-type: none"> UGC approves final changes from the January C & A Committee. Note: this is the last opportunity for UGC approval for the forthcoming academic year's curriculum UGC approves Sessional Dates for the Academic year that begins in 18 months Senate approves final curriculum changes (where applicable)
March	<ul style="list-style-type: none"> Undergraduate Calendar goes live (late March) Senate receives Sessional Dates for information for the Academic year that begins in 18 months

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

The C & A Committee will examine in detail most curriculum changes during its first November meeting. Two meetings have been scheduled, both for a duration of 3-4 hours in which to do so. If all the changes cannot be reviewed and approved by the end of the first day, remaining items will be reviewed at the second scheduled meeting.

After its meetings, the committee provides UGC with a summary report of the changes, which is typically approved by UGC during the December meeting that precedes the academic year under review.

Governance and Administration

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

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

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

Items recommended to Senate for approval:

- New degree, diploma and certificate programs (also to UPC when new fees are charged)
- Degree, certificate, or diploma closures; suspension of program admissions (also to UPC)
- Degree program name changes
- Revisions to academic regulations or admission requirements

Items recommended to UPC for approval:

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

Notes:

- It is not the mandate of UGC, nor its committees to review any business related to student fees. This responsibility rests with UPC and the University Student Fees Committee
- External approval or reporting may be necessary in the case of new programs or major modifications to existing programs

Table 2: Undergraduate Governance Approval Chain

<u>Activity</u>	<u>C&D</u>	<u>C&A</u>	<u>UGC</u>	<u>UPC</u>	<u>Senate</u>	<u>Quality Council</u>	<u>MTCU</u>
New degree designation²		A	A		A		
Programs							
New		A	A	A	A	A	A ³
Minor Revisions		A	S		S		
Major Revisions		A	A		A	A	
Name change		A	A		A		I
Closure/ Suspension of Admission		A	A	A	A		I
Courses							
New/Revision/Delete		A	S		S		
Minors							
New		A	A		I		
Revision		A	S				
Closure		A	A		I		
Academic Policy⁴			A		A		
Academic Regulations							
Faculty-level Regulations		A	A		A		
General Academic Regulations			A		A		
Admission Requirements (from high school or upper level)		A	A		A		
Application Procedures		A	S		S		
Sessional dates			A		I		
Certificates and Diplomas							
Diploma	A		A	A	A		
Standalone Certificate							
New/Revision/Closure	A		A	A	A		
Concurrent Certificate							
New/Revision/Closure	A		A		A		
Certificate of Attendance							
New/Revision/Closure	I		I				
Certificate of Completion							
New/Revision/Closure	I		I				

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

³ “Non-core programs” (as defined by the Ministry) require approval. Contact the Registrar’s Office for more information.

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

Non-curricular calendar copy ⁵		I	S	
	A- Approval	S- Summary for Approval	I- For Information	

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

Curriculum & Admissions Committee (C & A)

Purpose

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

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

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

Member Composition

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

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

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

Procedure for the Annual Review of Curriculum Changes

Schedule

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

⁵ For example, departmental Faculty Member lists, glossary item definitions, etc.
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Meetings and Agenda

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

Curriculum Revision Submissions

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

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

Content

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

a) Undergraduate degrees and programs:⁶

New Programs

The Committee reviews the full program proposal as described in the [Policy on Academic Program Development and Review](#).

Revisions to Existing Programs

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

Program revisions often include:

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

⁶ Refer to the [Policy on Academic Program Development and Review](#) for procedures and information on new program proposals. For program closures, see the [Protocol for the Closure of Undergraduate Programs](#). See also *Table 2* describing the required approval sequence for the introduction, revision, or closure of various credentials.

- The addition, removal or modification of program notes

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

Program Closures

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

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

b) Specializations, streams, interdisciplinary minors and minors:

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

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

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

d) Course descriptions and requisites:

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

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

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

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

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

Curriculum Submissions: Format

Annual curriculum submissions by Faculty offices use the following structure:

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

i. Summary Page: Report to Senate

Summary of Major Curriculum Changes

- 1.0 New Programs
- 2.0 Program Closures/Mergers
- 3.0 Major Curriculum Revisions
- 4.0 Revisions to the General Academic Regulations, Faculty-Level Regulations, and Academic Policy

ii. Summary Page: Report to Undergraduate Council

Narrative summary of changes to curriculum, grouped by department

iii. Report to the Curriculum & Admissions Committee

Submissions presented in detail, grouped by department and by category

Department of xxxx

- 1.0 New Programs, specializations, or minors
- 2.0 Revisions to Existing Programs, Specializations, Minors, and Program-Level Regulations (*including program notes*)
- 3.0 Deletions of Programs, Specializations, or Minors
- 4.0 New Courses
- 5.0 Revisions to Existing Courses and Departmental Notes
- 6.0 Course Deletions
- 7.0 Revisions to non-curricular calendar copy (e.g. faculty member list, glossary, etc.)

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

Meeting Packages

A typical Committee meeting package uses the following structure:

- I. Agenda
- II. Minutes of the Previous Meeting (for approval)
- III. Curriculum Revisions for the 20xx-20xx Undergraduate Calendar⁷
 - i. Arts & Science Program - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - ii. Faculty of Business - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - iii. Faculty of Engineering - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - iv. Faculty of Health Sciences - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - v. Faculty of Humanities - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - vi. Faculty of Science - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar
 - vii. Faculty of Social Sciences - Curriculum Revisions for the 20xx-20xx Undergraduate Calendar

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

Report from the C & A Committee to UGC

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

Certificates and Diplomas Committee (C & D)

See the [Certificates and Diplomas Policy](#) for a comprehensive description of the Committee's mandate and process.

Purpose

Operating within the framework of the *Certificates and Diplomas Policy*, the C & D Committee assesses, for recommendation to UGC, new Certificate and Diploma programs and revisions to existing programs. The committee will either make a

⁷ Revisions proposed after the November Committee meetings are considered addenda to the first set of revisions.
Sept. 2022

recommendation for approval by UGC and Senate or, may provide a report for information in the case of new Certificates of Attendance or Completion.

Member Composition

The membership of the Certificates & Diplomas Committee is drawn from members of the Senate and must include:

- *Ex Officio*
 - The Vice Provost (Teaching & Learning)
 - The University Librarian
 - The University Registrar
- Three elected members of faculty
- Two undergraduate students
- Consultants (*non-voting*)

The Chair of UGC appoints the Chair of the Certificates and Diplomas Committee. Quorum requires two-thirds of voting members, which may include the Chair. The number and composition of the committee's membership may be adjusted to ensure diversity in Faculty representation.

Procedure and Schedule for Review

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

Meetings & Agenda

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

Submissions

New Programs

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

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

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

Revisions to Existing Programs

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

Program revisions often include:

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

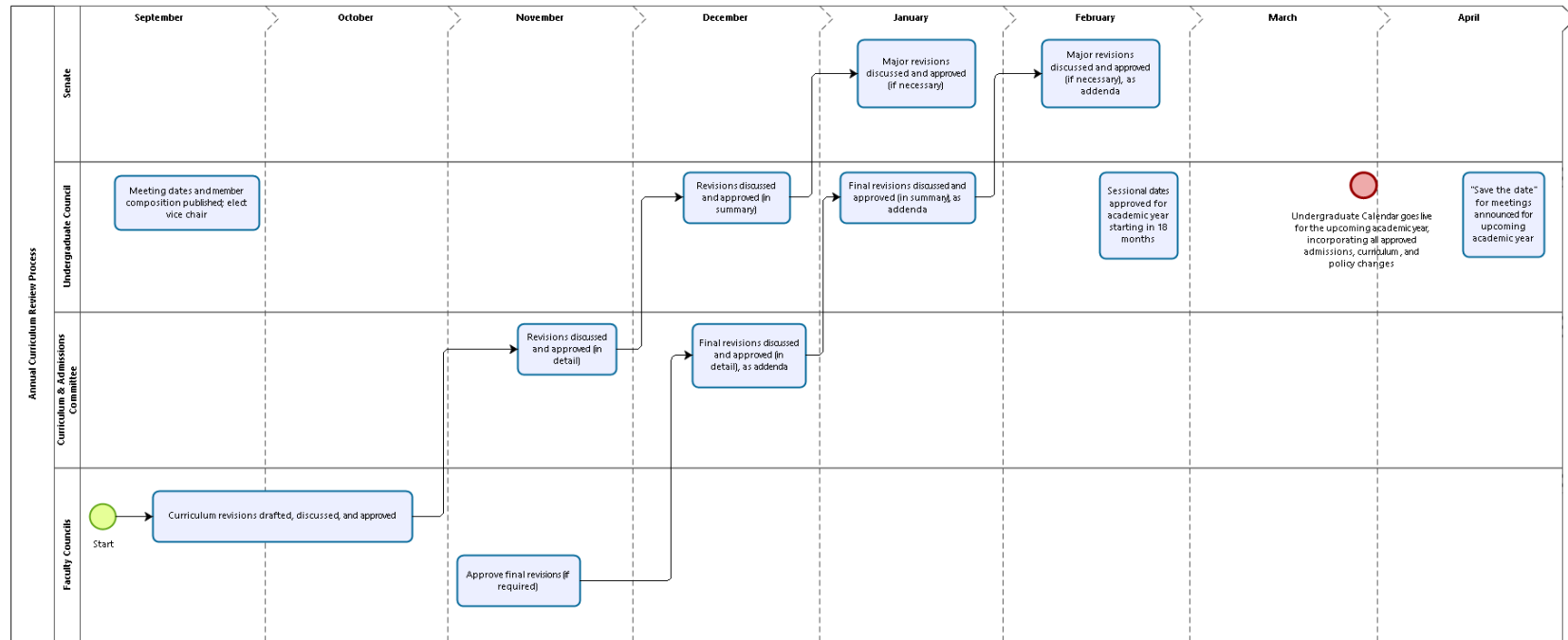
Where changes are substantive, academic units should include a brief rationale for each change (or group of changes).

Program Closures

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

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

Appendix 1: Annual Curriculum Review Process Map



FACULTY OF HUMANITIES

UNDERGRADUATE CURRICULUM REPORT

TO UNDERGRADUATE COUNCIL

FOR THE 2019-20 CALENDAR

NOVEMBER 2018

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

NEW PROGRAMS

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

MAJOR REVISIONS

None

DELETION OF A PROGRAM

None

▲ ▲ ▲ ▲ ▲

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

REPORT TO UNDERGRADUATE COUNCIL

FACULTY OF HUMANITIES SUMMARY OF CURRICULUM CHANGES FOR 2019-20

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

1. FACULTY OF HUMANITIES (DEAN'S OFFICE)

- Updating of program language pertaining to degree programs, second language proficiency, deferred term work, Letter of Permission, and Immersion/Student Abroad options
- Addition of 2 new courses (HUMAN 3D12, 4LW3)

2. SCHOOL OF THE ARTS

- **Studio Art:**
 - Addition of course to optional list
 - Minor revision to 5 existing course descriptions (ART 2DG3, 2IS3, 2PG3, 2PM3, 2SC3)
- **Art History:**
 - Updating of 2 course descriptions (ARTHIST 2A03, 3XX3)
- **Music:**
 - Addition to course list in each program (Combined Honours B.A., B.A., B.Mus., B. Mus. (Music Cognition))
 - Updating of program and admission notes for Music Cognition program
 - Minor revisions to Music Cognition requirements
 - Minor revision to 8 existing course descriptions (MUSIC 2B03, 2CA3, 2DA3, 2MC3, 2MH3, 3J03, 4Z03, MUSICCOG 4MP3)
- **Theatre & Film Studies:**
 - Updating of all program course lists to reflect current offerings
 - Minor revision to 2 existing courses (THTRFLM 3L03, 4A06)
 - Deletion of 1 course (THTRFLM 3M03)
 - Minor updates to departmental notes

3. CLASSICS

- Addition of 1 new course (CLASSICS 3ER3)
- Minor revision to 1 existing course (CLASSICS 2E03)
- Deletion of 1 course (CLASSICS 3Z03)
- Revision to departmental notes' course elective listings

4. COMMUNICATION STUDIES AND MULTIMEDIA

- **Communication Studies:**
 - Updating of program course lists
 - Addition of 1 new course (CMST 3Z03)
 - Deletion of 1 course (CMST 3C03)
- **Multimedia:**
 - Updating of program course lists
 - Revision to 1 existing course (MMEDIA 2G03)

5. DEPARTMENT OF ENGLISH AND CULTURAL STUDIES

- Updating of all program course lists to reflect current offerings
- Addition of program notes to all programs, and as reflected in minor program changes
- Addition of 14 new courses (ENGLISH 1F03, 1G03, 1H03, 2KA3, 3NN3, 3SS3, 3TT3, 3UU3, 4DL3, 4QA3, 4RL3, 4ST3, 4Y03, 4YY3)
- Revision to 4 existing courses (ENGLISH 1CS3, 3GF3, 3GG3, 4Y06)
- Deletion of 8 existing COURSES (ENGLISH 1A03, 1AA3, 1C06, 3C06, 3RL6, 4AA3, 4CL3, 4FF3)

6. DEPARTMENT OF FRENCH

- Minor revision to all program and minor requirements
- Addition of notes and course addition to Combined Math program option
- Addition of 1 new course (FRENCH 3I13)
- Revision to 4 existing courses (FRENCH 2JJ3, 3C03, 4A03, 4P06)

Appendix 2: Sample Curriculum Revision Document

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

7. DEPARTMENT OF HISTORY

- Revision to all program notes and requirements
- Addition of 3 new courses (HISTORY 2GR3, 4MM3, 4NN3)
- Minor revision to 30 existing courses (HISTORY 2KK3, 3N03, 3XX3, 4G03, 4QQ3, 4AW3, 4CE3, 4CM3, 4CZ3, 4E03, 4FF3, 4H03, 4HH3, 4HP3, 4I03, 4JJ3, 4K03, 4KK3, 4L03, 4LJ3, 4LP3, 4P03, 4PP3, 4QR3, 4RP3, 4RP6 A/B, 4S03, 4SC3, 4SS3, 4YY3 A/B)
- Deletion of 4 courses (HISTORY 3G03, 4A06, 4CR3, 4W03)
- Updating of departmental notes

8. DEPARTMENT OF LINGUISTICS AND LANGUAGES

- Updating of program notes and course lists of all Cognitive Science and Linguistics programs
- Addition of 4 new courses (GERMAN 2P03, LINGUIST 3SL3, RUSSIAN 2G03, 2H03)
- Revision to 8 existing courses (CHINESE 1Z06 A/B, LINGUIST 1A03, 1AA3, 2D03, 2DD3, 2S03, 2SL3, 3F03)
- Deletion of 3 courses (JAPANESE 3Z03, 3ZZ3, 4I13)
- Updating of departmental notes

9. PEACE STUDIES

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

10. DEPARTMENT OF PHILOSOPHY

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

11. WOMEN'S STUDIES

- No applicable changes

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

FACULTY OF HUMANITIES (DEAN'S OFFICE)

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

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

3.0 NEW COURSES:

3.1 HUMAN 3D12 - Full-Time Discovery Channel Internship

12 unit(s)

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

This course is evaluated on a Pass/Fail basis.

Normally 35 hours per week.

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

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

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

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

3 unit(s)

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

This course is graded on a Pass/Fail basis.

Two to four hours; two terms

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

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

4.0 REVISIONS TO EXISTING COURSES: n/a

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO FACULTY REGULATIONS:

Types of Degree Programs

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

Single Honours Program

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

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

Combined Honours Program

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

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

B.A. Program

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

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

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

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

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

Second Language Proficiency

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

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

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

Deferred Examinations and Deferred Term Work

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

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

Summer School

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

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

Letter of Permission

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

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

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

Summer Immersion Programs in French

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

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

Humanities Study Abroad

Humanities Study Abroad During Level III of Honours Programs

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

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

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

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

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

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

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

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

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

Eligibility for Study Abroad through Letter of Permission

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

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

Application for Study Abroad through a Letter of Permission

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

Eligibility for Study Abroad the McMaster Exchange Program

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

Application for Study Abroad the McMaster Exchange Program

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

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

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

8.0 REVISIONS TO LIST OF FACULTY CONTACTS:

DEAN OF HUMANITIES

K. Cruikshank/B.A., M.A., Ph.D.

ASSOCIATE DEAN OF HUMANITIES (Acting)

~~A. More/B.A., M.A., Ph.D.~~

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

Humanities Academic Advising Office
Chester New Hall, Room 107, ext. 27532

ASSISTANT DEAN (STUDIES)

J. Osterman/B.A., B.Admin., M.Ed.

ACADEMIC ADVISORS

C. Chauvin/B.A., B.Ed.

J. Gloazzo, B.A., M.A.

J. Richardson/B.A.

E. Williams/B.A., B.Ed., M.Ed.

▲ ▲ ▲ ▲ ▲

SCHOOL OF THE ARTS

(i) STUDIO ART:

Sept. 2022

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Appendix 2: Sample Curriculum Revision Document

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

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

Requirements

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

30 units

- Studio Art 1

15 units

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

3 units

from

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

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

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

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

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

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

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO DEPARTMENTAL NOTES: n/a

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

8.0 REVISIONS TO LIST OF FACULTY MEMBERS:

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

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

DIRECTOR

Virginia Aksan (Acting)

PROFESSORS

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

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

ASSOCIATE PROFESSORS

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

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

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

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

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

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

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

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

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

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

ASSISTANT PROFESSORS

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

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

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

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

Appendix 2: Sample Curriculum Revision Document

Andrew Mitchell/(Music) B.Mus. (Saskatchewan), M.A., Ph.D. (Western)
Sally McKay/(Studio Art/Art History) B.F.A (Western), M.A. (Nova Scotia College of Art and Design), Ph.D. (York)
Joseph Resendes/(Music) B.F.A., M.A. (Toronto)
Tracy Wong/(Music) B.Mus (Australia), M.A., Ph.D. (Toronto)

ADJUNCT ASSISTANT PROFESSORS

Tobi Bruce/(Art Gallery of Hamilton) B.A. (Kingston), M.A. (Ottawa)
Melissa Bennett/(Art Gallery of Hamilton) B.F.A (Nova Scotia), M.A. (Toronto)

ASSOCIATE MEMBERS

Alison McQueen/(History) B.A. (McGill), M.A., Ph.D. (Pittsburgh)
David Ogborn/(Communication Studies and Multimedia) B.A., B.Sc. (Mary), B.Mus. (Manitoba), M.Mus. (Toronto), Mus.Doc. (Toronto)

PROFESSORS EMERITI

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

(ii) ART HISTORY:

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS: n/a

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 ARTHIST 2A03 - Visual Literacy

3 unit(s)

A course of lectures and discussions that explores the concept of visual literacy and examines the ways in which fine and popular arts structure our understanding through images.

~~One lecture (two hours), one tutorial/discussion;~~ Three lectures; one term

Prerequisite(s): Registration in Level II or above

Antirequisite(s): CMST 2I03

Offered on a rotational basis.

Rationale: Change to reflect addition of third hour lecture.

4.2 ARTHIST 3XX3 - Cinema History from WWII

3 unit(s)

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

Two lectures, plus one weekly film screening; one term

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

Antirequisite(s): CMST 3XX3

Cross-list(s): THTRFLM 3L03

This course is administered by Theatre & Film

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

5.0 COURSE DELETIONS: n/a

6.0 REVISIONS TO DEPARTMENTAL NOTES: n/a

7.0 COURSES IDENTIFIED AS 'AT-RISK':

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

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

(iii) MUSIC:

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS:

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

Course List 1

All Level III and IV Music courses, including except

HEALTHSCI 3MU3- Music, Health, & the Community

The following exceptions may not be used toward this course list:

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

Appendix 2: Sample Curriculum Revision Document

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

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

2.2 Honours Music (B.Mus.)

Course List 1

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

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

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

Admission

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

Program Notes

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

Appendix 2: Sample Curriculum Revision Document

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

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

Course List 1

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

Requirements

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

33 units

- Music 1

21 units

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

9 units

from

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

3 units

- SOCSOI 2J03 - Introduction to Statistics

3 units

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

6 units

Appendix 2: Sample Curriculum Revision Document

- MUSIC 3E06 A/B - Solo Performance
- 18 units
from
- Course List 1
- Course List 2
- Course List 3
- Course List 4
- 3 units
from
- Course List 5
- 3 units
from
- PSYCH 2AA3 - Child Development
- PSYCH 2E03 - Sensory Processes
- PSYCH 2H03 - Human Learning and Cognition
- PSYCH 2NF3 - Basic & Clinical Neuroscience
- 6 units
- MUSICCOG 4D06 A/B - Thesis in Music Cognition or
- 6 units from Course List 6
- 18 units
- Electives, including no more than 6 units from Course List 5

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

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

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

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

3 unit(s)

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

Three lectures; one term

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

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

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

~~First offered in 2018-2019.~~

Rationale: Reference to first offering is no longer required.

4.3 MUSIC 2DA3 - Practical Musicianship III

3 unit(s)

Continuation of MUSIC 1DB3.

Sight-singing, dictation, and keyboard harmony.

One lecture, two labs, one tutorial; one term

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

Antirequisite(s): MUSIC 2D03

~~First offered in 2018-2019.~~

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

4.4 MUSIC 2MC3 - Psychology of Music

3 unit(s)

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

implications of basic principles of perception and cognition, with a focus on improving the quality and efficiency of music performance, learning, and education.

Three lectures, one term

Prerequisite(s): Registration in Level II of an Honours, Combined Honours or B.A. Music program

Antirequisite(s): MUSICCOG 2MA3, 2MP3, PSYCH 2MA3, 2MP3

Rationale: This course is intended for non-Music Cognition students (who will take the specialized, core MUSICCOG 2MA3 anti-requisite).

4.5 **MUSIC 2MH3 - Music History-II: Music in Western Culture to 1900 from Antiquity to c. 1750**

3 unit(s)

An examination, through selected examples, of Western musical practice and its contexts, from Antiquity to the beginning of the twentieth century approximately 1750. A significant portion of the course will be devoted to the cultivation of writing and research skills.

Three lectures; one term

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

Antirequisite(s): Music 2BB3

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

4.6 **MUSIC 3J03 A/B - Orchestration and Arranging**

3 unit(s)

A study of the orchestral/band instruments; scoring of music for various ensembles.

~~Two lectures; two terms~~ Three lectures; one term

Prerequisite(s): MUSIC 2CB3 or 2CC3 A/B and 2H03, and registration in a Music program

Offered in alternate years.

Rationale: Change to single term will allow for greater student flexibility in required contact hours.

4.7 **MUSIC 4Z03 - Composition**

3 unit(s)

The composition of various instrumental or vocal works.

Times to be arranged between the student and instructor; one term

Prerequisite(s): Registration in Level III or IV of an Honours Music program and a grade of at least B+ in MUSIC 2CC3 A/B or MUSIC 2CB3; or permission of the instructor.

Rationale: Addition of new core course to prerequisite, which students will now be completing in lieu of 2CC3.

4.8 **MUSICCOG 4MP3 - Neuroscience of Music**

3 unit(s)

This seminar explores theories on how and why music evolved, and how the perception, development, performance and emotional experience of music are mediated by the brain. Primary source materials are discussed in class and experimental designs developed to address critical questions.

Lecture/seminar (three hours); one term

Prerequisite(s): MUSICCOG 2MP3 (or 2MA3) or PSYCH 2MP3 (or 2MA3) or 3H03; and registration in a Music Cognition program (B.A., B.Arts.Sc., B.Mus., B.Sc.), or PNB 2XA3 or PSYCH 2E03 and registration in an Honours program, or ISCI 2A18 A/B; or permission of the instructor. PSYCH 2E03 is recommended.

Cross-list(s): PSYCH 4MP3

This course is administered by the Department of Psychology, Neuroscience & Behaviour.

Rationale: Change to reflect course lead's description.

5.0 **COURSE DELETIONS:** n/a

6.0 **REVISIONS TO DEPARTMENTAL NOTES:** n/a

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

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

(iv) **THEATRE AND FILM STUDIES:**

1.0 **NEW PROGRAMS:** n/a

2.0 **REVISIONS TO EXISTING PROGRAMS:**

2.1 **Combined Honours in Theatre & Film Studies and Another Subject (B.A.), Honours Theatre & Film Studies (B.A.), Theatre & Film Studies (B.A.)**

Course List 1

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

Appendix 2: Sample Curriculum Revision Document

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

Course List 2

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

Course List 3

- ARTHIST 2A03 - Visual Literacy
- ARTHIST 2R03 - The History of Fashion and Identity
- ARTHIST 2T03 - Art, Theatre and Music in the Enlightenment
- ARTHIST 3Q03 - Colours of the World
- CLASSICS 2E03 - The Ancient World in Film
- CLASSICS 2Y03 - Greek Tragedy
- CMST 2G03 - Performance and Performativity
- ENGLISH 2CR3 - Shakespeare: Comedies, Problem Plays, and Romances
- ENGLISH 2HT3 - Shakespeare: Histories and Tragedies
- ENGLISH 3CC3 - Reading Film
- GERMAN 2N03 - The Holocaust in Film and Fiction (Taught in English)
- **GERMAN 2P03 – Modern Germany through Film: Symphonies of Magic and Horror (Taught in English)**
- GERMAN 2S03
- INDIGST 3EE3 - Indigenous Representations in Film
- INDIGST 3G03 - Indigenous Creative Arts and Drama: Selected Topics
- ITALIAN 3X03 - Italy Today Through Film (Taught in English)
- MMEDIA 2G03 - Introduction to Digital Audio
- **MMEDIA 3C03 – Interactive and Spatial Audio**
- MUSIC 2F03 - Music for Film and Television
- MUSIC 2TT3 - Broadway and the Popular Song
- **RUSSIAN 2G03 – Masterpieces of Russian Literature in Film and TV Series (Taught in English)**
- **RUSSIAN 2H03 – Soviet Propaganda in Films and Other Mass Media (Taught in English)**
- THTRFLM 2Z03

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

3.0 NEW COURSES: n/a

4.0 REVISIONS TO EXISTING COURSES:

4.1 THTRFLM 3L03 - Cinema History from WWII

3 unit(s)

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

Two lectures, plus one weekly film screening; one term

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

Antirequisite(s): CMST 3XX3

Cross-list(s): ARTHIST 3XX3

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

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

6 unit(s)

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

~~Two lectures and practical exercises, plus rehearsals; two terms~~ Two lectures, one lab; total of 6 hours

Prerequisite(s): Registration in Level IV of an Honours program in Theatre & Film Studies and permission of the School of the Arts; Starting in 2010, students proposing an original script must have taken THTRFLM 3SD3

Admission to THTRFLM 4A06 will be based primarily on academic standing. In addition, students must complete a written application on a form provided by the School of the Arts, which must be submitted in March of the academic year prior to registration. Final selection will be made by Theatre and Film Studies faculty.

Rationale: Change to most accurately reflect class and rehearsal timelines.

5.0 COURSE DELETIONS:

5.1 THTRFLM 3M03 - Analyzing Entertainment Culture

Rationale: This course has not been offered since 2015.

6.0 REVISIONS TO DEPARTMENTAL NOTES:

Department Notes

1. The following are courses open as electives to students registered in Level II or above of any undergraduate program.

- THTRFLM 2CP3 - Culture and Performance
- THTRFLM 2FA3 - Film Analysis
- THTRFLM 3AA3 - Modernist Drama and Theatre in Europe
- THTRFLM 3DD3 - Contemporary Canadian Drama and Theatre
- THTRFLM 3FF3 - Early Cinema History
- ~~THTRFLM 3M03 - Analyzing Entertainment Culture~~

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

7.0 COURSES IDENTIFIED AS 'AT-RISK':

- THTRFLM 3M03 is being deleted

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

▲ ▲ ▲ ▲ ▲

DEPARTMENT OF CLASSICS

1.0 NEW PROGRAMS: n/a

2.0 REVISIONS TO EXISTING PROGRAMS: n/a

3.0 NEW COURSES:

3.1 CLASSICS 3ER3 - Epics of Rome

3 unit(s)

This course will examine the great epic poems of Vergil, Ovid and Statius, studying them in the political and cultural context of contemporary Rome and against the background of the tradition of epic poetry.

Three hours; one term

Prerequisite(s): Three units from CLASSICS 1B03, 2D03, 2E03, 2Y03, 2Y03; and registration in Level II or above of any program
Offered in alternate years.

Enrolment: 60 Reserve capacities: Classics II: 20

Rationale: Our new appointment is a specialist in Latin Literature and taking over the alternating pair of Ovid (3YY3) and Satire (3Z03). Satire will be replaced with Epic.

4.0 REVISIONS TO EXISTING COURSES:

4.1 CLASSICS 2E03 - The Ancient World in Film

3 unit(s)

The emphasis is on myth (Amazons, Hercules) and history (slave revolts, banquets, decadent emperors), studied via Greek and Latin accounts (in translation) and cinematic versions (e.g. Electra, Medea, Mighty Aphrodite, Apocalypse Now, Spartacus, I Claudius).

~~Three lectures~~ Two lectures, plus one weekly film screening; one term

Prerequisite(s): Registration in Level II or above of any program

Antirequisite(s): CMST 2Y03, THTRFLM 2G03

Offered on rotation.

Rationale: This format will best allow for full film screenings, as a complement to lectures.

5.0 COURSE DELETIONS:

5.1 CLASSICS 3Z03 - Satire

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

6.0 REVISIONS TO DEPARTMENTAL NOTES:

Department Note

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

- a. **Classical Archaeology and Art History**
 - CLASSICS 1A03 - Introduction to Classical Archaeology
 - CLASSICS 2B03 - Greek Art
 - CLASSICS 2C03 - Roman Art
 - CLASSICS 3H03 - Archaic Greek Art
 - CLASSICS 3Q03 - Greek Sanctuaries
 - CLASSICS 3S03 - Pompeii, Herculaneum, and Ostia
- b. **Ancient History and Society**
 - CLASSICS 1M03 - History of Greece and Rome
 - CLASSICS 2K03 - The Society of Greece and Rome
 - CLASSICS 2LA3 - History of Greece to the Peloponnesian War
 - CLASSICS 2LB3 - History of Greece from the Peloponnesian War
 - CLASSICS 2LC3 - History of Rome to the Dictatorship of Caesar
 - CLASSICS 2LD3 - History of Rome from the Dictatorship of Caesar
- c. **Classical Literature in Translation**
 - CLASSICS 1B03 - An Introduction to Ancient Myth and Literature
 - CLASSICS 2D03 - Greek and Roman Mythology
 - CLASSICS 2E03 - The Ancient World in Film
 - CLASSICS 2YY3 - Greek Tragedy
 - CLASSICS 3EE3 - The Greek Historians
 - CLASSICS 3ER3: Epics of Rome
 - CLASSICS 3M03 - Greek Intellectual Revolution
 - CLASSICS 3YY3 - Ovid
 - ~~CLASSICS 3Z03 - Satire~~
- d. **Classical Languages**
 - GREEK 1Z03 - Beginner's Intensive Ancient Greek I
 - GREEK 1ZZ3 - Beginner's Intensive Ancient Greek II
 - LATIN 1Z03 - Beginner's Intensive Latin I
 - LATIN 1ZZ3 - Beginner's Intensive Latin II

Rationale: Updating elective lists to reflect current course offerings.

7.0 COURSES IDENTIFIED AS 'AT-RISK':

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

8.0 REVISIONS TO LIST OF FACULTY MEMBERS:

Faculty as of January 15, 2018

CHAIR

~~Sean Corner~~

Claude Eilers (Acting)

PROFESSORS

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

ASSOCIATE PROFESSORS

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

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

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

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

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

ASSISTANT PROFESSOR

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

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

[Sample submission truncated after the Department of Classics]

RESOLUTIONS OF THE SENATE AND UNDERGRADUATE COUNCIL

APPROVAL OF SUBMISSIONS

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

COURSE CAPS AND CATEGORIES

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

COURSE DESCRIPTIONS

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

COURSE TITLES - “TOPIC”

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

DEAN’S PERMISSION COURSES

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

“all undergraduate courses must be approved by Undergraduate Council before they can be offered in the Undergraduate Calendar. However, there are situations when there is a need to offer a course outside of the curriculum approval process and that Dean’s Permission is meant for these exceptions. Dean’s Permission is intended to address the need for courses when a Faculty is unable to follow the normal curriculum approval schedule.”“Dean’s Permission should not be used to pilot new courses. New courses should go through the regular curriculum approval process and if the Faculty decides that the course should not be offered again then the course can be deleted during the next curriculum cycle. *(Undergraduate Council: November 2011)*

LIMITED ENROLMENT

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

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

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

identified in the third year not offered and will be removed in the fourth year.

(Undergraduate Council: January 2011)

ONE TERM/TWO TERM COURSES

“that the duration of the single-term courses be recorded as ‘one term’ and full-year courses as ‘two terms’”.

(Undergraduate Council: March 1979)

SESSIONAL DATES

It was “proposed to eliminate any existing rules regarding the *last day for cancelling courses without failure by default* date. The Office of the Registrar will incorporate the revised timing of the *last day for cancelling courses without failure by default* into the standards of practice for determining Sessional Dates.”

(Undergraduate Council: December 2009)

“Family Day was discussed and it was suggested the mid-term break always take place during the week that includes Family Day.”

(Undergraduate Council: December 2007)

Fall Recess

Two-year trial period:

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

(Undergraduate Council: January 2013)

“that the Senate approve the establishment of a Fall Recess, to consist of a Thursday, Friday and Saturday, for a two-year trial period starting in 2013-14”

(Senate: February 2013)

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

REPORT TO UNDERGRADUATE COUNCIL
from the
EXECUTIVE COMMITTEE

APPROVAL

a. Undergraduate Council Membership and Committee Assignments for 2022-23

At its April 4, 2022 meeting, the Undergraduate Council Executive Committee approved the 2022-2023 committee assignments and authorized the Chair of Undergraduate Council to make additional appointments as necessary to further complete the Undergraduate Council committee memberships for 2022-23.

Due to the appointment of Dr. Steve Hranilovic as Vice-Provost and Dean of Graduate Studies on July 1, 2022, an electronic vote was held on August 30, 2022 to complete the slate of committee chairs for 2022-23. Details are contained within the circulated report.

INFORMATION

b. Updating Admission Requirements for the Integrated Business and Humanities Program

On August 11, 2022, the Undergraduate Council approved via electronic vote minor curriculum revisions for inclusion in the 2022-23 Undergraduate Calendar as recommended by the Faculty of Business. Details are contained within the circulated materials.

FOR APPROVAL/INFORMATION: Undergraduate Council
October 4, 2022

UNDERGRADUATE COUNCIL COMMITTEE MEMBERSHIPS 2022-2023

EXECUTIVE COMMITTEE

COMMITTEE MEMBERS		Quorum = 3
Dr. Kim Dej (Chair)	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
¹ TBD (effective October 4, 2022)	Vice-Chair of Undergraduate Council	
Dr. Catherine Grisé	Chair of the Awards Committee	Faculty of Humanities
Dr. Karen McGarry	Chair of the Certificates and Diplomas Committee	Faculty of Social Sciences
Dr. Sean Corner	Chair of the Curriculum and Admissions Committee	Faculty of Humanities
CONSULTANT		
Ms Melissa Pool	University Registrar	Office of the Registrar

AWARDS COMMITTEE

COMMITTEE MEMBERS		Quorum = 4
Dr. Catherine Grisé	Elected Faculty Member	Faculty of Humanities
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
Mr. Sean van Koughnett	Associate Vice-President (Students and Learning) and Dean of Students	
Dr. Cheryl Quenneville	Elected Faculty Member	Faculty of Engineering
Mr. Mandeep Malik	Elected Faculty Member	Faculty of Business
Ms Tuqa Al-Rammahi	Undergraduate Student Representative	Faculty of Social Sciences
TBD	Undergraduate Student Representative	Faculty of Health Sciences
CONSULTANTS		
Ms Liz McDonough	Trust Fund Administrator	Office of the Registrar
Ms Nancy Solano	Student Loans & Awards Officer	Office of the Registrar
Ms Stephanie Morrow	Senior Admin, Awards and Trusts	Faculty of Health Sciences
Ms Liz Way	Senior Associate Registrar, Student Financial Aid and Scholarships	Office of the Registrar

¹ The term of the 2022-2023 Undergraduate Council Vice-Chair will begin on October 4, 2022. Until that time, Dr. Stacey Ritz will continue to serve as Vice-Chair and a member of the Undergraduate Council Executive Committee.

CERTIFICATES AND DIPLOMAS COMMITTEE

COMMITTEE MEMBERS		Quorum = 5
Dr. Karen McGarry	Elected Faculty Member	Faculty of Social Sciences
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
Ms Melissa Pool	University Registrar	Office of the Registrar
Ms Vivian Lewis	University Librarian	
Dr. Sean Corner	Associate Dean (Academic)	Faculty of Humanities
Dr. Tracy Prowse	Associate Dean (Academic)	Faculty Social Sciences
Dr. Sue McCracken	Associate Dean (Academic)	Faculty of Business
Ms Natalie Chu	Undergraduate Student Representative	Arts & Science Program
Ms Lila Al-Arabi	Undergraduate Student Representative	Faculty of Engineering
CONSULTANTS		
Dr. Lorraine Carter	Director	Centre for Continuing Education
Mr. Dan Piedra	Assistant Director	Centre for Continuing Education
Ms Suzanne Brown	Assistant Director	Centre for Continuing Education
Ms Trish Sullivan	Senior Associate Registrar,	Office of the Registrar
Ms Cathy MacKenzie	Convocation and Curriculum Officer	Office of the Registrar
Dr Amy Gullage (1-yr term)	Educational Developer	McPherson Institute

CURRICULUM AND ADMISSIONS COMMITTEE

COMMITTEE MEMBERS		Quorum = 8
Dr. Sean Corner (Chair)	Associate Dean (Academic)	Faculty of Humanities
Dr. Kim Dej	Chair of Undergraduate Council	Vice-Provost (Teaching & Learning)
Ms Melissa Pool	University Registrar	Office of the Registrar
Dr. Beth Marquis	Director	Arts & Science Program
Dr. Sue McCracken	Associate Dean (Academic)	Faculty of Business
Dr. Rob Whyte	Vice Dean (Education)	Faculty of Health Sciences
Dr. Sarah Dickson-Anderson	Associate Dean (Academic)	Faculty of Engineering
Dr. Steve Bray	Associate Dean (Academic)	Faculty of Science
Dr. Tracy Prowse	Associate Dean (Academic)	Faculty of Social Sciences
Dr. Stacey Ritz	Elected Faculty Member	Faculty of Health Sciences
Dr. Rosa da Silva	Elected Faculty Member	Faculty of Science
Ms Angelina Macwan	Undergraduate Student Representative	Faculty of Business
Ms Sharon Santhikumar*	Undergraduate Student Representative	Faculty of Humanities
Ms Cynthia Chung	Undergraduate Student Representative	Faculty of Science
CONSULTANTS		
Mr. Greg Rombough	Manager, Undergraduate and Specialized Programs	Faculty of Business
Ms Maria White	Assistant Dean (Academic)	Faculty of Engineering
Ms Teresa Babilio	Program Administrator, Bachelor of Health Sciences (Honours) Program	Faculty of Health Sciences
Ms Jackie Osterman	Assistant Dean (Academic)	Faculty of Humanities

Ms Sarah Robinson	Assistant Dean (Academic)	Faculty of Science
Ms Lynn Giordano	Assistant Dean (Academic)	Faculty of Social Sciences
Ms Rebecca Bishop	Program Administrator	Arts & Science Program
Ms Shelley Anderson	Program Administrator	Arts & Science Program
Ms Cathy Mackenzie	Convocation & Curriculum Officer	Office of the Registrar
Ms Trish Sullivan	Senior Associate Registrar, Systems and Records	Office of the Registrar
Dr. Erin Aspenlieder	Associate Director, Program and Educational Development	MacPherson Institute
Ms Julianne Simpson	Quality Assurance Specialist	MacPherson Institute
Dr. Amy Gullage	Educational Developer	MacPherson Institute

*Official term for this member will begin on October 19, 2022 when appointment has been approved by Senate. Until that time, the member will observe meetings of the Undergraduate Council.

QUALITY ASSURANCE COMMITTEE

MEMBERS APPOINTED BY UNDERGRADUATE COUNCIL			
Dr. Catherine Grise	Elected Faculty Member	Faculty of Humanities	July 1, 2022 – June 30, 2024
		Faculty of Social Sciences	July 1, 2022 – June 30, 2024
Dr. Robert Fleisig	Delegate of UGC	Faculty of Engineering	July 1, 2022 – June 30, 2024

TO: Undergraduate Council Executive Committee

FROM: Greg Rombough – Manager, Undergraduate and Specialized Graduate Programs

DATE: Monday, July 25th, 2022

RE: Updating Admission Requirements for the Integrated Business and Humanities Program

Dear Committee Members,

The Faculty of Business is requesting a late addition to the Academic Calendar for 2022/23 in order accurately reflect the revised, and reduced, admission requirements for students applying to the Integrated Business and Humanities program for 2023/24.

We have removed the requirement for applicants to have completed the Grade 12 Data Management math course (MDM4U).

It is beneficial to both the prospective students as well as the program to communicate this information now. Students will be able to select the appropriate Grade 12 courses and will not expend unnecessary time and effort to cover content which will be repeated upon entering the program. The program will likely benefit from additional applicants due to the reduction of required courses for consideration.

I apologize for the oversight of not bringing forward this change during the normal curriculum process. I appreciate your consideration in this matter.

Best regards,

Greg Rombough | Manager, Undergraduate and Specialized Graduate Programs
DeGroote School of Business | McMaster University
905.525.9140 ext. 27213 | www.degroote.mcmaster.ca
www.twitter.com/dsbcampus | www.facebook.com/degrootebiz

INTEGRATED BUSINESS AND HUMANITIES I

Admission to Integrated Business and Humanities 1 is by selection. A minimum overall average of 88% or higher is required for application consideration. Applicants must complete a **mandatory on-line assessment (© Kira Talent)** by February 1 each year. The following are the Minimum Grade 12 U and M requirements:

1. English U
2. Calculus and Vectors U
3. Data Management U
4. Completion of three additional U and M courses to total six courses.

Integrated Business and Humanities 1 (Beginning September 2023 Entry)

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

1. English U
2. Calculus and Vectors U

Completion of four additional U and M courses to total six courses Applicants must complete a **mandatory on-line assessment (© Kira Talent)** by February 1 each year.

REPORT TO UNDERGRADUATE COUNCIL
from the
AWARDS COMMITTEE

FOR APPROVAL

a. Terms of Award

At its September 20, 2022 meeting, the Undergraduate Council Awards Committee approved the following for recommendation to Undergraduate Council. The Awards Name Changes were received for information only.

i. Proposed New Aid & Awards

The John and Heather Riccardi Academic Grant
The Dr. Stuart Mestelman Academic Grant
The Co-operators Life Insurance Company Scholarship
The Gen7 Indigenous Scholarship
The Peter George Centre for Living and Learning Residence Scholarship
The William Barry Hill Scholarship
The Eva Elizabeth and Lloyd Edward May Science Scholarship
The Music Man Scholarship
The Glenn and Mandy Page Indigenous Scholarship
The Edgar Lee Ware Memorial Award

ii. Changes to Award Terms

The Manuel and Lillian Zack Scholarship

iii. Proposed New Bursaries

The Liz Ferrier Memorial Bursary
The Ronald G. Smith Bursary
The Rotary Club of Burlington Lakeshore Bursary for Indigenous Students
The William-Forbes Family Bursary

iv. Awards Removed from the Undergraduate Calendar

The ArcelorMittal Dofasco FIRST Robotics Engineering Entrance Scholarship
The Canadian Italian Professional Association of Hamilton-Halton Scholarship in Commerce
The Fred and Barbara Hacker Scholarship
The Hatch Scholarship
The Jennifer Headley Scholarship
The Hutton Kaufman Midwifery Bursary
The K. Mac Group Scholarship
The Order Sons of Italy Scholarship in Italian Studies
The Judith Sternthal Scholarship

The Stantec Consulting Ltd Engineering Scholarship
The Walterfedy Scholarship

- v. Award Name Changes
The John S. and Barbara Scott Bursary

It is now recommended,

that the Undergraduate Council approve ten new awards, one change to award terms, four new bursaries, and eleven awards removed from the Undergraduate Calendar, as set out in the attached.

**FOR APPROVAL: Undergraduate Council
October 4, 2022**

PROPOSED NEW AID & AWARDS FOR APPROVAL

In-course Academic Grants

The John and Heather Riccardi Academic Grant

Established in 2022, by John Riccardi, B.Eng. (Class of '84) and Heather Riccardi, B.Sc. (Class of '89, University of Texas) to recognize the importance of engineering education in their lives.

Requirements: To be awarded to undergraduate students enrolled in either the Department of Chemical Engineering or Mechanical Engineering who attain high averages and demonstrate financial need.

Typically Available: 1 x \$1,000

The Dr. Stuart Mestelman Academic Grant

Established in 2022 by family and friends in memory of Dr. Stuart Mestelman, Professor Emeritus, Department of Economics.

Requirements: To be awarded to undergraduate students who have completed Level 2 of any program within the Faculty of Social Sciences who attain high averages and demonstrate financial need.

Typically Available: 2 x \$2,500

In-Course and Renewal Awards

The Co-operators Life Insurance Company Scholarship

Established in 2022 by The Co-operators Life Insurance Company.

Requirements: To be awarded to undergraduate students enrolled in the Honours Actuarial and Financial Mathematics program who identify as members of an equity-deserving group and aspire to work in the insurance industry.

Typically Available: 1 x \$4,000

The Gen7 Indigenous Scholarship

Established in 2022 by Gen7 Brands LP.

Requirements: To be awarded to undergraduate students enrolled in any program who identify as Indigenous and demonstrate involvement in their community.

Typically Available: 1 x \$3,000

The Peter George Centre for Living and Learning Residence Scholarship

Established in 2022.

Requirements: To be awarded to undergraduate students who reside in the residence and attain high averages.

Typically Available: 1 x \$800

The William Barry Hill Scholarship

Established in 2022 by William Barry Hill, B.Eng. (Class of '66) and M.Eng. (Class of '68) in appreciation of the impact McMaster made on his life and career, and in recognition of his Mohawk heritage.

Requirements: To be awarded to undergraduate students enrolled in Level 3 or above in the Faculty of Engineering who identify as Indigenous and attain high averages.

Typically Available: 1 x \$8,000

The Eva Elizabeth and Lloyd Edward May Science Scholarship

Established in 2022 from the Estate of Eva Elizabeth May and Lloyd Edward May.

Requirements: To be awarded to undergraduate students enrolled in the Faculty of Science who attain high averages.

Typically Available: 2 x \$1,000

The Music Man Scholarship

Established in 2022.

Requirements: To be awarded to undergraduate students enrolled in a Music program who attain high averages.

Typically Available: 1 x \$2,000

The Glenn and Mandy Page Indigenous Scholarship

Established in 2022 by Glenn and Mandy Page.

Requirements: To be awarded to undergraduate students enrolled in the Faculty of Health Sciences who identify as Indigenous and demonstrate leadership at McMaster University and in their community.

Typically Available: 1 x \$3,000

The Edgar Lee Ware Memorial Award

Established in 2022 by Syrus Marcus Ware.

Requirements: To be awarded to undergraduate students enrolled in the School of the Arts who identify as Black, Indigenous, or racialized and demonstrate community involvement and leadership potential.

Typically Available: 1 x \$3,000

CHANGES TO AWARD TERMS FOR APPROVAL

The Manuel and Lillian Zack Scholarship

Established in 1984 by Manuel and Lillian Zack (Class of '40) of Hamilton.

Requirements: To be awarded to a graduating students enrolled in Level 34 or above of a program in Nursing and who, in the judgment of the School of Nursing, have demonstrated achievement, initiative, and commitment to gerontological nursing through clinical practice, term papers, research interest, or community activities and who pursues/pursued these interests in Level 4.

PROPOSED NEW BURSARIES FOR APPROVAL

The Liz Ferrier Memorial Bursary

Established in 2022 by Marla Dahlke, in memory of her friend, Liz Ferrier.

Requirements: To be granted to undergraduate students enrolled in the department of Kinesiology who demonstrate financial need. Preference will be given to students who are members of the McMaster Golf Team.

The Ronald G. Smith Bursary

Established in 2022 by Ronald G. Smith, B.Eng. (Class of '79), because everyone has a contribution to make.

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

The Rotary Club of Burlington Lakeshore Bursary for Indigenous Students

Established in 2022 by the Rotary Club of Burlington Lakeshore.

Requirements: To be granted to undergraduate students enrolled in any program who identify as Indigenous students and demonstrate financial need. Preference will be given to a student from Burlington.

The Williams-Forbes Family Bursary

Established in 2022 by McMaster University in honour of Mary Williams (Class of '87) and her family, Rob Forbes (Class of '95) and Liam Forbes. In establishing this award, McMaster recognizes the more than 30 years of service that Mary had with the University, most recently as Vice-President, University Advancement (2011-2022), and her work in enhancing McMaster's relationships, reputation, and resources.

Requirements: To be granted to undergraduate students enrolled in any program who demonstrate financial need.

Awards Removed from the Undergraduate Calendar for Approval

The ArcelorMittal Dofasco FIRST Robotics Engineering Entrance Scholarship
The Canadian Italian Professional Association of Hamilton-Halton Scholarship in Commerce
The Fred and Barbara Hacker Scholarship
The Hatch Scholarship
The Jennifer Headley Scholarship
The Hutton Kaufman Midwifery Bursary
The K. Mac Group Scholarship
The Order Sons of Italy Scholarship in Italian Studies
The Judith Sternthal Scholarship
The Stantec Consulting Ltd Engineering Scholarship
The Walterfedy Scholarship

FOR INFORMATION

AWARD NAME CHANGES

The John S. and Barbara Scott Bursary ~~Fund~~

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

FOR APPROVAL

a. NEW CERTIFICATE OF ATTENDANCE PROGRAM

At its meeting on September 20, 2022, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, the proposal for a new Certificate of Attendance program in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills. Details of the program are contained within the circulated materials.

i. Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills

It is now recommended,

that the Undergraduate Council approve, for recommendation to the University Planning Committee and Senate, the establishment of the Certificate of Attendance in Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills, as set out in the attached.

b. REVISIONS TO EXISTING CERTIFICATE AND DIPLOMA PROGRAMS

At the same meeting on September 20, 2022, the Certificates & Diplomas Committee approved, for recommendation to Undergraduate Council, revisions to the following existing certificate and diploma programs. Further details of the revisions are contained within the circulated materials.

- i. Certificate in Digital Marketing**
- ii. Health Informatics Diploma**
- iii. Diploma in Marketing**
- iv. Diploma in Business Administration with a Concentration in Marketing and the Diploma in Marketing (same course deletions in both programs)**
- v. Diploma in Business Administration with a Concentration in Retirement Community Management**

It is now recommended,

Motion:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, revisions to the *Certificate in Digital Marketing*, as set out in the attached.

Motion:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, revisions to the *Health Informatics Diploma*, as set out in the attached.

Motion:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, revisions to the *Diploma in Marketing*, set out in the attached.

Motion:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, revisions to the *Diploma in Business Administration with a Concentration in Marketing* and the *Diploma in Marketing*, as set out in the attached.

Motion:

that the Undergraduate Council approve, for recommendation to Senate and the University Planning Committee, revisions to the *Diploma in Business Administration with a Concentration in Retirement Community Management*, as set out in the attached.

FOR INFORMATION

c. CERTIFICATE OF COMPLETION PROGRAMS

At the same meeting, the Certificates and Diplomas Committee received, for information, the following new Certificate of Completion programs. Further details are contained within the circulated materials.

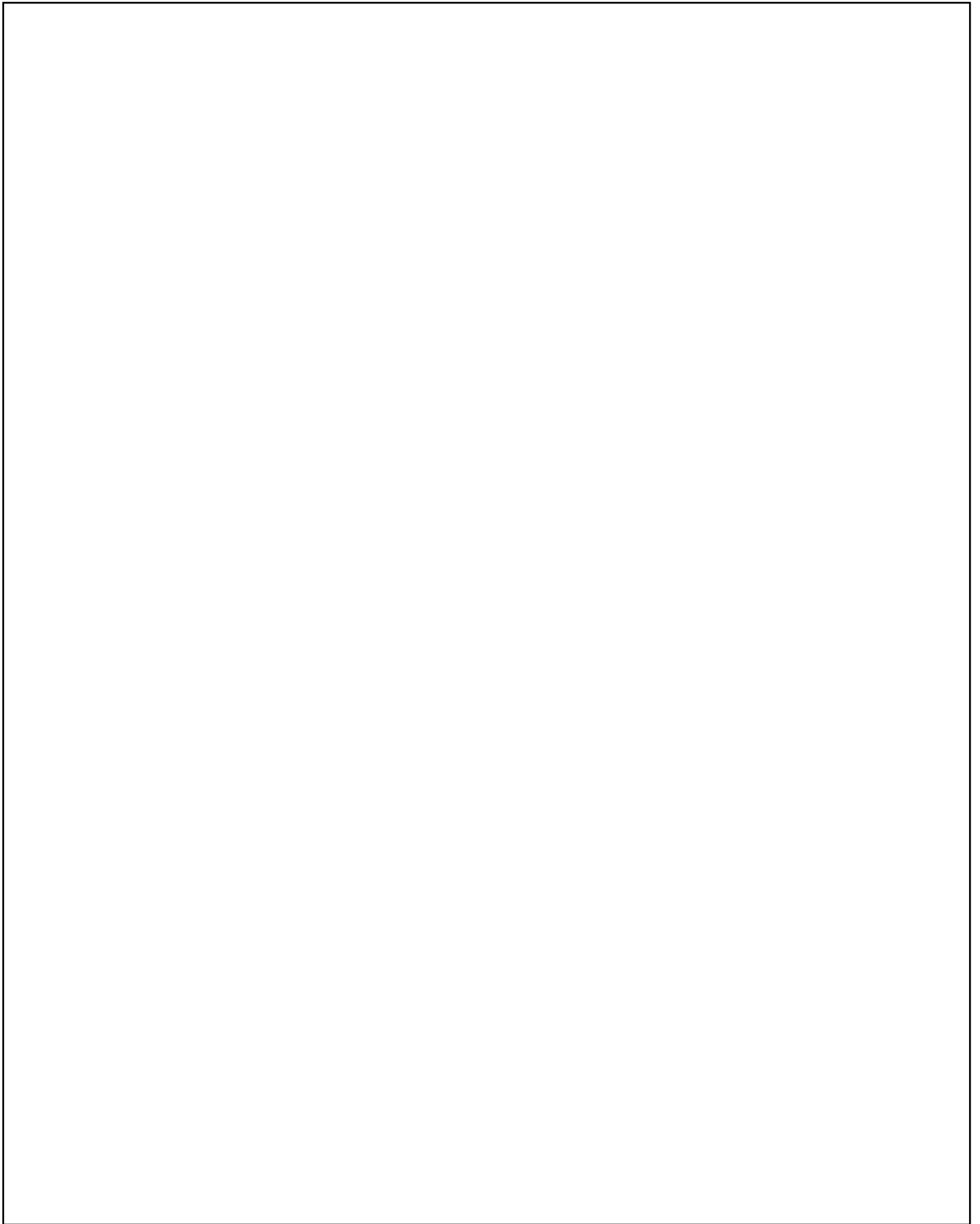
- i. Family Engagement in Research: Leadership Academy
- ii. Microsoft Excel – Analyzing and Visualizing Data
- iii. Caregiving Essentials

d. CLOSURE OF CERTIFICATE AND DIPLOMA PROGRAMS

At the same meeting, the Certificates and Diplomas Committee received, for information, closures of the following Certificate and Diploma programs. Further details are contained within the circulated materials.

- i. Closure of Health Ventures, Certificate of Professional Learning
- ii. Closure of Associateship in Canadian Surety Bonding Certificate

FOR APPROVAL/INFORMATION: Undergraduate Council
October 4, 2022





Certificate of Attendance Program Proposal

Department and Program Information			
Program Name:	Cognitive Behavioural Therapy Fundamentals: Improving Your Clinical Practice with Core Skills		
Credential:	Certificate of Attendance		
Name of Representative	Dr. Jenna Boyd, PhD, C. Psych.		
Effective Date:	November 1, 2022		
Date of Submission	September 9, 2022		
Program Fee per Participant	\$449.00		
Academic Merit			
Program Overview	This course offers an introduction to the historical foundations and theory underlying Cognitive Behavioural Therapy (CBT) and in-depth learning of core CBT strategies for use with adolescents and adults. Designed to aid clinicians in flexibly applying CBT in their clinical practice using case formulation, the course content covers a variety of cognitive and behavioural strategies and when to apply these strategies to maximize benefit. Synchronous lectures include didactic learning as well as the opportunity for in-class practice and role-play.		
Learning Objectives	<ul style="list-style-type: none">• Understand the predominant theories underlying CBT• Develop skill in assessment and case formulation from a CBT perspective• Learn and apply core cognitive change strategies• Learn and apply core behavioural change strategies• Identify and troubleshoot common challenges and barriers in CBT• Refine skills in treatment termination		
Meeting Learning Objectives	The program will use a series of sessions to achieve the stated program objectives.		
Program Completion Requirements	To receive a Certificate of Attendance, participants must attend all 7 sessions.		
Program Delivery Format	Sessions will be delivered online using synchronous learning activities.		
Student Evaluations	n/a		
Course Evaluation	Attendees will be given an opportunity to evaluate the course at the end of the 7 weeks for future planning.		
Course Instruction	Facilitators are selected from a pool of qualified professionals in the Department of Psychiatry and Behavioural Neurosciences. Selection is based on academic background and/or experience within the program area.		
Listing of Module Topics			
Module (2 hrs each)	Topic(s)	Practical Issues/Applied Practice	Suggested Readings

1	<ul style="list-style-type: none"> • Historical foundations of CBT • Overview of common anxiety and mood presentations 	<ul style="list-style-type: none"> • Build CBT model using case vignette 	Beck Chapter 1
2	<ul style="list-style-type: none"> • Assessment from a CBT perspective • Case conceptualization/ formulation 	<ul style="list-style-type: none"> • Develop a case formulation 	Persons Ch. 1, 5, 6 Tolin Ch. 6
3	<ul style="list-style-type: none"> • Cognitive strategies I <ul style="list-style-type: none"> - Though records - Socratic Dialogue - Cognitive distortions - Modifying automatic thoughts 	<ul style="list-style-type: none"> • Complete a thought record and identifying cognitive distortions • Use the “evidence technique” 	Tolin Ch. 13-14 Beck Ch. 12, 13, 14
4	<ul style="list-style-type: none"> • Cognitive strategies II <ul style="list-style-type: none"> - Eliciting assumptions and core beliefs - Additional strategies (<i>Possibility/responsibility pie, cumulative probability, exploring thought-action fusion</i>) 	<ul style="list-style-type: none"> • Use downward arrow to elicit core beliefs • Case vignette: Identify and implement a cognitive intervention 	Beck Ch. 17, 18
5	<ul style="list-style-type: none"> • Behavioural strategies I <ul style="list-style-type: none"> - Behavioural activation - Problem solving - Introduction to exposure 	<ul style="list-style-type: none"> • Practice using daily activity schedule to identify connections between activity level and mood • Identify mastery and pleasure activities 	Beck Ch. 7
6	<ul style="list-style-type: none"> • Behavioural strategies II <ul style="list-style-type: none"> - Exposure hierarchies - Troubleshooting exposure - Behavioural experiments 	<ul style="list-style-type: none"> • Create exposure hierarchy • Plan behavioural experiment 	Tolin Ch. 11
7	<ul style="list-style-type: none"> • Putting it into practice <ul style="list-style-type: none"> - Integrating cognitive and behavioural techniques - Troubleshooting common issues in CBT • Preventing relapse 	<ul style="list-style-type: none"> • Create a treatment plan based on case formulation 	Tolin Ch. 20 Beck Ch. 21, 22 Persons Ch. 7 and 11

Suggested Accompanying Texts

- Beck, J.S. (2020). *Cognitive Behavior Therapy: Basics and Beyond* (3rd Ed.). The Guilford Press.
- Persons, J. (2008). *The Case Formulation Approach to Cognitive-Behavioral Therapy*. The Guilford Press.
- Tolin, D.F. (2016). *Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions*. Guilford Press.



Certificate & Diploma Committee: Program Revision

Department & Program Information	
Department:	McMaster Continuing Education (MCE)
Program Name:	Certificate in Digital Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Program and Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Rationale for Revisions:	MCE completed a program review of the Digital Marketing certificate program in 2021. The program review evaluated the program's status, effectiveness, and progress and helped identify the program's future direction, needs, and priorities. The proposed revisions to the program and its courses are based on the recommendations contained in the program review final report. In addition, the digital marketing supplementary document provided at the end of this submission provides the original course titles, descriptions and learning outcomes.
Revised Program Outcomes:	<p>The program review recommended a revision of the program's overarching learning outcomes. These outcomes do not substantially change the curriculum or intention of the program but provide better clarity for its scope and intent.</p> <p>Upon completion of the digital marketing program, learners will be able to:</p> <ul style="list-style-type: none"> • Integrate strategic marketing theories and principles with current best practices and marketing and media technologies. • Develop best practices in current and emerging digital marketing (such as social media and content marketing, email marketing, search engine optimization (SEO) and search engine marketing (SEM)). • Research and propose creative and results-driven solutions to real-life digital marketing challenges. • Apply ethical, privacy and professional considerations and conduct to the field of digital marketing. • Demonstrate skills, attitudes and behaviours required to work collaboratively with others. • Demonstrate professional, visual, written and oral communication skills in various media.
Course Revision Details	



Certificate & Diploma Committee: Program Revision

The Digital Marketing certificate consists of 5 courses (3 units each). Successful completion of the certificate requires 15 units of study. Each course was reviewed as part of the program review process, which resulted in the recommendation to update the course descriptions to reflect current digital marketing practices and terminology. In addition, the course learning outcomes have been revised to align with the program's overall learning outcomes and current digital marketing practices. The important topics covered in each course have not significantly changed; however, content is updated to reference new digital marketing tools and strategies. Based on the program review recommendations, the program curriculum will be assessed annually to remain current with new techniques, tools and technologies required for new professionals in the field.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 101 Fundamentals of Digital Marketing	Required	3.0	Not applicable

Revised course description:

Drawing from foundational principles and marketing theories, learners will begin their journey to specialize in best practices in digital marketing. This course examines digital marketing strategies, platforms and techniques to reach, engage and capture an online audience. Focus is placed on providing essential tools and current industry tactics for effective digital marketers. Learners will analyze and apply practical scenarios that engage in the most up-to-date topics in the digital marketing field, including the use of the most current digital platforms to apply and develop skills for a digital marketing career.

Revised course outcomes:

- Identify and analyze relevant data to select and modify appropriate digital marketing tactics.
- Research and develop components and best practices for an effective digital marketing campaign.
- Demonstrate tactics that integrate across digital platforms and with traditional marketing to reach various audiences.
- Analyze how marketing and environmental trends impact digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 102 Digital Marketing Strategy	Required	3.0	DMK 101

Revised course description:

A key factor to achieving business goals is developing a solid digital marketing strategy. Learners will research, plan, and analyze the components of a comprehensive digital marketing strategy for online channels. The course focuses on skills to develop campaigns that align with a business's overall strategy, establish proven marketing tactics to meet identified goals, and respond to consumer behaviour and data insights.

Revised course outcomes:

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.
- Select tactics and digital channels for target audiences in alignment with campaign parameters.
- Create a digital marketing strategy using the insights garnered during the strategic process.



Certificate & Diploma Committee: Program Revision

<ul style="list-style-type: none"> Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development. Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals. 			
Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 103 Search Engine Optimization, Search Engine Marketing & Digital Advertising	Required	3.0	DMK 101, DMK 102
<p>Revised Course Description:</p> <p>Implementing a digital marketing strategy involves the identification of crucial tactics to grow a business. Learners will study strategies to expand audiences, generate buzz, drive traffic and convert audiences into qualified leads. This course focuses on the value of search engine optimization, search engine marketing and other forms of digital advertising as components of digital, mobile and ecommerce marketing campaigns. Learners will examine ways to conduct research and apply data-driven approaches to optimize search results.</p>			
<p>Revised Course Learning Objective(s):</p> <ul style="list-style-type: none"> Analyze how SEO, SEM and digital advertising can be integrated into a larger digital marketing strategy. Develop skills to research and understand the most commonly used search engines and their associated algorithms. Describe when and why to use programmatic advertising as part of a comprehensive marketing campaign. Prepare a Search Engine Optimization (SEO) audit and sitemap. Analyze current website data to optimize search engine results. Develop a SEM strategy and campaign based on budget, industry and location. Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals. 			
Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content	Required	3.0	DMK 101, DMK 102
<p>Revised Course Description:</p> <p>This course focuses on advanced practices of content marketing. Learners will expand and grow their skills in digital storytelling, social media, video, podcasts, blogs and image marketing. Emphasis is placed on the importance of exploring new media trends and developing awareness of industry practices that lead to success in today's complex media landscape.</p>			



Certificate & Diploma Committee: Program Revision

Revised course learning outcomes:

- Explain how to use growth-oriented digital marketing tools to support a brand's identity, voice and tone.
- Create a targeted content marketing strategy to optimize a brand's digital footprint and reputation.
- Develop multimedia content to attract and engage various audiences and build an engaged digital community.
- Identify channels of content distribution that align with user preferences and drive relevant customer action.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital and multimedia content.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

Course Name	Required/Elective	Unit Value	Pre-requisite(s)
DMK 105 Data Management: Digital Metrics and Measurement	Required	3.0	DMK 101, DMK 102, DMK 103, DMK 104

Revised course title: Digital Data Management, Metrics and Measurement

Revised course description:

Successful businesses have turned to online channels to promote and distribute their products and services. Understanding digital metrics, what they mean and how they can help a business succeed has become essential for every marketing professional. In this course, learners will examine digital marketing best practices, including how to measure results and strategically implement data management technologies, tools, processes and analysis to inform decision making. Learners will explore how predictive analytics, marketing automation, and big data can positively impact digital marketing activities.

Revised course learning outcomes:

- Integrate tools and frameworks for data management and evaluation into digital marketing campaigns.
- Perform analysis of metrics to inform marketing decisions.
- Determine the success of a digital marketing campaign through key performance indicators.
- Use CRM and marketing automation to optimize
- Evaluate the potential value of available metrics and data.
- Summarize ethical and legal frameworks that apply to digital data management.
- Communicate and collaborate with peers to allocate and complete tasks in the service of shared project goals.

McMaster Continuing Education – Digital Marketing Submission Supplement

This document lists the original course titles, descriptions and learning outcomes for the Digital Marketing certificate.

Program course #1: DMK 101 Fundamentals of Digital Marketing

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Current course description: Incorporating the foundational principles of marketing, with best practices, theories and experiential activities relevant to the digital space, this course gives professionals the essential tools and industry current tactics to be strong strategic digital marketers. The importance and relevance of strategic digital marketing, including social media and mobile practices, email marketing, analytics, search engine marketing, search engine optimization and content management will be examined through visual and online text communications. Application activities involving digital marketing tools, such as Google Analytics, platforms such as Facebook and Twitter, PPC samples, and a focus on optimizing all digital platforms will form the basis of this course.

Current learning outcomes:

- Create a digital marketing plan to support traditional marketing efforts.
- Analyze relevant data and make adjustments to identify and modify digital marketing tools.
- Identify appropriate digital marketing tools to use to reach a variety of audiences.
- Analyze marketing and environmental trends to determine impact on digital marketing campaigns.
- Differentiate between ethical and unethical digital marketing tactics.

Program course #2: DMK 102 Digital Marketing Strategy

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: Strategic planning and the execution of digital marketing campaigns will be the focus of this course. Explore and examine the development of strategic analysis, e-commerce, CRM management, basic analytics practices and public relations online. Exercises are designed for students to analyze websites and campaigns in order to understand the connections between design, strategy, accessibility, operations, and maintenance in order to produce powerful digital marketing results.

Original course learning outcomes:

- Explain the strategic view, process and frameworks required for a digital strategy.
- Specify objectives for a digital strategy to guide the achievement of business goals.
- Analyze target markets using appropriate research methods and tools to determine consumer behaviours and insights.



Certificate & Diploma Committee: Program Revision

- Select digital tactics and channels for target audiences that align with campaign parameters.
- Create a digital strategy using the insights garnered during the strategic process.
- Evaluate emerging digital innovations and disruptions to determine their impact on future strategy development.

Program course #3: DMK 103 Search Engine Optimization, Search Engine Marketing, and Digital Advertising

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: This course will delve further into specific tools, standards and practices in conjunction with application activities and projects to build effective campaigns involving search engine marketing. Specific topics will build upon the fundamentals of Google algorithm, measurement, search engine optimization analysis, and PPC.

Original course learning outcomes:

- Identify common business challenges and match them to a tactical digital marketing strategy
- Identify core SEO and SEM principles, ethical and legal considerations, and strategies as it relates to business strategy
- Prepare a Search Engine Optimization (SEO) audit and sitemap that consists of technical, on-site and off-site recommendations based on keyword research, and website analysis
- Prepare CRO (Conversion Rate Optimization) recommendations for landing pages based on user testing videos and analytics data
- Develop an SEM strategy and campaign based on budget, industry, and location

Program course #4: DMK 104 Content Management: Creating and Utilizing Dynamic Digital Content

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: Course Description: Learn advanced practices of content marketing. Expand and grow your skills in writing for the web with digital storytelling, video, and image marketing, as well as user experience and user interface design. Bridge new media with traditional marketing practices and develop awareness of emerging new media trends that will affect the role of the strategic digital marketer.

Original course learning outcomes:

- Explain how to use various digital marketing tools to support a brand's identity, voice and tone.
- Develop digital content for a variety of audiences to maximize messaging reach and impact.
- Describe the metrics and analytics tools that are appropriate for evaluating the performance of digital content.



Certificate & Diploma Committee: Program Revision

- Identify channels of content distribution that align with user preferences to create an engaged digital community.
- Create a content marketing strategy to optimize a brand's digital footprint and reputation.

Program course #5: DMK 105 Data Management: Digital Metrics and Measurement

Unit value: 3 units

Course pre-requisites: Not applicable

Cross-listed courses: Not applicable

Original course description: The expansion of e-commerce, web analytics and business analysis drives the need to stay current and relevant specific to theories and principles of digital data management practices. Examine data management technologies, tools, processes and analysis for decision making. Explore theories and examples of predictive analytics and Big Data and the impact on business, business intelligence systems and strategies for employing data to digital marketing.

Original course learning outcomes:

- Classify various analytical tools based on their relevance to digital marketing.
- Integrate data management frameworks into digital marketing campaigns.
- Summarize ethical and legal frameworks that apply to digital data management.
- Perform basic analysis of data sets to inform marketing decisions.
- Determine the success of a marketing campaign through key performance indicators.

DATE: September-6-22

TO: Certificate & Diploma Committee

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

RE: Proposal for Program and Course Revisions for Certificate in Digital Marketing

I have reviewed the proposal for program and course revisions for the Certificate in Digital Marketing presented by McMaster Continuing Education (MCE). I have determined that the proposed revisions meet all the criteria set out by the Undergraduate Council in its guidelines for certificates and diplomas. I, therefore, endorse this submission with the support of the DeGroote School of Business

At my request, this proposal was reviewed by Ruhai Wu. His conclusion is that the proposed program and course revisions are appropriate and reflect the skills required for the field of digital marketing. The program updates will maintain the academic standards and criteria for the designation of "Certificate". I concur with Ruhai Wu's assessment.

In conclusion, as the academic affiliate for the Digital Marketing program, the DeGroote School of Business supports the proposed changes to the program.

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

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Health Informatics (Diploma)
Name of Representative:	Mahdi Eskandari
Nature of Submission:	Course Revision – For Approval
Effective Date:	November 1, 2022
Submission Date:	September 20, 2022
Course Details:	
<p>Course Title and Unit Value: HTH 101 Health Information Management I (3 units)</p> <p>Course Pre-requisites: Not applicable</p> <p>Current Course Description: The course covers fundamental theories and principles of health information management including data types, data acquisition, data standards, data quality and data uses and users. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making (including an understanding of the complexities involved in transforming data into information and knowledge). The course will introduce learners to the roles and responsibilities of the HIM professional in the storage, use, retention and destruction of health records in both paper and electronic record systems and the central role of health information management in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p> <p>Revised Course Description: The course covers fundamental theories and principles for the management of health information management. Learners will develop an appreciation of how data is collected, processed and used in healthcare settings and the role that data plays in decision-making, including an understanding of the complexities involved in transforming data into information and knowledge. In addition, the course introduces learners to the roles and responsibilities of health information professionals in the storage, use, retention and destruction of health records and the central part information management has in quality assurance and performance improvement, planning and management of resources, risk management, research and education.</p>	

Certificate & Diploma Committee: Course Revision

Course Title and Unit Value: HTH 103 Professionalism, Ethics and Professional Standards (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will present the professional, ethical and legal standards expected of the Health Information Manager and Health Informatics professional. Learners will understand the guidelines and codes of conduct established by the professional associations for each field (CHIMA, COACH). A review of provincial, national and international HIM and HI organizations and their professional standards and code of ethics will be conducted to demonstrate the inter-related nature of the professional expectations for Health Information Managers and Health Informaticians. Course activities will encourage students to investigate the parameters of their legal and ethical duties as HIM and HI professionals, as they work collaboratively to understand the importance of ethics and professional standards for the protection of personal health information.

Revised Course Description:

This course presents the professional, ethical and legal standards expected of the health informatics professional. Learners will understand the guidelines and codes of conduct through a review of provincial, national and international health information organizations. Course activities encourage learners to investigate the parameters of their legal and ethical duties as they work collaboratively, to understand the importance of ethics and professional standards for protecting personal health information.

Course Title and Unit Value: HTH 104 Privacy, Confidentiality and Security (3 units)

Course Pre-requisites: HTH 101 Health Information Management I

Current Course Description: This course will examine the “concepts, principles and applications of the rights and obligations related to individual access, privacy and confidentiality of personal health information” (CHIMA, 2010, 21). This examination will involve health information data and records in both paper and electronic formats. The course will review legal regulations and legislations currently in place for the collection, use, storing and sharing of personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as Health Information Managers, Health Informaticians, and members of a health care organization. Various legal, ethical and professional standards as they relate to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and Health Information professional.

Revised Course Description:

This course reviews legal regulations and legislation for collecting, storing, and sharing personal health information. Learners will study privacy requirements, responsibilities and risks associated with the life cycle of personal health information as health information professionals. The various legal, ethical and professional standards related to privacy and access will be presented, discussed and critically analyzed from the perspective of the consumer, organization and health professional.

Are these courses currently offered? Yes



Rationale for Revisions:

The course descriptions are revised to remove outdated information about professional associations and to remove references to the health information management professional. The courses were approved originally as shared courses with the Health Information Management and Health Informatics diplomas. The Health Information Management program has closed; therefore, the course descriptions are rewritten for the Health informatics program.



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

1280 Main Street West
Health Sciences Centre – 2E18
Hamilton ON L8S 4K1

Tel: 905.525.9140 Ext. 22506
Fax: 905.528.4727
Email: rwhyte@mcmaster.ca
<https://healthsci.mcmaster.ca/>

DATE: 8 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Robert Whyte, Vice-Dean of Education, Faculty of Health Sciences
SUBJECT: Support of Proposal for Health Informatics Course Revisions, McMaster Continuing Education (MCE)

I have reviewed the proposal for revisions of the following courses from the Health Informatics (Diploma) program:

- HTH 101 Health Information Management I
- HTH 103 Professionalism, Ethics and Professional Standards
- HTH 104 Privacy, Confidentiality and Security

I have examined the submission document, and it is my finding that the proposed changes to the course descriptions are appropriate and supported by the rationale. The courses continue to meet the standards necessary for the academic diploma program. Students taking the courses will continue to meet the minimum requirements set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

Sincerely,

A handwritten signature in black ink, appearing to read "R Whyte".

Robert Whyte | Vice-Dean of Education (Academic), PhD
Health Sciences Center (HSC) | McMaster University
1280 Main Street West, Hamilton, Ontario L8S 4M4
905.525.9140 ext. 22506 | rwhyte@mcmaster.ca

Cc: Lorraine Carter, Director, McMaster Continuing Education
Dan Piedra, Assistant Director, McMaster Continuing Education

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	New course
Effective Date:	01/11/2022
Submission Date:	20/09/2022
New Course Details (complete all fields):	
Course Title: Social Media Strategy & Management	
<p>Course Description:</p> <p>Social media is an integral part of many people's lives. This course examines effective social media strategies and technologies to reach, engage and influence social media users. The focus is on current platforms, tools and tactics marketers need to use to reach the right audience in an increasingly fragmented marketing landscape. This course will give students a framework for understanding how to create and manage opportunities for compelling social media communications.</p>	
<p>Outline major topics and subtopics to be covered in the course:</p> <ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> ○ Conduct a social media audit ○ Diagnosis and developmental research ○ Audience personas • PESO model <ul style="list-style-type: none"> ○ Apply the PESO Model to social media planning, execution, and evaluation. ○ Differentiate between paid media, earned media, shared media, and owned media. ○ Apply converged media to social media planning. • Content Management <ul style="list-style-type: none"> ○ Content strategy ○ Content creation ○ Content curation ○ Content management • Strategic Storytelling <ul style="list-style-type: none"> ○ Storytelling and emotion 	

Certificate & Diploma Committee - New Course Approval

<ul style="list-style-type: none"> ○ Creating and sharing visual media • Influencers and Advocates <ul style="list-style-type: none"> ○ Types of influencers ○ Influencer strategies ○ Influencer guidelines and regulations • Social Media Management <ul style="list-style-type: none"> ○ Social media listening and monitoring ○ Engagement at scale ○ Setting up measurement program • Social Media Marketing <ul style="list-style-type: none"> ○ Comparing social media marketing to organic posts ○ Principles and practices of social media marketing ○ Social media ad choices • Social Media Governance <ul style="list-style-type: none"> ○ Crisis management ○ Analytics and modelling ○ Social media management tools • Implementation and Actionable Measurement <ul style="list-style-type: none"> ○ Effective campaign budgets and schedules ○ Analyzing and interpreting data • Future Social Media Trends <ul style="list-style-type: none"> ○ AI, chatbots, customer service, automation, mobile commerce ○ Ethics ○ Evaluating new platforms
<p>Statement of Purpose: (Briefly explain how the course fits into the program)</p> <p>This course replaces PUB 111 and PUB 113. Both courses were outdated in terms of focus and content and have experienced consistently low enrolments for 5 years. This course will address new and relevant strategies, platforms, tools, and technologies.</p>
<p>Course Delivery: Outline the format of the course (i.e. in-class, online, blended)</p> <p>All courses will be delivered online, virtually and in-person. Delivery activities will include instructor presentations, group discussions, online resources (articles and videos), and practical application activities.</p>
<p>Method of Evaluation: Describe the evaluation methods for the course, and provide a percentage breakdown (if applicable).</p> <p>This course will include several evaluation components. The evaluations will consist of assignments, case studies, presentations, application activities, individual and group projects, class participation, quizzes, third-party certification, 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.</p>
<p>Course Unit Value: 3 units</p>

Certificate & Diploma Committee - New Course Approval

Rationale:

At present, there is no course within the Marketing program that fully explores how to use social media for marketing. This is an in-demand area of learning for our marketing students. At a conference held in mid-July 2022, Prabhakar Ragavan, senior vice-president of Google, said that “almost 40% of young people, when they’re looking for a place for lunch, they don’t go to Google Maps or Search. They go to TikTok or Instagram” ([Perez, 2022](#)). The need for marketing students to have in-depth knowledge of contemporary social media practices is self-evident.

DATE: Sept 11, 2022

TO: Chair, Certificates and Diplomas Committee

FROM: Dr. Sue McCracken, DeGroote School of Business

RE: Proposal for new course Social Media Strategy and Management for Marketing Program

I have reviewed the Social Media Strategy and Management course submission presented by McMaster Continuing Education (MCE) and determined that it meets all relevant criteria set out by Undergraduate Council. As a result, I am pleased to endorse this submission with the support of the DeGroote School of Business.

At my request, the proposal for this course was reviewed by Ruhai Wu. His conclusion is that the objectives of the proposed course as well as teaching and learning methods including assessment strategies are viable. Social Media Strategy & Management will meet the needs of professionals wanting to work in the marketing field who necessarily require social media expertise.

As MCE's academic affiliate, we are pleased to provide both this initial review and ongoing support in the case of curriculum issues. Additionally, we have provided MCE with the guidelines needed by their students for possible use of the advanced standing rules for entering our degree programs with credit from completion of this course.

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



Certificate & Diploma Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing
Name of Representative:	Chris Rotolo
Nature of Submission:	Course Cancellation/Removal, PUB 111 and PUB 113
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
Course Details (complete all fields):	
<p>Course Title: PUB 111 Building Social Media Relationships (3 units)</p> <p>Course Description: Building Social Media Relationships defines the terminology for online communications, explores the current applications and tools available, identifies some of the community, legal and ethical concerns around social media use, and creates a framework for understanding how to integrate it successfully into a marketing communications program.</p>	
<p>Course Title: PUB 113 Social Media Research and Techniques (3 units)</p> <p>Course Description: The application of social media tools and concepts to public relations practice is an evolving and challenging opportunity for public relations and marketing practitioners. It's an opportunity to engage with new audiences, create new opportunities for dialogue and execute even more compelling communications campaigns. Social Media Research and Techniques will build on the technical concepts and practices learned in Building Social Media Relationships, applying students' social media knowledge and skills to public relations and marketing practices.</p>	
<p>Rationale for Cancellation:</p> <p>These two courses have experienced low enrolment over the past few years and will be closing officially. A new course, Social Media Strategy & Management, is being designed to replace PUB 111 and PUB 113. This new course aligns with the need for training specific to social media for marketing professionals.</p>	

DATE: 6 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business
SUBJECT: Course Cancellations for the Diploma in Business Administration with a Concentration in Marketing and Diploma in Marketing, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of two courses, PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques, from the programs of Business Administration with a Concentration in Marketing (Diploma) and Marketing (Diploma). I am in support of this proposal based on the rationale provided. The proposed change to the programs is appropriate, and both programs continue to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the cancellation of courses PUB 111 Building Social Media Relationships and PUB 113 Social Media Research and Techniques.

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



Certificate & Diploma Committee - Course Cancellation

Department & Program Information (complete all fields):	
Department:	McMaster Continuing Education
Program Name:	Business Administration with a Concentration in Retirement Community Management (Diploma)
Name of Representative:	Katey Savage
Nature of Submission:	Course Cancellation/Removal
Effective Date:	22-Nov-1
Submission Date:	22-Sep-20
Course Details (complete all fields):	
<p>Course Title & Unit Value: BUS 104 Data Analysis for Quality and Process Improvement (3 units)</p> <p>Course Description: This course will examine the exploration of data relevant to the management and operations of retirement community organizations. The course will present the analytics life cycle in the context of planning to solve a business problem and how to use data for quality metrics and process improvements. Common data visualization tools and techniques will be explored and used as students learn best practices for the presentation and communication of analytical solutions and insights.</p> <p>Rationale for Cancellation: Based on consultation with subject matter experts in the retirement community management field and discussions with the Ontario Retirement Community Association, it was determined that the content covered in this course is not a requirement for employment. To align the number of courses in this diploma with the number of courses in other diplomas (generally eight courses or 24 units), MCE is proposing to remove BUS 104 as a required course from the program.</p>	

DATE: 6 September 2022
TO: Certificates and Diplomas Committee
FROM: Dr. Sue McCracken, Associate Dean (Academic), DeGroote School of Business
SUBJECT: Course Cancellation for the Diploma in Business Administration with a Concentration in Retirement Community Management, McMaster Continuing Education

I have reviewed McMaster Continuing Education's proposal for the cancellation of the course, BUS 104 Data Analysis for Quality and Process Improvement, from the program of Business Administration with a Concentration in Retirement Community Management (Diploma). I support this proposal based on the rationale provided and MCE's consultation with professionals in the industry. The proposed change to the program is appropriate, and the program continues to meet the standards set out in the Senate's Certificate and Diploma Policy (2020) for Undergraduate Council.

In conclusion, I support the removal of BUS 104 Data Analysis for Quality and Process Improvement (3 units of study) from the Diploma in Business Administration with a Concentration in Retirement Community Management.

Sincerely,



Susan McCracken | Associate Dean (Academic), PhD, FCPA, FCA
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**Continuing Education – Certificate of Completion Program Proposal for
Information Purposes**

Department & Program Information	
Program:	Family Engagement in Research
Course Name:	Family Engagement in Research: Leadership Academy
Credential:	Certificate of Completion
Name of Representative:	Lorraine Carter in collaboration with the Faculty of Rehabilitation Sciences
Effective Date:	September 20, 2022
Date of Submission:	August 4, 2022
Program Information:	
Program Overview	This proposal is to establish a new course within the Family Engagement in Research (FER) program. The overarching aim of the Family Engagement in Research: Leadership Academy is to be a springboard for future Family Engagement in Research (FER) leadership development in Canada.
Learning Objectives	The objectives of this course are to create a cohort of family and research leaders who are: <ol style="list-style-type: none"> 1. Invested in building leadership and promoting FER as a priority at an organizational and/or community level 2. Knowledgeable about the core competencies of FER leadership and ready to apply these competencies and mentor others in FER 3. Capable and confident to implement current best practices in FER leadership at an organizational and/or community level
Meeting Learning Objectives	The delivery formats and teaching methods are structured to have a maximum effect on achievement of the learning objectives. A variety of approaches will be used to support learning and meet objectives.
Program Admission Requirements	Prospective participants will submit an application for enrolment in the course. A class size of approximately 24 will also be managed through the application processes. The application process will be facilitated by McMaster's School of Rehabilitation Science.

Program Pre-requisites	Students must have successfully completed McMaster University Family Engagement in Research course.
Course Completion Requirements	Students must attend 9 of 10 synchronous sessions and complete course learning activities (reflections, presentation) and activities related to their FER Leadership Plan as discussed/negotiated with their mentor to receive the Certificate of Completion.
Course Delivery Format	The program will be delivered online using McMaster's Learning Management System, Avenue2Learn. Weekly synchronous online webinars will be delivered using Zoom.
Student Evaluations (Grading Process)	Students will receive a Pass/Fail grade based on completed course activities and attendance.
Course Evaluation	Students will complete an evaluation to assess content, delivery, materials, method of evaluation, and instruction.
Course Instruction	Facilitators will include course developers as well as trained FER course graduates. Selection will be based on academic background and/or experience in the field, including leadership experience.
Course Details:	
<p>The FER Leadership Academy course is an experiential learning opportunity that includes synchronous sessions, individual and group mentorship opportunities, and a FER leadership plan. The course will build knowledge in the core competencies of FER leadership (i.e., self-awareness, communication, empathy and compassion, advocacy, and entrepreneurship) and their application in an organizational or wider community context. In addition, the Leadership Academy will enable interested participants to focus in greater depth on the issues they, as FER course graduates, have identified as particularly important to their goals and objectives as leaders. This includes deepening cultural competencies in equity, diversity and inclusion and strengthening skills in advocacy and communication so that learners feel confident in implementing FER leadership in their communities and/or organizations.</p>	

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

Department & Program Information (complete all fields)	
Program Name:	Microsoft Excel – Analyzing and Visualizing Data
Credential:	Certificate of Completion
Name of Representative:	Mahdi Eskandari
Effective Date:	April 4, 2022
Date of Submission:	September 20, 2022
Program Information: (complete all fields; remove rows of items not required)	
i) Program Overview	<p>Six out of ten Canadian job postings place Microsoft Excel as one of the top skills employers seek. Companies are hiring employees with experience in data analysis and visualization to transform complex data into solutions to help make better business decisions.</p> <p>Microsoft Excel – Analyzing and Visualizing Data is a non-credit professional development course. It has been developed in collaboration with McGraw Hill and Devant, a subsidiary of Academica Group to teach learners how to consume, transform, model, and visualize data in Microsoft Excel. This course uses SIMnet, an online training program that identifies skill gaps so participants learn the skills they need, from beginner to intermediate level. The course is open-enrolment and students can complete it at their own pace/time. However, a dedicated instructor is available to answer students' questions and provide support. Students do not need an Excel license to complete the course as the course content provides a virtual Excel interface.</p>
ii) Learning Objectives	<p>Upon successful completion of this program, students will be able to:</p> <ol style="list-style-type: none"> 1. Consume and transform data 2. Manage data relationships 3. Optimize models for reporting 4. Select a chart type, format calculated measures, filter data 5. Group, summarize, and visualize data

iii)	Meeting Learning Objectives	Application activities are mapped to the overall program objectives. The delivery format and facilitation methods are structured to have a maximum effect on achieving the learning objectives.
iv)	Program Completion Requirements	Participants will have 12 weeks to complete the course and pass the assessment.
v)	Program Delivery Format	The program will be delivered in an online self-study format using McMaster's learning management system, Avenue2Learn with a single sign-on to the SimNet Platform.
vi)	Student Evaluations (Grading Process)	Students need to pass the final assessment to receive Pass. A final grade of 60% or better on the final assessment is equivalent to Pass.
vii)	Course Evaluation	Participants will complete an evaluation to assess content, delivery, materials, methods of evaluation and instruction.
viii)	Course Instruction	Instructors for courses will be selected from a pool of qualified external professionals. Selection will be based on academic background and/or experience within the field.
Listing of Courses		
Microsoft Excel – Analyzing and Visualizing Data (21 hours, non-credit) This course focuses on how to use Microsoft Excel to perform data analysis and visualization. You will consume, transform, model, and visualize data in Excel. In addition, you will be able to configure and manipulate data in Power Pivot, Pivot Tables, and Pivot Charts. If you are responsible for analyzing data with Excel or seeking employment and want to showcase your skills in using Excel for data management, this is the course for you.		

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

Department & Program Information (complete all fields)	
Program Name:	Caregiving Essentials
Credential:	Certificate of Completion
Name of Representative:	Lorraine Carter, Donna Thomson
Effective Date:	September 20, 2022
Date of Submission:	August 18, 2022
Program Information: (complete all fields; remove rows of items not required)	
i) Program Overview	Holders of this Certificate of Completion have completed four topic-focused learning modules and explored a learning resources module for a total of 30 hours of self-paced study. Participants are exposed to a variety of tools and resources designed to support and empower family caregivers. Although the program is self-paced, participants also have access to an experienced facilitator.
ii) Learning Objectives	<p>Upon completion of this program, participants are able to:</p> <ul style="list-style-type: none"> • Discuss health and social conditions relevant to individual caregiving settings as well as optimal aging practices for older adults with care needs • Navigate the health and social services systems to better access supports relevant to a variety of care situations • Complete a personalized Caregiver Action Plan (CAP) • Describe the importance and strategies of self-care for the caregiver • Demonstrate new competencies in using online technology skills in a learning environment
iii) Meeting Learning Objectives	Learning activities are mapped to the overall program objectives. The delivery format (including optional monthly webinars with caregivers, leaders in caregiving education and research) and facilitation methods are structured to have a maximum effect on achieving the learning objectives.
iv) Program Completion Requirements	Completion of all learning activities (readings, videos, and so forth) as well completion of quiz found at the end of each module.

v)	Program Delivery Format	The course is delivered through Desire2Learn's open platform. There is no cost for participation.
vi)	Student Evaluations (Grading Process)	Participants receive a Pass/Fail grade based on completed program activities.
vii)	Course/Program Evaluation	Participants complete an evaluation that assesses content, delivery strategies, materials, methods of evaluation, and instruction.
viii)	Course Instruction	The course is facilitated by an experienced caregiver, author and expert in aging and disability care.



CONTINUING
EDUCATION

To: McMaster Certificates and Diplomas Committee
From: Lorraine Carter
Re: Closure of Health Ventures, Certificate of Professional Learning
Date: August 30, 2022

Effective immediately, the Health Ventures Certificate of Professional Learning offered in collaboration with the Faculty of Health Science will no longer be delivered through McMaster Continuing Education. After discussions with partners from the Faculty of Health Sciences, we have determined that visibility and recruitment of participants for this niche program is best served through the Faculty of Health Science.

Regards,

A handwritten signature in cursive script that reads "Lorraine Carter".

Lorraine Carter
Director, McMaster Continuing Education

CC. Dr. Alan Neville

Sarrah Lal



CONTINUING EDUCATION

To: Dr. Sean Corner, Chair, Certificates and Diplomas Committee
From: Dr. Lorraine Carter
Re: Closure of Associateship in Canadian Surety Bonding Certificate
Date: August 30, 2022

I am writing to share information about the closure of the Associateship in Canadian Surety Bonding Certificate offered through McMaster Continuing Education (MCE).

History

In 2020, the Surety Association of Canada (SAC) and McMaster Continuing Education (MCE) partnered to deliver courses required for the Associateship of Canadian Surety Bonding (A.C.S.B.) designation. At that time, McMaster University also approved the issue of an academic Certificate to participants who successfully complete all courses in the program. In this case, students were eligible to receive the A.C.S.B. designation, bestowed by the Surety Association of Canada, as well as an academic Certificate, bestowed by McMaster University.

Current Situation

At this time, the Surety Association of Canada has decided to transition the program from McMaster Continuing Education and will offer the program independent of the University.

Communication and Program Wind Down Plan

Every effort will be made to ensure that students who are currently enrolled in the program through McMaster Continuing Education can complete their courses and receive the McMaster Certificate, should they wish to do so.

Those interested in receiving McMaster University's Certificate in Associateship in Canadian Surety Bonding (A.C.S.B.) will have until **April 30, 2023**, to complete all outstanding required and elective courses.

Outstanding required courses (*SAC 101 Principles of Suretyship, SAC 102 Contract Surety, and SAC 103 Construction & Surety Law*), except for ACC 925 Introductory Financial Accounting, will be offered directly by the Surety Association of Canada. ACC 925 Introductory Financial Accounting and outstanding elective courses will be offered directly by McMaster Continuing Education.

The McMaster Certificate will no longer be available after April 30, 2023.

As of May 1, 2023, students who wish to pursue their A.C.S.B. designation may continue taking elective courses, as well as ACC 925 Introductory Financial Accounting through MCE under a 'courses only' program plan.

The following steps, some of which have already been implemented, will be taken to communicate the closure of the program and manage the wind-down phase:

- An email will be sent to all students who have enrolled in a surety course, since the program's launch in January 2020 to inform them of the closure, as well as MCE's commitment to ensure that students enrolled in the program will have the opportunity to complete the certificate.
- A survey will be distributed to program registrants to determine outstanding program requirements.
- A program closure wind-down plan, including course offerings schedule will be prepared.
- Scheduling will be aligned with the requirements of current students to complete the program.
- Those interested in receiving McMaster University's Certificate in Associateship in Canadian Surety Bonding (A.C.S.B.) will be informed by email, as well as through details posted to the program website, that they have until April 30, 2023, to complete all outstanding required and elective courses.
- Those interested in completing individual courses towards their A.C.S.B. designation, without qualifying for the academic certificate, will be permitted to do so.
- Instructors will be informed about the closure and the wind-down plan.
- A closure message will be posted on the MCE website.

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

Sincerely,

A handwritten signature in cursive script that reads "Lorraine Carter".

Lorraine Carter

Director, McMaster Continuing Education

CC. Dan Piedra, Anne Dwyer

September 27, 2022

TO: Undergraduate Council

FROM: Kim Dej
Vice-Provost, Teaching and Learning

SUBJECT: The Policy on Requests for Relief for Missed Academic Term Work

Dear UGC members,

The Policy on Requests for Relief for Missed Academic Term Work is currently under discussion within the Associate Deans' group. The reasons are multifold:

- Risks to student academic success if they do not request relief promptly
- Burden on instructors if requests are not received promptly
- Concerns about the authenticity and merit of medical documentation in all circumstances, though relevant in some circumstances.

We want students to request relief for missed work for appropriate reasons and to set them up well to succeed in the course when they must miss work. We also want to instructors to be able to provide fair and equitable relief to all students in a timely fashion. You will see that the recommended changes coming from ADG attempt to address these concerns.

This is only a draft, but we would like to get some feedback from the UGC, including student voices, at the next meeting.

Note also that some of the concerns can be addressed by adding some timelines into the policy. Others might be better addressed by revisions to the Course Management Policy. These might include an expectation to complete a minimum percentage of course work before a specified date and/or guidance on the re-weighting of work to other assessments including exams. We will explore these separately, but please do feel free to share those suggestions at this time as well.

Thank you for taking time to look at these draft policy changes.

Best wishes,
Kim



Policies, Procedures and Guidelines

Complete Policy Title

Policy on Requests for Relief for Missed Academic Term Work

Policy Number (if applicable):

DRAFT 02

Approved by

Senate

Date of Most Recent Approval

March 10, 2021, effective May 1, 2021

Date of Original Approval(s)

March 10, 2021, effective May 1, 2021

Supersedes/Amends Policy dated

March 10, 2021, effective May 1, 2021

Responsible Executive

Provost and Vice-President (Academic)

Policy Specific Enquiries

Provost and Vice-President (Academic)

General Policy Enquiries

Policy (University Secretariat)

DISCLAIMER:

If there is a discrepancy between this electronic policy and the written copy held by the policy owner, the written copy prevails.



PREAMBLE

1. The University recognizes that students periodically require relief from academic work for medical or other personal situations. This Policy aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. While it is the responsibility of the instructor of the course to provide relief, it is their prerogative to determine what relief is appropriate. Any concerns regarding the granting of relief should be directed to the respective Faculty/Program Office.
1. The University recognizes that students periodically require relief from academic work for medical or other personal situations. This Policy aims to manage these requests by taking into account the needs and obligations of students, instructors and administrators. It is the prerogative of the instructor of the course to determine the appropriate relief for missed term work in their course. Any concerns regarding the granting of relief should be directed to the respective Faculty/Program Office.

Commented [DK1]: From Sean Corner

2. Requests for relief should be made with a commitment to academic integrity in mind. Requests that deviate from this commitment will be handled under the [Academic Integrity Policy](#) and/or [Code of Student Rights and Responsibilities](#), where appropriate.

Privacy

Commented [CB2]: Privacy section moved up from end of policy.

3. All personal information, including supporting documentation (e.g. personal health information) requested by the University to facilitate relief requests shall be handled in accordance with the [Freedom of Information and Protection of Privacy Act](#).

Exclusions

4. This Policy **cannot** be used:
 - a) for academic work that has already been completed or work that has been attempted (which **includes** the viewing and/or partial completion of ~~on-line~~online assessments (quizzes, tests, etc.);
 - b) to seek an accommodation to meet religious, Indigenous or Spiritual Observances (see the [Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances](#));
 - c) to seek an accommodation related to a permanent or temporary disability, or a retroactive accommodation (see the policy [Academic Accommodation of Students with Disabilities](#)); or
 - d) to apply for relief for any final examination or its equivalent (see [Petitions for Special Consideration](#) in the Undergraduate Calendar).

McMaster Student Absence Form (MSAF)

5. The McMaster Student Absence Form (MSAF) is a **Mosaic tool** that, for the purpose of this Policy:
 - a) is used to allow students to submit Self-Report (Type A) requests for relief; and
 - b) is used by Faculty/Program Offices for Administrative Report (Type B) requests to:

- (i) manage requests for relief; and
 - (ii) communicate with students and instructors about these requests.
6. The MSAF is available in the [MOSAIC](#) Student Center (in the drop-down menu under OTHER ACADEMICS).

REQUESTS FOR RELIEF: SELF-REPORT (TYPE AMSAF)

Commented [DK3]: There was discussion about changing the names of Type A and Type B. One possibility is to call the Type A MSFAF (student familiarity) but the Type B something else that is weightier such as McMaster Extended Student Absence Report, MESAR

7. Self Report ([McMaster Student Absence Form](#), [Type AMSAF](#)) requests for relief are for:
 - a) missed academic work worth less than 25% of the final grade, resulting from medical or personal situations lasting up to three (3) calendar days.
8. Students ~~are expected to~~ use the [MOSAIC](#) MSFAF tool to make Self Report (Type A) requests, which:
 - a) may only be submitted once per term;
 - b) requires no supporting documentation; and
 - c) must be submitted using the online MSFAF tool within 24 hours of the end of the three (3) day period, and . Failure to do so may negate the opportunity for relief; and
 - ~~e)d~~ applies only to work that is due within the period for which the request applies, i.e. the three-day period that is specified in the MSFAF; however, all work due in that period can be covered by one request.
9. ~~An email-~~The [MOSAIC MSFAF tool](#) will send an automated email ~~be sent~~ to the course instructor(s) to inform them of the request.
10. The instructor will determine the appropriate relief for the Self-Report (Type A) request.
11. Students must immediately follow up with their instructor(s) after submitting the Self-Report (Type A) request.
- ~~11, 12.~~ It is the student's responsibility to contact the instructor promptly. Failure to do so follow up with the instructor by within the next business day following the end of the three (3) day period may negate the opportunity for relief. Students should expect instructors to reply within normal business hours.

Commented [CB4]: Or academic day, working day

REQUESTS FOR RELIEF: ADMINISTRATIVE REPORT (~~TYPE B~~ **MCMASTER EXTENDED STUDENT ABSENCE REPORT**)

~~42.13.~~ Administrative Report (~~Type B~~ **McMaster Student Absence Report, MESAR**) requests for relief are for:

- a) medical or personal situations lasting more than three (3) calendar days; and/or
- b) missed academic work worth **25% or more** of the final grade; and/or
- c) any request for relief in a term where the MSAF tool has been used previously in that Term.

~~14.~~ Students must ~~report contact to their Faculty/Program Office to discuss report~~ their situation ~~within 24 hours after returning to their academic activities~~. ~~Failure to contact and report an absence promptly may negate the opportunity for relief. Students may or may not need an appointment to process the request and will be contacted by the office within normal business hours.~~

~~15.~~ The Faculty/Program Office ~~may require students and will be required to~~ provide appropriate supporting documentation:

- a) ~~documentation will not normally be required if the absence is less than seven (7) calendar days after missed work due date; and~~
- b) ~~documentation will normally be required if the absence is more than seven (7) calendar days after missed work due date.~~

~~16.~~ If warranted, the Faculty/Program Office will process the relief request and will notify the instructor(s) and the student. ~~The Faculty/Program Office may also:~~

- a) ~~impose a maximum cumulative amount of the course term work that can be deferred;~~
- b) ~~impose a maximum number of two Type B Requests for Relief that may be applied to a single course; and/or~~

~~43.17.~~ The instructor(s) will determine the appropriate relief for these Administrative Report (Type B) requests.

~~44.18.~~ Students must immediately follow up with their instructor(s) after being notified their request has been processed. Failure to do so may negate the opportunity for relief.

Documentation Requirements

~~45.19.~~ If the reason for a request for relief is medical, the approved McMaster University Medical Form covering the relevant dates must be submitted. The student must be seen by a health care practitioner at the earliest possible date, normally on or before the date of the missed work and the health care practitioner must verify the duration of the illness.

Commented [CB5]: For consideration

Commented [PT6R6]: I think c) is good, but I am not sure what b) means. Is b) referring to deferred exams?

Commented [DK7]: The goal here is to communicate to students that their success in a course may be negatively impacted if too much work is deferred. Tracy raises an excellent point that this should not include exams.

~~16:20.~~ If the reason is non-medical, appropriate documentation with verifiable origin covering the relevant dates must be submitted, normally within three (3) business days.

~~17:21.~~ In some circumstances, students may be advised to submit a [Petition for Special Consideration](#).