To : Members of Graduate Council

From : Christina Bryce

Assistant Graduate Secretary

The next meeting of Graduate Council will be held on Tuesday March 15th at 9:30 am via Zoom.

Listed below are the agenda items for discussion.

Please email cbryce@mcmaster.ca if you are unable to attend the meeting.

AGENDA

- I. Minutes of the meeting of February 22nd, 2022
- II. Business arising
- III. Report from the Vice-Provost and Dean of Graduate Studies
- IV. Report from the Graduate Associate Deans
- V. Report from the Associate Registrar and Graduate Secretary
- VI. Teaching and Learning Certificate Changes
- VII. 2022-2023 Sessional Dates
- VIII. New Awards and Award Changes



Graduate Council Tuesday February 22nd at 9:30 am via Zoom

Present: D. Welch (Chair), M. Thompson, S. Hanna, M. Horn, G. Mulvale, B. Gupta, J. Gillett, M. Stroinska, M. Abouei, J. Kish, T. Chamberlain, W. Farmer, P. McNicholas, N. Kuhathasan, A. Roddick, D. Gillespie, E. Apatu, G. Krishna, R. Wu, S. Brophy, T. McDonald, D. Genuth-Olkon, Z. Samaan, S. Medeiros, K. Tsang, S. Baschiera (Associate Registrar and Graduate Secretary), C. Bryce, (Assistant Graduate Secretary)

Regrets: N. Tan, A-C. Shi

I. Minutes of the meeting of January 18th, 2022

It was duly moved and seconded, 'that Graduate Council approve the minutes of the meeting of January 18th, 2022 as set out in the document.'

The motion was carried.

II. Business arising

There was no business arising

III. Report from the Vice-Provost and Dean of Graduate Studies

Dr. Welch reported on the following items:

- The current pandemic context, noting a significant improvement in the numbers and that the staged return to campus was going well;
- Continued barriers for some international students, noting that they do need to be completely vaccinated to board a plane;
- The end of the use of the provincial vaccine passport, noting the requirement to complete MacCheck is likely to remain in place for the rest of the academic year;
- A lot of activity focusing on May graduate student arrival;
- The current status of arrangements around plagiarism checking software, noting that there have been ownership issues with the original vendor and it will be coming back to Graduate Council for further discussion.

IV. Report from the Graduate Associate Deans

Dr. Thompson (Faculty of Engineering) reported on the following items:

- The Engineering Graduate Student Society had been doing excellent working holding events for students;
- A professional skills workshop on patents, noting a mix of students attended from across campus;
- With respect to the plagiarism checking software issue, he explained the company had assured the
 institution that all servers would remain in Europe and will remain compliant to privacy act they've
 signed. Before McMaster renews they will want assurances that the privacy standards set with the
 original vendor will stay.

Dr. Gupta (Faculty of Science) reported on the following items:

- Many classes have moved to in-person;
- OGS departmental allocation;

- The Science Graduate Student Society has been very active with a remote alumni social coming up on March 11th:
- Working with WISE to expand their mentorship program.

Dr. Mulvale (Faculty of Business) reported on the following items:

- Emphasizing in-person social events, noting a networking event and Ph.D. awards night upcoming
- IQAP activity under way
- A review of the MBA program focused on the first year of the program.

Dr. Horn (Faculty of Humanities) reported on the following item:

 Working their way through applications, noting that beyond a few hiccups with Slate it is going reasonably well.

Dr. Gillett (Faculty of Social Sciences) reported on the following items:

• The Faculty is in recruitment mode, noting the only issue that has come up with that is that a number of programs are interested in how to work through some EDI topics with respect to recruitment.

V. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera presented the following items:

- Moving through the admissions season, noting that they're offering virtual desk side support and working hard to make sure that anything that stalls us is fixed;
- The School of Graduate Studies had just hired two BSAs, one to join the Slate team and the other to work on other projects in SGS, including document management and an enhanced focus on forms;
- The first meeting of the interfaculty administrative working group who will be looking at policies and processes on the admin side with the hope of seeing some efficiencies before enrollment is opened.

VI. New Graduate Diploma in Community and Public Health

Dr. Apatu presented the proposed graduate diploma, explaining that the diploma would focus on community and public health in the Canadian context. The existing Master of Public Health program is oversubscribed. They accept 35 students and received 600 applicants. As a way to address this need have created a diploma to focus on community health. The online diploma will consist of four courses, one per term and finish in 16 months.

In response to a question Dr. Apatu explained that they expect to see a broad mix of students take the degree, including people working in public health units and other community organizations.

It was duly moved and seconded, 'that Graduate Council approve the new graduate diploma as described in the documents.'

The motion was carried.

VII. Faculty of Humanities Graduate Curriculum and Policy Committee Report

Dr. Horn presented the following items for approval:

• Communication and New Media proposed a change to the course requirements for their MA, removing a previously required course and changing it to an elective;

In response to a question Dr. Horn said the elective would be from a list. Members discussed from which departments students would take the electives and if there was a concern about enrollment.

• For the Ph.D. in Communication New Media and Cultural Studies a change was proposed to the timeline for some milestones and a shift in the overall role of the departmental oversight committee as it related to the long and short proposals.

Member discussed whether or not the change to the timing of these milestones would have an affect on overall time to completion and why the department wouldn't harmonize the role of the departmental oversight committee as it related to the long and short proposals.

• English and Cultural Studies proposed two changes to their M.A., proposing to eliminate their thesis stream and adding a new required course for all students.

Members discussed the change in the context of their IQAP review, the degrees from which students were normally admitted to the Ph.D. program and the role an M.A. thesis can play in preparing a student for Ph.D. work.

- The French department proposed a change to their calendar copy for their Ph.D. program, to change the length of their thesis proposal from a set number of pages to a range;
- The Philosophy department proposed a change to their requirements for their Ph.D. program to allow graduate coursework in a discipline other than philosophy to count towards satisfying the department's requirement to demonstrate competency in five areas.

It was duly moved and seconded, 'that Graduate Council approve the changes proposed by the Faculty of Humanities as described in the documents'.

The motion was carried.

VIII. IQAP Final Assessment Reports

Dr. Welch explained that the reports were the outcome of the cyclical review process where McMaster's Quality Assurance Committee looks at the review team report, program response, Faculty response and then makes a decision on the outcome of the review.



RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING DEGREE PROGRAM REQUIREMENTS / PROCEDURES / MILESTONES

<u>IMPO</u>	IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:							
	 This form must be completed for <u>ALL</u> changes involving degree program requirements/procedures. <u>All</u> sections of this form <u>must</u> be completed. 							
					oe in MS WORD ce@mcmaster.c		hould be emailed to the Assistant	
							ulty Curriculum and Policy Committulum will be discussed.	ee
DEPARTMENT Pion MacPherson Institute for Leadership, Innovation and Learning					novation and Excellence in Teachi	ng		
NAME OF PROGRAM and PLAN Teaching and Learning Certificates of Completion								
DEGREE		N/A						
	NATUF	RE OF R	ECON	IMENE	DATION (PLE	ASE CHEC	K APPROPRIATE BOX)	
Is this char	nge a re	sult of a	an IQA	AP revi	iew? □ Yes □	⊐X No		
CREATION	OF NEW	MILESTO	ONE	1				
CHANGE IN ADMISSION REQUIREMENTS			1	CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE			CHANGE IN COURSE REQUIREMENTS	YES
	CHANGE IN THE DESCRIPTION OF EXPLAIN: A SECTION IN THE GRADUATE CALENDAR							
OTHER CHANGES	EX	PLAIN:						

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

There are currently two Teaching and Learning Certificates of Completion: Foundations and Scholars. The Foundations Certificate requires completion of two graduate courses: EDUCATN 600 and EDUCATN 650. The Scholars Certificate requires completion of the Foundations Certificates and EDUCATN 700, EDUCATN 750 and EDUCATN 760.

PROVIDE A DETAILED DESCRIPTION OF THE RECOMMENDED CHANGE (Attach additional pages if space is not sufficient.)

The current structure of the Teaching and Learning Certificates has led to significant bottlenecks for graduate students attempting to completion one or both Certificates. With limited enrollment in several required courses - EDUCATN 650 and EDUCATN 750 and EDUCATN 760 – many interested students are not able to complete the Certificates.

To remove these bottlenecks, and to improve the quality of the learning experience with added exposure to educational technologies and the scholarship of teaching and learning, we have modified the current components and added new components to the Certificates.

There will still be two Teaching and Learning Certificates: (1) Theory & Inquiry and (2) Practice & Application.

Theory & Inquiry will include EDUCATN 640 and **one** of EDUCATN 740, EDUCATN 750, EDUCATN 760 or EDUCATN 770.

Practice & Application requires the completion of the "Theory & Inquiry" certificate and will include <u>EDUCATN 780:</u> <u>Self-Directed Application</u>, a self-directed project approved by the MacPherson Institute to apply learning from the "Theory & Inquiry" certificate in real-world teaching settings-

Both Certificates of Completion will continue to require 30 contact hours and both will continue to include reflections as assessments.

RATIONALE FOR THE RECOMMENDED CHANGE (How does the requirement fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review?):

The MacPherson Institute is bringing forward this change in response to consistent feedback from the campus community and graduate students about the availability of courses, the challenge of registering and completing some of the courses and the coherence of the suite of offering from the MacPherson Institute. These redesigned Certificates will be open to all educators at McMaster and will significantly improve accessibility of offerings by including blended, online and face to face options. As well, the Certificates will allow students to self-select the offerings that most meaningfully enhance their teaching and learning, while adhering to the outcomes for each Certificate.

PROVIDE IMPLEMENTATION DATE: (Implementation date should be at the beginning of the academic year)

We expect to begin offering these redesigned Teaching and Learning Certificates in September 2022. We will continue to offer the existing Certificates for a period of one year.

ARE THERE ANY OTHER DETAILS OF THE RECOMMENDED CHANGE THAT THE CURRICULUM AND POLICY COMMITTEE SHOULD BE AWARE OF? IF YES, EXPLAIN.

The current Teaching and Learning Certificates are only open to graduate students and post-doctoral fellows. The newly designed Certificates will be open to all educators, inclusive of faculty, sessional instructors and staff

PROVIDE A DESCRIPTION OF THE RECOMMENDED CHANGE TO BE INCLUDED IN THE CALENDAR (please include a tracked changes version of the calendar section affected if applicable):

The McMaster Institute for Innovation & Excellence in Teaching & Learning MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning (MacPherson Institute MHETL), in partnership with the School of Graduate Studies (SGS), is pleased to offer a Teaching and Learning Certificate of Completion Program for graduate students. Participants may choose to earn one, or both, of the following certificates throughout their studies:

- Teaching and Learning Foundations Theory & Inquiry Certificate of Completion includes
 - o EDUCATION 64000: Essential Skills in Teaching and Learning (1)
 - ONE of:
 - o EDUCATION 740: Peer-Evaluated Teaching Experience
 - <u>EDUCATION 650: Peer-Evaluated Teaching ExperienceEDUCATION 750/751:</u>
 <u>Principles and Practices of University Teaching</u>
 - o EDUCATION 760: Self-Directed Study
 - o EDUCATION 770: Digital Literacies for Teaching and Learning

0

Teaching and Learning Scholar Practice & Application Certificate of Completion includes:

- EDUCATION 780: Self-Directed Teaching Experience
- EDUCATION 600: Essential Skills in Teaching and Learning (I)
- EDUCATION 650: Peer-Evaluated Teaching Experience
- EDUCATION 700: Essential Skills in Teaching and Learning (II)
- EDUCATION 750/751: Principles and Practices of University Teaching
- o EDUCATION 760: Self Directed Study

Enquiries: 905-525-9140 Ext. 27477

Formatted: Normal, Indent: Left: 0.5", No bullets or numbering

Formatted

E-mail: fauberjl@mcmaster.cami@mcmaster.ca

Website: mi.mcmaster.cahttp://miietl.mcmaster.ca/site/educational-development/

Admission

All graduate students at McMaster University are eligible to enrol in the certificate program courses. It is strongly recommended that students consult with their supervisor and/or department/school in advance of registering to prevent any unnecessary confusion or conflict regarding demands on students' time.

Note: All of the Teaching and Learning Certificate Program courses are zero-unit courses, with the exception of EDU 750: Principles and Practices of University Teaching (see the course description for details). The zero-unit format has been chosen so that students will have a record of the courses on their transcript (all courses are Pass/Fail) without posing issues regarding funding or course overload for part-time students.

Certificates

Teaching and Learning Foundations Theory & Inquiry Certificate (30 hours total)

The Teaching and Learning Foundations Certificate is intended to help graduate students develop fundamental knowledge and abilities related to post-secondary teaching and learning. The following courses are required to earn the certificate:

- EDUCATION 600 / Essential Skills in Teaching and Learning (I) (12 Hours)
- EDUCATION 650 / Peer Evaluated Teaching Experience (18 Hours)

_

**EDUCATION 600 includes both online and in-class components

The Teaching and Learning Theory & Inquiry Certificate <u>introduces educators to</u> <u>foundational knowledge in teaching and learning in higher education and encourages</u> <u>educators to identify questions for exploration and consideration within teaching and learning.</u>

•

Teaching and Learning <u>Scholar Practice & Application</u> Certificate (<u>3</u>90 hours total)

Formatted: Space After: 10 pt

Formatted: No bullets or numbering

The Teaching and Learning Scholar Certificate is intended to help graduate students develop advanced knowledge and abilities related to post-secondary teaching and learning. The following courses are required to earn the certificate: This certificate aims to support educators in implementing and experimenting with teaching and learning theories in their instruction and/or in their curriculum design.

Completion of the Teaching and Learning Foundations Certificate courses described above, EDU 600 and EDU 650 (30 hours), and:

- EDUCATION 700 / Essential Skills in Teaching and Learning (II)
- EDUCATION 750 /EDUCATION 751 Principles and Practices of University Teaching
- EDUCATION 760 / Self-Directed Study
- •
- *Note: Graduate students should ask their department/school whether they have permission to take EDU 750, and if so, whether the course will contribute to their degree requirements.
- •
- **EDUCATION 700 and EDUCATION 750/751 include both online and in-class components.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Erin Aspenlieder Email: aspenled@mcmaster.ca

Extension: Date submitted: MODE

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca

SGS/2013



SCHOOL OF GRADUATE STUDIES

☑ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:								
This form must be must be completed.	. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change nust be completed.							
An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School f Graduate Studies (cbryce@mcmaster.ca).								
•	A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee neeting during which this recommendation for change in graduate curriculum will be discussed.							
DEPARTMENT		Paul R.	MacPherson Institu	ute for Le	adership, Innovatio	n and Excelle	ence in Teaching	
COURSE TITLE		Essentia	l Skills in Teachinզ	g and Lea	arning (II)			
	705				COURSE	CREDIT		
COURSE NUMBER	700	6 (Jnit Course ()		3 Unit Course ()	1.5 Unit Course ()	
REQUISITE(S)		I						
(Pre/Co/Anti or program enrollment requirement) EDUCATN 600 – Essential Skills in Teaching and Learning (I)								
	NAT	URE OF	RECOMMENDA	TION (PLEASE CHECK A	APPROPRIAT	TE BOX)	
ls this change a resu	It of an IC	QAP revie	ew? □ Yes ⊠ No					
COURSE ONLY):		R <u>NEW </u> COURSES	OURSES WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL?				
WILL THE COURSE BE C	ROSS-LIST	ED (COMBI	NED SECTIONS) WITH	HANOTHE	R DEPARTMENT? NO	IF YES, PLEA	ASE NOTE WHICH DEPARTMEN	IT:
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NO <u>TE</u> : CROSS-LISTING OF COURSES REQUIRES VRITTEN APPROVAL FROM <u>EACH</u> DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A VRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.								
CHANGE IN COURSE TITLE			VIDE THE NEW COURSE TITLE:					
CHANGE IN COURSE					•	ourse for gr	aduate credit) Please	
DESCRIPTION			see #4 on page 2 of this form					

	Provide the Reason for Course Cancellation:
COURSE	Management in the management of an decimal at the Tourist Court of the Court of Cour
CANCELLATION	X We are currently in the process of redesigning the Teaching & Learning Certificates of Completion Program. As part of this redesign, we are combining two existing courses into a single course. This course, therefore, is no longer needed and can be cancelled. We will continue to offer it through the 2022/2023 academic year in order for students to complete in-progress certificates. After Winter 2023, it will no longer be offered.
OTHER	EXPLAIN:
CHANGES	
BRIEF COURSE D	ESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the
Graduate Calenda	r.
NI /A	
N/A	
CONTENT/RATION texts to be used.	NALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal
N/A	
14/7	
1. STATEMENT	OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program
	nes from the program's IQAP cyclical review (if applicable)?)
	iso nom allo program o raz a "oyonsar rovion" (ii appinoazio, i)
2. EXPECTED E	NROLMENT:
Typical enrolment	is 26 graduate students. Four spots are reserved each term for postdoctoral fellows.
3 DESCRIBE IN	I DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
J. DEGORIBE III	DETAIL THE METHOD OF TREOLETATION OF GOORGE MATERIAL (i.e., lectures, seminars).
The course consis	ts of ten asynchronous online workshops of which students must complete six. There are also three synchronous
meetings held at tl	ne beginning, middle, and end of the term.
4. DESCRIBE IN	I DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate
	be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be

5.	TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).					
No.						
6.				DEPARTMENT, DO YOU HAVE THE		
	SUPPORT OF THE I	DEPARTMENT/PROGRAM CONCE	:RNED?			
PLI	EASE PROVIDE THE	CONTACT INFORMATION FOR TH	HE RECOMMENDED CHA	ANGE:		
	E : A !! !	F 1 10 1	-	D		
Nai	me: Erin Aspenileder	Email: aspenled@mcmaster.ca	Extension:	Date submitted:		

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.



SCHOOL OF GRADUATE STUDIES

☑ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:								
This form must I must be completed.	. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change nust be completed.							
. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School f Graduate Studies (cbryce@mcmaster.ca).								
•	. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee neeting during which this recommendation for change in graduate curriculum will be discussed.							
DEPARTMENT		Paul R. Mad	Pherson Institut	te for Le	adership, Innovation ar	nd Excelle	nce in Teaching	
COURSE TITLE		Essential Sk	ills in Teaching	and Lea	arning (I)			
					COURSE CR	EDIT		
COURSE NUMBER	600	6 Unit	Course ()		3 Unit Course ()		1.5 Unit Course () *this is a zero unit cour	rse
REQUISITE(S)						<u> </u>		
(Pre/Co/Anti or N/A program enrollment requirement)								
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) Is this change a result of an IQAP review? □ Yes ☒ No								
NEW DATE COURSE ONLY		FERED (FOR <u>NE</u>	COURSES	WAS TH	E PROPOSED COURSE OF	FFERED ON	DEAN'S APPROVAL?	
		ED (COMBINED	SECTIONS) WITH	ANOTHE	R DEPARTMENT? NO IF	YES, PLEA	SE NOTE WHICH DEPARTMEN	IT:
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.								
CHANGE IN COURSE TITLE	х		NEW Course		in Teaching and Lea	rning		
CHANGE IN COURSE		X		•	(Undergraduate cour	_	duate credit) Please	
DESCRIPTION			"4	20.00	Alia farma	oo ioi gid	audit or curry r rouse	

COURSE	Provide the Reason for Course Cancellation: Please note: cross-listed (combined sections) courses can only be cancelled by the department who owns the course.
OTHER CHANGES X	As part of the redesign of the Teaching & Learning Certificates of Completion Program, we are intending to merge EDUCATN 600 and EDUCATN 700 to form EDUCATN 640. The structure will be consistent with the current course offerings, but the new course will feature workshops from both 600 and 700, as well as new workshops that are not currently part of either course. Our intention is to offer EDUCATN 640 beginning in September 2022. We will continue to offer EDUCATN 600 and EDUCATN 700 for the 2022/2023 academic year in order for students to complete in-progress certificates. After Winter 2023, we will only offer EDUCATN 640.

BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

Educators select and complete eight asynchronous online workshops from a list approved by the Paul R. MacPherson Institute on Leadership, Innovation and Excellence in Teaching. The workshops are focused on foundational knowledge in teaching and learning in higher education. Educators are responsible for producing a series of reflections.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

Educators select and complete eight asynchronous online workshops located in the MacPherson Institute "Learning Catalogue" Educators must take one workshop from each of the four required categories and four electives. The workshops are focused on foundational knowledge in teaching and learning in higher education. Educators are also responsible for producing a series of reflections.

Major topics will include: 1) educational technologies; 2) instructional skills; 3) equity, diversity, inclusion and accessibility; 4) professional development

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

The 2019 Teaching and Learning Review of teaching at McMaster and the 2020 Program Review of the Educator Development Area at the MacPherson Institute both identified the priority need to streamline programming in teaching development. These reviews independently and consistently recommended articulating connections among programs and activities, increasing accessibility to these programs and activities by introducing alternative formats, and clearly communicating with campus partners and educators the opportunities to engage in teaching development work.

This proposal to merge the existing Educator Enhancement Certificates of Completion and the Teaching and Learning Certificates of Completion aims to address these recommendations, while retaining the best from the existing

Certificates. The newly designed "Teaching and Learning Certificates of Completic	on" will offer instructors opportunities
to develop teaching knowledge and skills:	
 at every stage of their teaching careers 	
 in flexible formats 	
 in a comprehensive and integrated topics including educational t 	echnologies; pedagogical and curricula

theory; scholarly teaching; accessibility in teaching; equity, diversity, inclusion, and decolonization;

2. EXPECTED ENROLMENT:

Enrolment will be capped at 30 for each offering of EDUCATN 640.

instructional skills; and, learner engagement.

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

This course will be offered online. All workshops will be online asynchronous.

4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (<u>percentage breakdown</u>, if <u>possible</u>): (For 600-level course, indicate the <u>Extra Work</u> to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)

EDUCATN 640 will be Pass/Fail. This means that all methods of evaluation will be Pass/Fail, too. Students will be expected to complete post-workshop reflections.

5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).

No

6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?

These courses are offered to graduate students from all departments at McMaster University, as well as postdoctoral fellows, faculty, and staff.

PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Erin Aspenlieder Email: aspenled@mcmaster.ca Extension: Date submitted:

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.



CHANGE IN

COURSE TITLE

Χ

SCHOOL OF GRADUATE STUDIES

□ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM: 1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed. 2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). 3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed. Paul R. MacPherson Institute for Leadership, Innovation and Excllence in Teaching and **DEPARTMENT** Learning COURSE TITLE EDUCATION 650: Peer-Evaluated Teaching Experience **COURSE CREDIT COURSE NUMBER** 1.5 Unit Course 3 Unit Course () 6 Unit Course () *This is a zero unit course INSTRUCTOR(S) REQUISITE(S) (Pre/Co/Anti or N/A program enrollment requirement) NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) Is this change a result of an IQAP review? ☐ Yes ☐ No NEW WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? DATE TO BE OFFERED (FOR NEW COURSES COURSE ONLY): WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED. PROVIDE THE NEW COURSE TITLE:

EDUCATION 740: PEER-EVALUATED TEACHING EXPERIENCE

CHANGE IN CO	URSE		600-LEVEL COURSE (Undergraduate course for graduate credit) Plea	ase
DESCRIPTION			see #4 on page 2 of this form	
COURSE		PROVIDE THE	REASON FOR COURSE CANCELLATION:	
CANCELLATION			E: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPAI	RTMENT WHO
	EV	OWNS THE CO	URSE.	
OTHER CHANGES	EX	PLAIN:		
BRIEF COURSE	DESCR	RIPTION FOR	CALENDAR - Provide a brief description (maximum 6 lines) to be included in	in the
Graduate Calend			, ,	
This zer	ro-unit	t graduate	course is offered in a small group setting and is designed to e	enhance
teaching effe	ctiven	ess. Durin	g the course (full attendance is mandatory to earn a pass), sto	udents
design and c	onduc	t short les	sons and receive verbal, written, and video feedback from the	other
_			ners in the lessons. Using an intensive experiential learning a	
students are	provid	ded with in	formation on the theory and practice of teaching adult learners	s. the
	•		il intended learning outcomes with accompanying lesson plans	
		_	er participation, and suggestions for evaluation of learning. Re	
		•	g practices are encouraged.	ncotion and
examination	OI OIIE	5 Cacilli	g practices are encouraged.	
CONTENT/DATE	ONALE	Duavida a k	prief description, i.e., outline the topics or major sub-topics, and indicate the	n nim nim ni
texts to be used		- Provide a l	riei description, i.e., outline the topics or major sub-topics, and indicate the	principal
toxto to be deed	•			
1 STATEME	NT OF F	DIDDOSE (L	ow does the course fit into the department's program and/or tie to existing F	- Program
			ow does the course it into the department's program and/or tie to existing F am's IQAP cyclical review (if applicable)?)	rogram
g cutot		om mo prog.	and the analysis (in applicable)	
2. EXPECTED	ENRO	LMENT:		
2 DECCRIPE	INDET	All The Mer	FUOD OF DESCRITATION OF COURSE MATERIAL (S. a. lactures a construction)	
3. DESCRIBE	INDE	AIL I HE ME	FHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):	

the			EVALUATION (<u>percentage t</u> tudents, i.e., exams, essays,		le): (For 600-level course, indicate e if a lab or tutorial will be		
5.	IF YES, PLEASE ATTAC	CH TO THIS FOR	M ANY RELEVANT CORRES	PONDENCE WITH TH	N ANOTHER DEPARTMENT? HE OTHER DEPARTMENT(S).		
6.	IF THE COURSE IS INT SUPPORT OF THE DEP		ILY FOR STUDENTS OUTSID GRAM CONCERNED?	E YOUR DEPARTME	NT, DO YOU HAVE THE		
PL	EASE PROVIDE THE CO	NTACT INFORM	ATION FOR THE RECOMMEN	IDED CHANGE:			
Na	me: Erin Aspenlied March 4, 2022	der Email:	aspenled@mcmaster.ca	Extension:	Date submitted:		
	If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,						

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies cbryce@mcmaster.ca.

SGS /2015



SCHOOL OF GRADUATE STUDIES

□ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

- 1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
- 2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.							
DEPARTMENT	Lea	Paul R. MacPherson Institute for Leadership Innovation and Excellence in Teaching and earning					
COURSE TITLE		EDUCATN 770: Digita	al Literac	cies for Teaching a	nd Learning		
	•	COURSE CREDIT					
COURSE NUMBER	770	6 Unit Course ()		3 Unit Course ()		1.5 Unit Course ()	
		()		(,	*This is a zero-unit course	
INSTRUCTOR(S)	Joanne	e Kehoe and Devon More	rdell*			,	
REQUISITE(S)							
(Pre/Co/Anti or program enrollment requirement)	N/A						
	NATURE	OF RECOMMENDAT	TION (I	PLEASE CHECK A	APPROPRIA	TE BOX)	
Is this change a resu	It of an IQAP	review? □ Yes ⊠ No					
	TO BE OFFERED	` —	Was thi	PROPOSED COURS	E OFFERED OF	N DEAN'S APPROVAL?	
			ANOTHER	R DEPARTMENT? N	IF YES, PLEAS	SE NOTE WHICH DEPARTMENT:	
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.							
	· · · · · · · · ·	NEW O	-				
CHANGE IN COURSE TITLE	Pro	OVIDE THE <u>NEW</u> COURSE	TITLE:				

CHANGE IN COURSE			600-LEVEL COURSE (Undergraduate course for graduate credit) Please				
DESCRIPTION see #4 on page 2 of this form			see #4 on page 2 of this form				
		Provide 1	THE REASON FOR COURSE CANCELLATION:				
COURSE							
CANCELLATION	J I						
CANGELEATION		PLEASE N	PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO				
		OWNS THE	E COURSE.				
OTHER		EXPLAIN:					
CHANGES							
,							

BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

A project-based course for educators in which they explore topics related to teaching and learning in the digital environment, such as digital pedagogy, virtual collaboration, professional learning networks, digital identity, privacy, web accessibility and more. Learners will create digital media artefacts speaking to digital fluency themes and learn basic skills in web design. Throughout the course, learners will create a web-based portfolio of work as shareable evidence of their learning.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

By the end of the course, learners will be able to:

- Assemble a professional learning network around the topic of digital pedagogy
- Plan a unit that incorporates digital fluency skills
- Create an assessment to develop students' digital fluency skills
- Curate a set of resources that will help scaffold the digital fluency assessment
- Write a rubric for the digital fluency assessment

The following topics will be covered in the course:

- Building a professional learning network (PLN) in digital pedagogy
 - Social media and portfolio tools
- Finding and critically appraising resources
 - Curation tools
- Evaluating new tools for teaching and learning
 - o Technology showcase: collaboration tools, learning analytics, gamification, etc.
- Ensuring digital inclusion and accessibility in online learning
 - Media creation tools
- Becoming a digital citizen
 - Web publishing platforms
- Creating a digitally fluent lesson
 - Culminating project: digital fluency lesson plan

The principal text for the course, which is also available in a free and open-access version, will be: Stommel, J., Friend, C., & Morris, S. M. (2020). Critical Digital Pedagogy. Hybrid Pedagogy Inc. https://cdpcollection.pressbooks.com/.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)
This course will contribute to the redesigned Teaching and Learning Certificates of Completion, specifically the Theory & Inquiry certificate. It will bring new focus to educational technologies and digital pedagogies to graduate students interested in teaching and learning, and better prepare them for the expectations of teaching in postsecondary education in Canada including blended, online and virtual elements.
2. EXPECTED ENROLMENT:
We anticipate 20-30 students enrolled in each course offering.
3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):
Students will engage with course material through lectures, discussions, peer presentations, curated videos and other web-based resources.
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)
Student learning will be evidenced through the following assessments: • Digital footprint activity (10%) • Curation activity (20%) • Evaluation of learning tool (20%) • Final project - lesson creation (50% total) including: • Portfolio (5%) • Proposal (10%) • Draft / prototype (5%) • Finished work (30%)
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). N/A
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED? N/A
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Erin Aspenlieder Email: aspenled@mcmaster.ca Extension: Date submitted:

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.

SGS /2015



CHANGE IN COURSE TITLE

SCHOOL OF GRADUATE STUDIES

□ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM: 1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed. 2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). 3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed. Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching and **DEPARTMENT** Learning COURSE TITLE EDUCATN 780: Self-Directed Teaching Experience **COURSE CREDIT COURSE NUMBER** 1.5 Unit Course 3 Unit Course () 6 Unit Course () *This is a zero-unit course INSTRUCTOR(S) REQUISITE(S) (Pre/Co/Anti or Completion of Teaching and Learning: Theory & Inquiry Certificate program enrollment requirement) NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX) Is this change a result of an IQAP review? ☐ Yes ☐ No X NEW WAS THE PROPOSED COURSE OFFERED ON DEAN'S APPROVAL? DATE TO BE OFFERED (FOR NEW COURSES COURSE ONLY): WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT: ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.

PROVIDE THE NEW COURSE TITLE:

CHANGE IN COURSE			600-LEVEL COURSE (Undergraduate course for graduate credit) Please				
DESCRIPTION				see #4 on page 2 of this form			
		F	PROVIDE THE REASO	IE REASON FOR COURSE CANCELLATION:			
COURSE							
CANCELLATION							
0,11102222,111011		F	PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO				
		c	OWNS THE COURSE.				
OTHER		EXPL	LAIN:				
CHANGES							

BRIEF COURSE DESCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the Graduate Calendar.

In this zero-unit graduate course, students will engage in a self-directed teaching experience in order to apply teaching and learning theory in a real world context. Students will develop a teaching application plan and receive feedback and approval on their plan. After completing this planned teaching experience, students will reflect on their experience and identify further areas for growth. This work will be supported by mentorship from the course instructor. Completion of EDU 780 will result in students earning the Teaching and Learning Application & Practice Certificate of Completion.

CONTENT/RATIONALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal texts to be used.

1. STATEMENT OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program Learning Outcomes from the program's IQAP cyclical review (if applicable)?)

This course will contribute to the redesigned Teaching and Learning Certificates of Completion, specifically the Practice & Application certificate. It will bring new focus to applied, experiential learning for graduate students interested in teaching and learning, and better prepare them for the expectations of teaching in postsecondary education in Canada.

2. EXPECTED ENROLMENT:

20-30 students

3. DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):

Following a consultation with the course instructor, students will develop a teaching application plan that identifies the theory and knowledge they intend to apply and the real-world context for their teaching. They will also identify goals for their teaching experience.

Students will then carry-out their teaching plan in a real-world setting. Following this experience, they will reflect on the experience and receive feedback from the course instructor.
4. DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate the Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be included.)
Teaching Application Plan – 25%
Final Reflection – 50%
Discussions – 25%
5. TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).
N/A
6. IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:
Name: Erin Aspenlieder Email: aspenled@mcmaster.ca Extension: Date submitted: March 4, 2022
If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies, cbryce@mcmaster.ca.
SGS /2015



SCHOOL OF GRADUATE STUDIES

□ RECOMMENDATION FOR CHANGE IN GRADUATE CURRICULUM - FOR CHANGE(S) INVOLVING COURSES & MILESTONES

IMPORTANT: PLEASE READ THE FOLLOWING NOTES BEFORE COMPLETING THIS FORM:

- 1. This form must be completed for ALL course changes. Sections of this form pertaining to your requested change must be completed.
- 2. An electronic version of this form (must be MS WORD not PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

of Graduate Studies (cbryce@mcmaster.ca).							
3. A representative from the department/program is required to attend the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.							
DEPARTMENT		Paul R. MacPherson Institute for Leadership, Innovation and Excellence in Teaching and Learning					
COURSE TITLE		EDU 760: Self-Directed Study					
		COURSE CREDIT					
COURSE NUMBER		6 Unit Course ()	3 Unit Course ()	1.5 Unit Course () *This is a zero-unit course			
INSTRUCTOR(S)							
REQUISITE(S)							
(Pre/Co/Anti or program enrollment requirement)		N/A					
NATURE OF RECOMMENDATION (PLEASE CHECK APPROPRIATE BOX)							
Is this change a result of an IQAP review? □ Yes □ No							
NEW Date to be Offered (for <u>New Courses</u> COURSE ONLY): Was the Proposed Course Offered on Dean's Approval?							
WILL THE COURSE BE CROSS-LISTED (COMBINED SECTIONS) WITH ANOTHER DEPARTMENT? IF YES, PLEASE NOTE WHICH DEPARTMENT:							
ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S). NOTE: CROSS-LISTING OF COURSES REQUIRES WRITTEN APPROVAL FROM EACH DEPARTMENT AND FACULTY CONCERNED. IF YOU WOULD LIKE TO REMOVE A CROSS-LISTING YOU MUST INCLUDE A WRITTEN EXPLANATION AGREED UPON BY BOTH DEPARTMENTS AFFECTED.							
CHANGE IN COURSE TITLE							

CHANGE IN COURS	SE X 600-LEVEL COURSE (Undergraduate course for graduate credit) Please					
DESCRIPTION	see #4 on page 2 of this form					
COURSE	CANCELLATION PLEASE NOTE: CROSS-LISTED (COMBINED SECTIONS) COURSES CAN ONLY BE CANCELLED BY THE DEPARTMENT WHO					
	OWNS THE COURSE.					
OTHER CHANGES	EXPLAIN:					
BRIEF COURSE DE Graduate Calendar.	SCRIPTION FOR CALENDAR - Provide a brief description (maximum 6 lines) to be included in the					
Prerequis	site(s):-EDUCATION 600 and EDUCATION 650					
In this zero-unit graduate course, students will engage in a self-directed study on a teaching and learning topic of their choice. Students will be able to choose whether they wish to undertake a project with a research focus (e.g., literature review and research proposal, literature review and grant proposal), or an applied focus (e.g., develop and facilitate a workshop, develop and distribute a resource). The work will be supported via peer feedback and mentorship from the course instructor. All students will be expected to identify a venue through which they will share their work. They will also be expected to present their work to their peers during the final class meeting. Completion of EDU 760, EDU 600, EDU 650, EDU 700, and EDU 750/751 will result in students earning the Teaching and Learning Scholar Certificate of Completion.						
CONTENT/RATION/texts to be used.	ALE - Provide a brief description, i.e., outline the topics or major sub-topics, and indicate the principal					
	OF PURPOSE (How does the course fit into the department's program and/or tie to existing Program es from the program's IQAP cyclical review (if applicable)?)					
2. EXPECTED E	NROLMENT:					

3.	DESCRIBE IN DETAIL THE METHOD OF PRESENTATION OF COURSE MATERIAL (i.e., lectures, seminars):				
the	DESCRIBE IN DETAIL THE METHOD OF EVALUATION (percentage breakdown, if possible): (For 600-level course, indicate Extra Work to be required of graduate students, i.e., exams, essays, etc. Please also note if a lab or tutorial will be luded.)				
5.	TO PREVENT OVERLAP, IS A COURSE IN THE SAME OR A RELATED AREA OFFERED IN ANOTHER DEPARTMENT? IF YES, PLEASE ATTACH TO THIS FORM ANY RELEVANT CORRESPONDENCE WITH THE OTHER DEPARTMENT(S).				
6.	IF THE COURSE IS INTENDED PRIMARILY FOR STUDENTS OUTSIDE YOUR DEPARTMENT, DO YOU HAVE THE SUPPORT OF THE DEPARTMENT/PROGRAM CONCERNED?				
PLEASE PROVIDE THE CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:					
Nar	ne: Email: Extension: Date submitted:				
	If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies,				

If you have any questions regarding this form, please contact the Assistant Secretary, School of Graduate Studies cbryce@mcmaster.ca.

SGS /2015

Sessional Dates 2021 2022-2022 2023

DEADLINE DATES FOR GRADUATE PROGRAMS	FALL TERM	WINTER TERM	SUMMER TERM	
GRADUATE I ROGRAMS	September - December 20212022 September - October, 2021-2022 (1HF) November - December 2021-2022 (2HF)	January - April, 20222023 January - February, 2022 2023 (1HF) March - April, 20222023(2HF)	May - August, 20222023 May - June, 2022 2023 (1HF) July-August, 2022 2023 (2HF)	
On-Time Registration	Tuesday, July 6-5_to Tuesday, August 32	Thursday, November 25 24 to Thursday, December 98	Thursday, March 31st 30 to Thursday, April 1413	
Class Start Dates *	Classes begin on or after September 1, 20212022- check with program for details	Classes begin on or after January 3, 20222023- check with program for details	Class start dates vary - check with program for details	
Late Registration (late fees apply)	August 4-3to September 87	December 10-9to January 33	April 15 - <u>14</u> to April 29 28	
Final Dates to Add Courses:	I	I		
Multi-term Courses	September 2423			
Single-term or 1HF Courses	September 24 23	January 2120	May 13 <u>12</u>	
2HF Course	October <u>2221</u>	February 2524	June <u>2423</u>	
Final Dates to Drop Courses: **	I	I		
Multi-term Courses	February 2524	July 29 28		
Single-term Courses	November <u>1211</u>	March 18 17	July 15 <u>14</u>	
1HF Courses	October <u>87</u>	February 4410	June <u>109</u>	
2HF Courses	December 10 9	April <u>86</u>	August <u>54</u>	
Final Dates to Submit Grades:				
Multi-term Courses		May 2 <u>1</u>	September 21	
Single-term Courses	January 6 <u>5</u>	May 2 <u>1</u>	September-21	

1HF Courses	October <u>2221</u>	February 25 24	September 2 <u>1</u>
2HF Courses	January- <u>65</u>	May <u>21</u>	September 21
Final Date to Submit Results of Incomplete (INC) Grades for Previous Term with Permission of Associate Dean	March 4 <u>3</u>	July <u>87</u>	November 4 <u>3</u>

Thesis

	FALL 2021 2022	SPRING 20222023	FALL 2022 2023
Final Date to Initiate Thesis Defence in Mosaic***	June <u>2524</u>	January <u>2420</u> (Health Sci.) February <u>21</u> (All others)	June <u>2423</u>
Final Date to Submit Master's Theses to Departments (Prior to Defense)	August <u>65</u>	March 4 <u>3</u>	August 54
Final Date to File Theses with Graduate Studies and Complete Degree Requirements****			
- Faculty of Health Sciences	September 27	April 1March 31st	September 26
- All Other Faculties	September 27	April 2228	September 26

The University welcomes and includes students, staff, and faculty from a wide range of cultural, traditional, and spiritual beliefs. As per the Policy on Academic Accommodation for Religious, Indigenous and Spiritual Observances, the University will arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. For more information, please refer to https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-Observances.pdf

Graduate students may only enroll in undergraduate courses with the approval of their supervisor or graduate program. Students are responsible for meeting the deadlines and requirements of the undergraduate course as presented in class and in the undergraduate calendar. Graduate students will be graded under the graduate grading scale.

Programs may establish earlier deadlines to add/drop courses but these dates must clearly be communicated to students. Students taking courses outside of their home program of study, must follow the rules of the program in which the course is offered. Please note that the last date to cancel a course or registration with no academic penalty is not the same as the last date to be eligible for a refund.

^{*}The precise dates of commencement of courses are determined by the program; students are urged to contact their program for details. SGS maintains the 13-week graduate instruction period; however, if a course does not fall into the traditional 13-week period, the graduate program will inform students of important dates and deadlines in the course syllabus. There is no official fall break or reading week for graduate students (except MBA). Students should check

with their program and their course instructor(s) as to whether classes will be held during these periods. Please see sections 1.3 (Responsibilities of Graduate Students to the University) and 2.5.6 (Vacations) of the calendar for more information.

- **All courses on a student's record after these dates will require a grade. Exceptions require submission of an In-Program Request Form. Graduate programs may establish earlier deadlines for completion of course work and may prescribe penalties for late completion of work and for failure to complete work, provided that these penalties are announced at the time the instructor makes known to the class the methods by which student performance shall be evaluated.
- ***Please note the following black-out periods in which **standard** Ph.D. defences cannot be scheduled: December 14th to January 8th inclusive and August 16th to 20th inclusive. <u>Students wishing to schedule an accelerated defence during these timeframes should speak to their supervisor.</u>-Please refer to the SGS website for information about the timeline for scheduling your defence with these dates in mind.
- ****A final thesis is the corrected, approved version of the thesis which is uploaded to MacSphere following the Final Oral Examination. Note there is no grace period at the end of December or April for final thesis submission and completion of degree requirements.

Convocation Dates

Please consult the link below for convocation dates:

https://registrar.mcmaster.ca/dates-and-deadlines/#tab-3

March 2022 Graduate Council

New Awards for Approval

NAME OF FUND: Joseph and Joanne Lee Crohn's Disease Graduate Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2022 by Joseph and Joanne Lee. To be awarded by the School of Graduate Studies, on the recommendation of the Faculty of Health Sciences, to a graduate student who demonstrates academic or research excellence in the field of Crohn's disease.

NAME OF FUND: Joseph and Joanne Lee Origins Institute Graduate Scholarship

TERMS OF REFERENCE FOR FUND:

Established in 2022 by Joseph and Joanne Lee. To be awarded by the School of Graduate Studies, on the recommendation of the Faculty of Science, to a graduate student who demonstrates academic or research excellence within the Origins Institute.

Trust Fund Changes for approval

The Louis Minden Scholarship in Health Sciences

Reason for change: The position of Chair of the Faculty of Health Sciences Graduate Program does not exist

Current Terms: Established in 1995 with funds from the estate of Mr. Louis Minden. To be awarded to a graduate student in the Faculty of Health Sciences by the School of Graduate Studies on the recommendation of the Chair of the Faculty of Health Sciences Graduate Programs. This award is once renewable, and preference will be given to a graduate student pursuing research in preventative medicine.

TFOC Approved Terms Change: Established in 1995 with funds from the estate of Mr. Louis Minden. To be awarded to a graduate student in the Faculty of Health Sciences by the School of Graduate Studies on the recommendation of the Graduate Associate Dean of the Faculty of Health Sciences. This award is once renewable, and preference will be given to a graduate student pursuing research in preventative medicine.