McMaster University | SCHOOL OF GRADUATE STUDIES

Gilmour Hall, Room 212
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To : Members of Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

The next meeting of Graduate Council will be held on **Tuesday March 21st at 9:30 am in Council Chambers (GH 111)**

Listed below are the agenda items for discussion.

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

A G E N D A

I. **Opening Remarks**

II. **Minutes of the meeting of February 21st, 2023**

Approval

III. **Business arising**

IV. **Report from the Graduate Associate Deans**

V. **Report from the Associate Registrar and Graduate Secretary**

VI. **Certificates and Diplomas Policy**

Approval

VII. **Faculty of Business Graduate Curriculum and Policy Committee report**

Approval

VIII. **Faculty of Health Sciences Graduate Policy and Curriculum Committee Report**

Approval

IX. **Faculty of Science Graduate Curriculum and Policy Committee report**

Approval

X. **New Awards**

Approval

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Tuesday February 21st at 9:30 am in Council Chambers (GH 111)

Present: S. Hranilovic (Chair), B. Gupta, S. Hanna, M. Thompson, M. Heath, M. Horn, M. Verma, T. Chamberlain, R. Wu, N. Kuhathasan, S. Raha, C. Ching, V. Kuperman, T. McDonald, S. Han, J. Kish, N. Malik, D. Emslie, D. Gillespie, E. Grodek, A. Shi, J. Antwi-Boasiako, Z. Lea, X. Li, L. Side, L. Dondi, S. Baschiera (Associate Registrar and Graduate Secretary), C. Bryce, (Assistant Graduate Secretary)

Regrets: B. Trigatti, Z. Samaan, P. Nyers, L. Romane, K. Singh

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I. Opening Remarks

Dr. Steve Hranilovic reported on the following items:

- The new student members on Graduate Council;
- The draft terms of reference for the Graduate Student Funding Task Force circulated late last week, noting that graduate students are an integral part of community and there has not been a central venue to review funding. Recognizing this they've embarked on a multi phase process including a working group to collect data and the next phase is the Task Force.

II. Minutes of the meeting of January 17th, 2023

It was duly moved and seconded, **'that the Graduate Council approve the minutes of the January 17th, 2023 meeting, as circulated.'**

The motion was **carried**.

III. Business arising

There was no business arising.

IV. Task Force on Graduate Funding Draft

Dr. Hranilovic presented the draft terms of reference, highlighting the mandate of the task force, the complexity of the matter to be considered and the plan going forward, noting the item was for discussion at the meeting and then an e-ballot would follow.

An in-depth discussion took place about the task force, including the scope, membership composition and Graduate Council student membership, timelines for outcomes, the plan for reporting, and next steps. Dr. Hranilovic provided an explanation of plans for the task force, referring to the terms of reference as outlined in the document. He highlighted that the task force membership is intended to be balanced between graduate education leaders and graduate student representatives with meaningful consultation of stakeholders including the GSA, CUPE and MUFA. He noted he would report monthly to Graduate Council, explained Graduate Council's role as it related to the level of funding, reporting onwards, and highlighted other governance areas and decision-making bodies of the institution that the work of the task force would inform. He emphasized that part of the outcome of the work was to have an ongoing process to ensure review of funding happens on a regular basis going forward and that this should be built in collaboration with stakeholders in graduate education.

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In response to a comment about the process around student membership for Graduate Council from a guest, Dr. Hranilovic noted that Graduate Council is governed by the by-laws of Senate.

In response to a question from a guest Dr. Hranilovic noted that the first step in gathering student members from Graduate Council for the task force would be a call for volunteers.

V. IQAP Policy

Dr. Aspenlieder presented the item, noting that it was related to the update of the Quality Assurance Framework. She outlined the steps of approval noted that the policy is revisiting the governance bodies so there is awareness of the minor changes that were made because of the final ratification process.

In response to a question about the language around the requirement for in-person reviews Dr. Aspenlieder noted that Quality Council has stipulated that they must be in person and that QC had requested feedback and institutions universally noted the value of online reviews and they are reflecting on it.

A member also highlighted an issue with accreditation and IQAP reports. Dr. Aspenlieder agreed this was an issue and suggested avenues to advocate for change.

In response to a question from a member about supporting documentation, Dr. Aspenlieder noted there were several documents and templates that support what is outlined in the policy. One of the supporting documents to be adjusted is the external reviewer's template to better focus reviewers in the discussion of resources.

It was duly moved and seconded, '**that the Graduate Council approve, for recommendation to Senate, the changes to the IQAP policy, as set out in the attached.'**

The motion was **carried.**

VI. Report from the Graduate Associate Deans

Dr. Hanna (Faculty of Health Sciences) reported on the following items:

- Useful discussion with the Faculty of Health Sciences Graduate Student Society co-presidents (who act on Graduate Council as well as the GSA) about the manner in which students are elected to Graduate Council and a commitment to review and update the process within the Faculty;
- A Faculty-wide review of funding and education for programs about how funds from the School of Graduate Studies are to be used, along with discussions to increase the minimum funding in the fall for Ph.D. students in the Faculty;
- The search for a new co-director for the Neuroscience program;
- Continued work on hiring in the Faculty of Health Sciences Graduate Office.

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

- The MBA program review process, noting a series of town halls where stakeholders reviewed different models;
- The MBA award ceremony.

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

- Departments in Humanities are in the process of reviewing applications.

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

- A welcome to new graduate student members, noting normally there are elections within the Faculty for these positions and they are in the process of institutionalizing how that will take place going forward so it's clear and transparent;
- Programs in the Faculty are also in the process of sending out offers, noting they have developed a database including funding review to ensure its used appropriately.

In response to a question, Dr. Heath noted that the database is intended as a budget tracking measure for departments related to funding disbursement and it would include both current and future students.

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

- Work within the Faculty to enhance career support services, noting new staff had been hired and were working to develop programming for students;
- A pilot project with the MacPherson institute, that is part of the planned enhancement of career support services, to help a small group of students develop a career plan.
- Work within the Faculty, noting a lot of discussion of how they can approach the issue and that some programs have already increased student funding.

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

- A discussion within the Faculty regarding stipends, in consultation with the Engineering Graduate Student Society and that they are very close to having something for review in the Faculty;
- The Engineering Graduate Student Society elects members to Graduate Council and that's part of their by-laws;
- A number of events coming up soon focused on recruiting undergraduate students into graduate work;
- An event to help graduate students and young faculty members learn to make a pitch.

VII. Report from the Associate Registrar and Graduate Secretary

Ms. Baschiera reported on the following items:

- The status of internal approval for a new tool for the financial database and some IT solutions on our records side that will directly impact how students move through their degree;
- Work on the graduate student residence administration, noting they're planning to make the first round of offers in April.

VIII. Faculty of Business Graduate Curriculum and Policy Committee report

Dr. Verma explained that the Finance area of the Business Ph.D. proposed a change to their comprehensive to hold it in two parts. One at end of year one and one at the end of year two. It is intended to help encourage students to get started on research and the second part of comprehensive will have a research paper proposal.

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In response to a question about whether they'd considered eliminating the second part (with time to completion in mind) Dr. Verma noted that the second part is integral, particularly given the variety of educational backgrounds their students come from.

It was duly moved and seconded, '**that the Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Business, as described in the documents.**

The motion was **carried**.

IX. Faculty of Health Sciences Graduate Policy and Curriculum Committee Report

Dr. Hanna presented the item, noting several changes to calendar copy. Some of it is for clarity, some to align with other School of Rehabilitation Science programs, including new language that explains some admission opportunities, including indigenous and black applicant admissions stream.

It was duly moved and seconded, **that Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Health Sciences, as described in the documents.**

The motion was carried.

X. Faculty of Social Sciences Graduate Curriculum and Policy Committee report

Dr. Heath presented the changes, noting they included:

- A shift to permanent online delivery for the Master of Public Policy program;
- The addition of a scheduled break for a stream in the Social Work MSW program because of their course schedule;
- For religious studies, the removal of the breadth requirement and the addition of a comprehensive in the Islamic studies area.

Members discussed the potential of having a broader discussion about online delivery of programs.

It was duly moved and seconded, **that the Graduate Council approve, for recommendation to Senate as appropriate, the changes proposed by the Faculty of Social Sciences, as described in the documents.**

The motion was **carried**.

XI. 2023-2024 Sessional Dates

It was duly moved and seconded, **that the Graduate Council approve the 2023-2024 Sessional Dates, as set out in the attached.'**

The motion was carried.

XII. New Awards

It was duly moved and seconded '**that the Graduate Council approve two new awards, as set out in the attached.'**

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The motion was carried.

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February 28, 2023

TO: Undergraduate Council Certificates & Diplomas Committee

FROM: Dr. Kim Dej, Vice-Provost (Teaching and Learning)
Andrea Thyret-Kidd, University Secretary

RE: Proposed Revisions to the Certificates and Diplomas Policy (2020)

In July 2021, the *Ad Hoc Committee on Microcredentials* published their key findings and recommendations, *Implementing Microcredentials at McMaster University*, to provide direction to the McMaster community on how microcredentials may be used at McMaster to enhance the flexibility of academic offerings at the University. As part of the report, the Committee made recommendations to the existing Certificates & Diplomas Policy (2020).

Please find enclosed the proposed revisions to the Certificates & Diplomas Policy (to be renamed Certificates, Diplomas & Microcredentials Policy) which stem from the *Ad Hoc* Committee's report, recommended revisions from the University Secretariat, and feedback from the consultation phase of the project. Feedback was sought from the Undergraduate and Graduate Associate Deans, the original *Ad Hoc* Committee members, and Undergraduate Council Certificates and Diplomas Committee members.

In addition to implementing the recommendations of the *Ad Hoc* Committee into the Policy, the University Secretariat used the opportunity to improve the document, which includes:

- reordering, dividing, and consolidating various sections (chapters) for greater coherence;
- expanding many areas of the policy to improve detail and clarity (e.g., definitions and terms, the transferability of credit to other credentials, procedures for governance approval, etc.);
- articulating the distinction between *Students* and *Learners* to better describe their access to University services and policies in an attempt to set expectations for readers of the policy;
- providing direction on which credentials should be published in the Graduate or Undergraduate Calendar.

Attached, please find the following:

- the original *Certificates & Diplomas Policy* (2020);
- a tracked-changes comparison of the *Certificates & Diplomas Policy* (2020) and the revised *Certificates, Diplomas & Microcredentials Policy*; and
- a clean copy of the revised *Certificates, Diplomas & Microcredentials Policy*.

Given the extensive revisions made to the Policy, Senators are encouraged to read the entire document.

It is now recommended,

that the Certificates & Diplomas Committee approve, for recommendation to Graduate Council, Undergraduate Council, and Senate, the revised Certificates, Diplomas & Microcredentials Policy.

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title

Certificates & Diplomas Policy

Policy Number (if applicable):

Approved by

Senate

Date of Most Recent Approval

July 8, 2020

Date of Original Approval(s)

May 12, 1997

Supersedes/Amends Policy dated

Senate Policy on Diplomas and Certificates, June 6, 2018

Policy on Certificates and Diplomas, March 10, 2010

Responsible Executive

Vice-Provost (Teaching and Learning)

Policy Specific Enquiries

Vice-Provost (Teaching and Learning)

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.*

TABLE OF CONTENTS

SECTION I: INTRODUCTION 1
PREAMBLE 1
DEFINITIONS 1
SECTION II: PROCEDURAL REQUIREMENTS 2
MANAGEMENT OF ACADEMIC CERTIFICATE AND DIPLOMA PROGRAMS 2
ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES 2
Transfer between Credentials 2
Academic Approval Criteria 3
SECTION III: UNDERGRADUATE DIPLOMAS 4
Academic Program Requirements 4
Admission Requirements 4
SECTION IV: GRADUATE DIPLOMAS 5
Academic Course Requirements 5
Admission Requirements 5
SECTION V: UNDERGRADUATE CERTIFICATES 7
STAND-ALONE UNDERGRADUATE CERTIFICATE 7
Academic Course Requirements 7
Admission Requirements 7
STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING 8
Academic Course Requirements 8
Admission Requirements 8
CONCURRENT UNDERGRADUATE CERTIFICATE 9
Academic Course Requirements 9
Admission Requirements 9
SECTION VI: GRADUATE CERTIFICATES 10
Academic Course Requirements 10
Admission Requirements 10
SECTION VII: OTHER CERTIFICATES 11
CERTIFICATE OF COMPLETION 11
Admission Requirements 11
Credit Toward Another Credential 11
Approval Criteria 12
Guidelines and Limitations 12
CERTIFICATE OF ATTENDANCE 12
Admission Requirements 12
Credit Toward Degree or Other Program Studies 12
Approval Criteria 13
Guidelines and Limitations 13
NON-MCMASTER CERTIFICATES 13
SECTION VIII: PROCEDURES FOR APPROVAL 14
Statement of Academic Merit 14
Financial Viability and Resource Implications 15
APPENDIX A: SAMPLE PARCHMENTS 16

SECTION I: INTRODUCTION

PREAMBLE

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

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

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

DEFINITIONS

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

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

SECTION II: PROCEDURAL REQUIREMENTS

MANAGEMENT OF ACADEMIC CERTIFICATE AND DIPLOMA PROGRAMS

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

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

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

ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES

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

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

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

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

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

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

Transfer between Credentials

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

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

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

Academic Approval Criteria

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

    a) well-defined program objective(s);

    b) well-defined program learning outcomes;

    c) curriculum to meet the program learning outcomes; and

    d) admission requirements (as applicable).

SECTION III: UNDERGRADUATE DIPLOMAS

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

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

Academic Program Requirements

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

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

Admission Requirements

20. There are two sets of admission requirements:

General Requirements

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

   (i) an Ontario Secondary School Diploma or equivalent;

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

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

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

Additional Requirements

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

SECTION IV: GRADUATE DIPLOMAS

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

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

23. There are three types of Graduate Diplomas:

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

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

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

Academic Course Requirements

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

Admission Requirements

25. There are two sets of admission requirements:

General Requirements

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

Additional Requirements

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

SECTION V: UNDERGRADUATE CERTIFICATES

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

27. There are three types of Undergraduate Academic Certificates:

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

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

c) Concurrent Undergraduate Certificate (15 units).

STAND-ALONE UNDERGRADUATE CERTIFICATE

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

Academic Course Requirements

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

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

Admission Requirements

31. There are two sets of admission requirements:

General Requirements

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

(i) an Ontario Secondary School Diploma or equivalent;

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

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

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

Additional Requirements

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

STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING

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

Academic Course Requirements

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

Admission Requirements

34. There are two sets of admission requirements:

General Requirements

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

   (i) an Ontario Secondary School Diploma or equivalent;

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

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

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

Requirements

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

CONCURRENT UNDERGRADUATE CERTIFICATE

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

Academic Course Requirements

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

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

Admission Requirements

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

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

SECTION VI: GRADUATE CERTIFICATES

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

Academic Course Requirements

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

Admission Requirements

42. There are two sets of admission requirements:

General Requirements

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

Additional Requirements

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

SECTION VII: OTHER CERTIFICATES

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

a) Certificates of Completion: and

b) Certificates of Attendance.

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

CERTIFICATE OF COMPLETION

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

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

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

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

Admission Requirements

49. Normally, there are no specific admission requirements.

Credit Toward Another Credential

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

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

Approval Criteria

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

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

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

Guidelines and Limitations

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

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

CERTIFICATE OF ATTENDANCE

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

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

Admission Requirements

59. Normally, there are no specific admission requirements.

Credit Toward Degree or Other Program Studies

60. There is no credit granted toward additional credentials.

Approval Criteria

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

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

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

Guidelines and Limitations

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

NON-MCMASTER CERTIFICATES

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

SECTION VIII: PROCEDURES FOR APPROVAL

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

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

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

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

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

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

Statement of Academic Merit

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

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

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

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

Financial Viability and Resource Implications

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

75. Diploma and academic certificate programs, as well as non-academic certificates for which fees are charged, must submit fee proposals to the University Student Fees Committee for approval. Normally, this approval should be sought prior to submission of the academic proposal to Undergraduate Council or Graduate Council. Please note that fees are approved by the Board of Governors for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.

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

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

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

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

APPENDIX A: SAMPLE PARCHMENTS

The Chancellor and Senate of

McMaster University

award

Firstname Lastname

the graduate diploma in

Advanced Neonatal Nursing

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

President and Vice-Chancellor *University Registrar* *Dean of Graduate Studies*

SAMPLE

Page updated May 2021

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <CCE or Partner> in partnership with <CCE or Partner> and <CCE or Partner>
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the Centre for Continuing Education
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <CCE or Partner> in partnership with <CCE or Partner>
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <Name of Faculty or Department>
SAMPLE
Signature
Date
McMaster University

Policies, Procedures and Guidelines

Complete Policy Title

Certificates, ~~& Diplomas~~ & Microcredentials Policy

Policy Number (if applicable):

DRAFT 07 – February 28, 2023

Approved by

Senate

Date of Most Recent Approval

~~July 8, 2020~~ TBD

Date of Original Approval(s)

May 12, 1997

Supersedes/Amends Policy dated

- Certificates & Diplomas Policy, July 8, 2020
- Senate Policy on Diplomas and Certificates, June 6, 2018
- Policy on Certificates and Diplomas, March 10, 2010

Responsible Executive

Vice-Provost (Teaching and Learning)

Vice-Provost & Dean of Graduate Studies

Policy Specific Enquiries

Vice-Provost (Teaching and Learning)

General Policy Enquiries

Policy (University Secretariat)

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FORMAT: *If you require this document in an accessible format, please email policy@mcmaster.ca.*

TABLE OF CONTENTS

SECTION I: INTRODUCTION 1

PREAMBLE 1

DEFINITIONS 21

SECTION II: PROCEDURAL REQUIREMENTS 42

MANAGEMENT OF ACADEMIC CERTIFICATE AND DIPLOMA PROGRAMS 42

ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES 52

Transfer between Credentials 62

Academic Approval Criteria 63

SECTION III: UNDERGRADUATE DIPLOMAS 94

Academic Program Requirements 134

Admission Requirements 134

SECTION IV: GRADUATE DIPLOMAS 95

Academic Course Requirements 95

Admission Requirements 95

SECTION V: UNDERGRADUATE CERTIFICATES 116

STAND-ALONE UNDERGRADUATE CERTIFICATE 146

Academic Course Requirements 146

Admission Requirements 146

STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING 157

Academic Course Requirements 157

Admission Requirements 157

CONCURRENT UNDERGRADUATE CERTIFICATE 168

Academic Course Requirements 168

Admission Requirements 178

SECTION VI: GRADUATE CERTIFICATES 189

Academic Course Requirements 119

Admission Requirements 119

SECTION VII: OTHER CERTIFICATES 2110

CERTIFICATE OF COMPLETION 2110

Admission Requirements 2110

Credit Toward Another Credential 2210

Approval Criteria 2210

Guidelines and Limitations 2211

CERTIFICATE OF ATTENDANCE 2311

Admission Requirements 2411

Credit Toward Degree or Other Program Studies 2411

Approval Criteria 2411

Guidelines and Limitations 2412

NON-MCMASTER CERTIFICATES 2412

SECTION VIII: PROCEDURES FOR APPROVAL 2613

Statement of Academic Merit 2813

Financial Viability and Resource Implications 2813

~~APPENDIX A: SAMPLE PARCHMENTS ..... 34~~15
SECTION I: INTRODUCTION 1
PREAMBLE 1
TYPES OF CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS 2
TERMS AND DEFINITIONS 2
POLICY REVISIONS 3
SECTION II: PROCEDURAL REQUIREMENTS 4
MANAGEMENT OF ACADEMIC CREDENTIALS 4
Appeal Procedures and Access to University Services and Policies 4
ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES AND MICROCREDENTIALS 5
Stacking and Transferring between Credentials 6
ACADEMIC APPROVAL CRITERIA 6
SECTION III: GRADUATE DIPLOMAS 9
Academic Course Requirements 9
General Admission Requirements 9
Additional Admission Requirements 10
Credit Toward Degree or Other Program Studies 10
SECTION IV: GRADUATE ACADEMIC CERTIFICATES 11
Academic Course Requirements 11
General Admission Requirements 11
Additional Admission Requirements 11
Credit Toward Degree or Other Program Studies 12
SECTION V: UNDERGRADUATE DIPLOMAS 13
Academic Program Requirements 13
General Admission Requirements 13
Additional Admission Requirements 13
Credit Toward Degree or Other Program Studies 13
SECTION VI: UNDERGRADUATE ACADEMIC CERTIFICATES 14
STAND-ALONE UNDERGRADUATE CERTIFICATE 14
Academic Course Requirements 14
General Admission Requirements 14
Additional Admission Requirements 15
Credit Toward Degree or Other Program Studies 15
STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING 15
Academic Course Requirements 15
General Admission Requirements 15
Additional Admission Requirements 16
CONCURRENT UNDERGRADUATE CERTIFICATE 16
Academic Course Requirements 16
Admission Requirements 17
Credit Toward Degree or Other Program Studies 18
SECTION VII: ACADEMIC MICROCREDENTIALS 19
General Admission Requirements 19
Additional Admission Requirements 19
Credit Toward Another Credential 20
SECTION VIII: NON-ACADEMIC CREDENTIALS 21
CERTIFICATE OF COMPLETION 21

Admission Requirements 21
Credit Toward Another Credential 22
Guidelines and Limitations 22
NON-ACADEMIC MICROCREDENTIAL 22
Admission Requirements 23
Credit Toward Another Credential 23
Guidelines and Limitations 23
CERTIFICATE OF ATTENDANCE 23
Admission Requirements 24
Credit Toward Degree or Other Program Studies 24
Guidelines and Limitations 24
SECTION IX: PROCEDURES FOR APPROVAL 26
PROCEDURES 26
APPROVAL CRITERIA 26
Specific Criteria for Academic Credentials 27
Specific Criteria for Non-Academic Credentials 27
Approval of Revisions 27
STATEMENT OF ACADEMIC MERIT 28
FINANCIAL VIABILITY AND RESOURCE IMPLICATIONS 28
University Student Fees Committee 28
Governance Approval 29
PUBLICATION OF CREDENTIAL REQUIREMENTS 29
PARCHMENT DESIGN 29
APPENDIX A: APPROVAL PATHS OF NEW OR REVISED CERTIFICATES, DIPLOMAS & MICROCREDENTIALS 31
APPENDIX B: RELATED POLICIES AND LEGISLATION 33
APPENDIX C: SAMPLE PARCHMENTS 34

SECTION I: INTRODUCTION

PREAMBLE

1. The purpose of this Policy is to provide minimum academic criteria which must be met if programs are to be approved asfor the approval of Certificates, Diplomas and Microcredentials at McMaster University certificates and diplomas. . The academic criteria proposed are intended to maintain the University's high academic standards and enable certificates, diplomas, and diplomas to continue their traditional functions of providingmicrocredentials to provide studies and skills complementary to degree programs, professional preparation or upgrading, and/or bridgingtransferring credit into degree programs.

2. This document also outlines the process which departments and Faculty offices may follow to develop new certificates, diplomas, and microcredentials for approval by the University's governing bodies.

2.3. The evaluation, approval, and monitoring of certificate and diploma programscertificates, diplomas, and microcredentials is the responsibility of the University's governing councils, namely, Graduate Council and, Undergraduate Council, and the University Planning Committee (as applicable). The relevant Council shall report to the Senate the establishment, closure, and/or substantial revisions of academic certificate and diploma programscertificates, diplomas, and microcredentials. See *Section IX: Procedures for Approval* and *Appendix A: Approval Path for Certificates, Diplomas & Microcredentials* for more information about the approval and governance of these credentials.

3. Academic certificatecertificates, microcredentials, and diploma programs are operated in accordance with normal academic regulations as outlined in this Policy and published in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable).

DEFINITIONS

4. **Credential** is a body of Non-academic work or collection of course work that stands on its own and for which a parchment is issued. McMaster credentials include certificates, diplomas, and degrees.microcredentials are subject to the policies and procedures maintained by the Inspire Office.

5. The terms ***certificate***, ***diploma***, and ***microcredential*** shall only be used by McMaster courses, learning activities, and programs within the guidelines of this Policy.

TYPES OF CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS[1]

6. Academic Certificates:
   a) Graduate Academic Certificate
   b) Undergraduate Academic Certificates (approved by Senate through UGC or GC):
      (i) Stand-Alone Undergraduate Certificate
      (ii) Stand-Alone Certificate of Professional Learning
      (iii) Concurrent Undergraduate Certificate
7. Non-Academic Certificates:
   a) Certificate of Completion
   b) Certificate of Attendance
8. Diplomas:
   a) Graduate Academic Diploma
   b) Undergraduate Academic Diploma
9. Academic Microcredentials:
   a) Graduate Academic Microcredential
   b) Undergraduate Academic Microcredential
10. Non-Academic Microcredentials

TERMS AND DEFINITIONS

11. For the purpose of interpreting this document:
    a) Words in the singular may include the plural and words in the plural may include the singular;
    a)b) **Academic Credit Course** or **Learning Experience** is a course or learning experience of an academic calibre consistent with those offered in undergraduate or graduate degree programs. The most common kind of academic credit course is that included in the curricula of undergraduate or graduate degree programs. These provide a benchmark against which other academic credit courses can be evaluated.;

[1] **Non-McMaster Certificates:** McMaster collaborates with other organizations and institutions to offer programming toward a credential issued by that other entity. Such externally-issued credentials are outside the scope of this Policy.

c) **Calendar Copy** is the precise content to be published in the *Undergraduate* or *Graduate Calendar* and provides an overview of the credential, its admission requirements, academic/curriculum requirements for completion, and whether a Student or Learner may use the credential as credit toward degree or other program studies;

d) **CDM Committee** means the Joint Committee on Certificates, Diplomas, and Microcredentials;

e) **Faculty office** means the Faculties of Business, Engineering, Health Sciences, Humanities, Science, Social Sciences, and the Arts & Science Program;

f) **Inspire Office** means the Inspire Office of Flexible Learning, which provides support and resources to units developing microcredentials;

g) A **Learner** is an individual recorded by a Faculty office, the Inspire Office, MCE, or a department as enrolled in a Non-Academic Credential. As members of the University Community, certain University policies apply to Learners (e.g., *Discrimination and Harassment Policy*, *Accessibility Policy*, etc.). See also the definition of ***Student*** and *Section II: Procedural Requirements: Appeal Procedures and Access to University Services and Policies*.

h) A **Mature Student**, as defined in the *Undergraduate Calendar*, has not attended secondary school or college on a full-time basis for at least two years and has not previously attended university.

i) **Microcredential** means a designation of achievement of a coherent set of skills, competencies, or knowledge, specified by a statement of purpose, learning outcomes, and potential need by employers and/or in the community;

j) **MCE** means McMaster Continuing Education;

k) A **Parchment** is documentation provided to a Student or Learner attesting to the successful completion of a credential, whether electronic or paper-based.

l) **Student** means any individual recorded by the University Registrar as enrolled in an educational course of study recognized by the Senate and for whom the University maintains education records. See also the definition of ***Learner*** and *Section II: Procedural Requirements: Appeal Procedures and Access to University Services and Policies*.

POLICY REVISIONS

12. As per the *McMaster University Policy Framework*, the executive responsible will typically review this Policy every five years. Smaller and more frequent reviews may occur to ensure that this Policy is current and compliant with relevant standards and legislation.

SECTION II: PROCEDURAL REQUIREMENTS

MANAGEMENT OF ACADEMIC ~~CERTIFICATE AND DIPLOMA PROGRAMS~~CREDENTIALS

~~5.~~13. Academic certificate and diploma programs are operated in accordance with normal academic regulations as outlined in this Policy and as published in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable).

14. ~~Students registered in~~ Academic microcredentials are operated in accordance with normal academic regulations and to the same standards as academic certificate and diploma programs ~~are issued a student number, classes~~. For the purposes of this Policy, microcredentials are ~~scheduled within sessional dates, and part-time student fees are charged.~~ included under the umbrella of *certificates* with respect to the *McMaster University Act*, 1976;

15. A microcredential has fewer requirements and credit hours than traditional academic qualifications and focuses on competencies that are:

    a) not defined in existing programs;

    b) not accessible outside of limited enrolment programs;

    c) complementary to existing programs; and/or

    d) available as optionally stackable modules.

~~6.~~16. Student records for Academic Credentials, including grades, are maintained by the Office of the Registrar. Learner records for Non-Academic Credentials may be maintained by the Faculty office, Inspire Office, MCE, or department offering the Non-Academic Credential.

17. An academic microcredential shall not show by default on a transcript unless approved as part of a degree.

~~7.~~18. Academic and non-academic certificates ~~and~~, diplomas ~~will be~~, and microcredentials are issued by the academic unit offering the program or learning activity to the ~~s~~Student upon completion of all academic requirements ~~of a program.~~. Academic and non-academic microcredentials are issued by the Inspire Office (unless the offering Faculty has previously stated its intent to issue the credential instead of the Inspire Office), or MCE.

19. The learning activity for a microcredential may generate its own credential (unlike certificates and diplomas, which require multiple courses) and it may be counted as part of a corresponding diploma or certificate.

    Appeal Procedures and Access to University Services and Policies

20. See definitions of ***Student*** and ***Learner*** in 11 (g) and (l) above.

21. Under this Policy, individuals registered in an Academic Credential, namely a Graduate Diploma, Graduate Academic Certificate, Undergraduate Diploma, Undergraduate Academic Certificate, or an Academic Microcredential, are **Students**. Students have access to specific University resources (including, but not limited to, library resources, Learning Management Systems, Microsoft 365 (including Teams) or University services where supplemental fees are paid alongside tuition). Students have rights and responsibilities under Student-specific University policies, including the ability to appeal under *Student Appeal Procedures* (see also *Appendix B: Related Policies and Legislation*). Learners do not have access to these services or Student-specific University policies.

22. Individuals registered in a Certificate of Completion, Non-Academic Microcredential, or Certificate of Attendance, are **Learners**. Learners may also be Students (if they are simultaneously registered in an Academic Credential (see *article 21* above)). As members of the University Community, certain non-academic University policies apply to Learners (e.g., *Discrimination and Harassment Policy*, *Accessibility Policy*, etc.). However, **Learners are not Students** and therefore Student-specific policies do not apply. Learners do not have appeal rights under the *Student Appeal Procedures*, nor do they have access to specific University resources (including, but not limited to, library resources, Learning Management Systems, Microsoft 365 (including Teams) or any University service in which a McMaster Student pays supplemental fees alongside tuition).

23. Learners enrolled in a non-academic microcredential may request a review of their evaluation to the Faculty Standing Committee on Microcredentials or to MCE within four (4) weeks of the submission of their final grade. Learners in this category will not have access to existing Student appeal procedures beyond the Faculty or MCE Standing Committee. The Learner must be informed of the decision within three (3) weeks from the date of the review request. The decision made by the Faculty or MCE Standing Committee will be final without the right of appeal.

ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES AND MICROCREDENTIALS

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

25. ~~While credit for~~ Academic microcredentials must provide the same academic calibre as courses offered in degree programs ~~is~~but are expected to be shorter in duration and may have non-traditional delivery modes.

9.26. These microcredentials have fewer units than a course; credit may be a fraction of a unit and normally ~~given in blocks of three or six units, credit can be at the~~ shall not exceed one~~, two, three or any other~~ unit level. ~~-~~As a general guideline, one academic unit normally corresponds to 10-15 academic contact hours.

~~10. To receive~~See also *Section IX* and *Appendix A* for more information about the approval ~~as an academic credit course, a course which is not part~~criteria and governance of ~~a degree program must:~~

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

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

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

Transfer

Stacking and Transferring between Credentials

12.28. Academic credits cancredit may be applied to another credential. Examples include, but are not limited to, transfer of credit from a certificate to a degree or from a degree to a diploma. Normally, credits can be applied to a maximum of two credentials. Refer to the details for each credential listed in this Policy for allowances and restrictions for applying credit from one credential to another.

13.29. Up Students may use up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for advanced credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the. Academic microcredentials may be stacked together to be used toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

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

ACADEMIC APPROVAL CRITERIA

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

a) well-defined program objective(s);

a) well-defined program learning outcomes;

b) curriculum to meet the program learning outcomes; and

c) admission requirements (as applicable).

~~section iii: UNDERGRADUATE DIPLOMAs~~

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

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

~~Academic Program Requirements~~

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

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

~~Admission Requirements~~

20. ~~There are two sets of admission requirements:~~

~~*General Requirements*~~

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

~~(i) an Ontario Secondary School Diploma or equivalent;~~

~~b)a)be a mature student as defined in the *Undergraduate Calendar*; or~~

~~c)a)be deemed an exceptional case by the admissions committee for the Undergraduate Diploma.~~

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

~~*Additional Requirements*~~

31. ~~any particular diploma program may have other admission requirements which are appropriate to its learning objectives.~~ See *Section IX* and *Appendix A* for more information about the approval criteria and governance of Academic Credentials.

~~21.1. These requirements may include prerequisite courses or degrees specific to the particular diploma.~~

SECTION I~~V~~II:~~-~~ GRADUATE DIPLOMAS

22.32. A Graduate Diploma is based on Graduate Degree Level Expectations (GDLEs) and ~~will prepare students~~prepares Students for employment requiring sound judgment, personal responsibility and individual initiative, in complex and unpredictable professional environments.

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

24.34. There are three types of Graduate Diplomas:

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

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

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

Academic Course Requirements

25.35. ~~All McMaster~~ Graduate Diplomas must include academic ~~credit courses~~ content equivalent to ~~at least~~a minimum of **four** ~~courses at the~~**, three-unit (half)** graduate ~~level~~courses at McMaster.

General Admission Requirements

~~26. There are two sets of admission requirements:~~

~~*General Requirements*~~

~~27.~~36. ~~students~~Students who wish to enter a Graduate Diploma program must meet the admission requirements of a Master's level program. These requirements ensure that ~~s~~Students have the basic capabilities necessary to deal with the academic credit courses in Graduate Diploma programs~~; and~~.

Additional Admission Requirements

~~28.~~37. ~~a~~Any particular Graduate Diploma program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

Credit Toward Degree or Other Program Studies

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

SECTION ~~V: UNDERGRADUATE Certificates~~IV: GRADUATE ACADEMIC CERTIFICATES

~~29.~~39. ~~An Undergraduate~~A Graduate Academic Certificate is a microcredential consisting of a program of study coherently organized around clear learning objectives ~~and having academic content equivalent to **15 or 9 units** of undergraduate study at McMaster.~~..

~~30. There are three types of Undergraduate Academic Certificates:~~

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

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

~~c)~~a)~~Concurrent Undergraduate Certificate (**15 units**).~~

~~**STAND-ALONE UNDERGRADUATE CERTIFICATE**~~

~~31. Stand-Alone Undergraduate Certificate (including Post-Baccalaureate Certificates) may be focused primarily upon academic or professional development objectives, but all must meet the minimum criterion of academic content (**15 units**). Stand-Alone Undergraduate Certificates serve such functions as bridging into undergraduate degree programs, professional preparation or upgrading, and study complementary to degree studies.~~

Academic Course Requirements

40. All ~~Stand-Alone Undergraduate~~Graduate Academic Certificates must include academic credit courses equivalent to at least **two, three-unit (half)** graduate courses at McMaster.

General Admission Requirements

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

Additional Admission Requirements

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

Credit Toward Degree or Other Program Studies

43. Up to 100% of the certificate course requirements may overlap with graduate degree courses. The courses may or may not be unique to the certificate.

SECTION V: UNDERGRADUATE DIPLOMAS

44. An Undergraduate Diploma is a program of study involving a significant body of academic work coherently organized around clear learning objectives. ~~15~~Undergraduate Diplomas (including post-baccalaureate diplomas and all diplomas offered by MCE) may be focused primarily upon academic or professional development objectives, but all must include academic content equivalent to a **minimum of 24 units** ~~(half a year)~~ of undergraduate ~~-~~level course work.

45. Undergraduate Diplomas serve as complementary study to degree programs, professional preparation or upgrading, and transferring credit into undergraduate degree programs. The word *Diploma* must be included in the program name (for example, *Diploma in Accounting*).

Academic Program Requirements

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

General Admission Requirements

47. Students who wish to enter an Undergraduate Diploma program must meet at least one of the following criteria:

a) possess an Ontario Secondary School Diploma or equivalent;

b) be a mature Student as defined in the *Undergraduate Calendar*; or

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

48. These requirements ensure that Students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Diploma programs and take into account the function of transferring credit into degree programs that some diplomas perform.

Additional Admission Requirements

49. Any particular diploma program may have other admission requirements appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

Credit Toward Degree or Other Program Studies

50. The maximum overlap with degree courses is 70% of the requirement for the diploma. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

SECTION VI: UNDERGRADUATE ACADEMIC CERTIFICATES

51. An Undergraduate Certificate is a program of study coherently organized around clear learning objectives.

52. There are three types of Undergraduate Academic Certificates. Each certificate has the academic content equivalent to a specified amount of undergraduate study at McMaster, as indicated below:

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

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

c) Concurrent Undergraduate Certificate (**15 units**).

STAND-ALONE UNDERGRADUATE CERTIFICATE

Academic Course Requirements

32.53. ~~study at McMaster.~~ A Stand-Alone Undergraduate Certificate (including a Post-Baccalaureate Certificate) may be focused on academic or professional development learning objectives, but it must include academic credit courses equivalent to at least **15 units** of undergraduate study at McMaster. In addition to their academic content, Stand-Alone Undergraduate Certificate programs may include courses and other forms of learning which are not suitable for academic credit. The phrase *Undergraduate Certificate* must be included in the program name (for example, *Health Professional Entrance Preparation (HPEP) Undergraduate Certificate*).

~~33. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential.~~

General Admission Requirements

~~34. There are two sets of admission requirements:~~

~~*General Requirements*~~

35.54. ~~students~~Students who wish to enter a Stand-Alone Undergraduate Certificate program must ~~have~~meet at least one of the following criteria:

a) possess an Ontario Secondary School Diploma or equivalent;

b) be a ~~mature student~~Mature Student as defined in the *Undergraduate Calendar* ~~of McMaster University~~; or

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

~~36.~~55. ~~t~~These requirements ensure that ~~s~~Students have the basic capabilities necessary to ~~deal with~~manage the academic ~~credit courses~~content in an Undergraduate Certificate program~~s~~ and take into account the ~~bridging~~ function of transferring credit into degree programs that some certificates perform~~; and~~.

Additional Admission Requirements

~~37.~~56. ~~a~~Any particular Stand-Alone Undergraduate Certificate program may have other admission requirements which are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular certificate.

Credit Toward Degree or Other Program Studies

57. A Stand-Alone Undergraduate Certificate may bridge Students into an undergraduate degree program, supply professional preparation or upgrade, or provide complementary work to degree studies.

58. Students may use up to 100% of the academic credit courses completed toward a Stand-Alone Undergraduate Certificate for advanced credit toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING

~~38.~~59. Stand-Alone Certificate of Professional Learning enables ~~learners~~ Students to complete an academic program of study (**9 units**) with a professional focus. ~~-~~It will include academic development objectives targeting the ~~learner's~~Student's growth in a professional area and will meet the minimum criterion of academic content. ~~-~~Stand-Alone Certificates of Professional Learning serve the function of ~~bridging~~transferring credit into undergraduate degree programs and professional enhancement. The phrase *Certificate of Professional Learning* must be included in the program name (for example, *Certificate of Professional Learning in User Experience and User Interface (UX/UI Design)*).

Academic Course Requirements

~~39.~~60. All Stand-Alone Certificates of Professional Learning must include academic credit courses equivalent to **9 units** of undergraduate study at McMaster. ~~-~~Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential ~~at the discretion of and in accordance with the normal academic rules specified by~~. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

General Admission Requirements

~~40. There are two sets of admission requirements:~~

~~*General Requirements*~~

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

a) an Ontario Secondary School Diploma or equivalent;

b) be a mature ~~s~~Student as defined in the *Undergraduate Calendar* ~~of McMaster University~~; or

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

42.62. ~~t~~These requirements ensure that ~~s~~Students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Certificate programs and take into account the ~~bridging~~ function of transferring credit into degree programs that some certificates perform~~; and~~.

Additional Admission Requirements

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

CONCURRENT UNDERGRADUATE CERTIFICATE

44.64. A Concurrent Undergraduate Certificate shall be focused primarily upon academic development objectives and must meet the minimum criterion of academic content (**15 units**). ~~-~~This type of ~~C~~certificate sets out a plan of study complementary to degree studies and will provide added value to ~~degree~~those studies. The phrase *Concurrent Certificate* must be included in the program name (for example, the *Concurrent Certificate in Leadership, Equity, and Social Change*).

Academic Course Requirements

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

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

Admission Requirements

~~47.~~67. Students who wish to enter a Concurrent Undergraduate Certificate program must be enrolled in an undergraduate degree program at McMaster.

~~48.~~68. Any particular Concurrent Undergraduate Certificate program may have other admission requirements, such as prerequisite courses, which are appropriate to its learning objectives.

~~SECTION Vi: GRADUATE CERTIFICATES~~

~~49. A Graduate Certificate is a program of study coherently organized around clear learning objectives and having academic content equivalent to a minimum of three graduate courses at McMaster.~~

Credit Toward Degree or Other Program Studies

~~Academic Course Requirements~~

~~50. All Graduate Certificates must include academic credit courses equivalent to at least three courses at the graduate level at McMaster.~~ Up to 100% of the requirement for the concurrent certificate ~~course requirements~~ may overlap with undergraduate degree courses. ~~(Courses may or may not be unique to the certificate.)~~

SECTION VII: ACADEMIC MICROCREDENTIALS

69. Academic microcredentials must meet the standards for academic coursework, but there are no minimum credit hours to complete the work. Microcredentials may be within a program, separate from a program, or they could reside simultaneously in both places. The word Microcredential must appear in the credential name (for example, *Microcredential in Project Management*).

General Admission Requirements

51. ~~There are two sets of~~ Students who wish to begin an academic microcredential must meet its specified admission requirements~~:~~

~~*General Requirements*~~

52.70. ~~students who wish to enter a Graduate Certificate program must meet the~~ . Since a microcredential may be aimed at Students and Learners from a broad range of backgrounds, the admission requirements of ~~a Master's level program.~~the academic microcredential are considered at the time of its approval, whether linked to a degree or diploma program, certificate, or as a stand-alone non-academic learning activities such as a portfolio, placement, community project, or others. These admission requirements for a microcredential will ensure that ~~students~~Students and Learners have the basic capabilities necessary to deal with the ~~academic credit courses in Graduate Certificate programs; and~~learning activity.

Additional Admission Requirements

53.71. ~~any particular Graduate Certificate program~~Any microcredential may have other admission requirements ~~which~~that are appropriate to its learning objectives. ~~-~~These requirements may include prerequisite courses or degrees specific to the particular ~~certificate~~microcredential.

Credit Toward Another Credential

72. Academic microcredentials may be stacked together to be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential. See also *Section II: Procedural Requirements: Academic Credit for Diploma and Certificate Courses and Microcredentials*.

SECTION ~~VII: OTHER CERTIFICATES~~VIII: NON-ACADEMIC CREDENTIALS

~~54. There are two~~Non-Academic Credentials are distinct and differentiated from academic certificates, microcredentials, and diplomas. The types of ~~non-academic programs:~~

~~f)~~ Non-Academic Credentials include Certificates of Completion~~: and~~

~~55.~~73. , Non-Academic Microcredentials, and Certificates of Attendance.

~~56. These non-academic programs are distinct and differentiated from Certificates and Diplomas. The term "Certificate" shall only be used by McMaster courses and programs within the guidelines of this Policy.~~

74. The majority of Certificates of Completion, Non-Academic Microcredentials, and Certificates of Attendance will not normally be categorized expressly as graduate or undergraduate offerings, although such categorization may be identified at the discretion of the unit proposing the credential or the CDM Committee.

CERTIFICATE OF COMPLETION

~~57.~~75. A Certificate of Completion acknowledges that an individual has completed a course or program at McMaster that does not ~~have~~meet the ~~status~~requirements of an academic program.

~~58.~~76. A Certificate of Completion can be issued when a non-academic course or program includes a minimum of **30 contact hours** and **evaluation** of the ~~l~~Learner's learning.~~-~~ Certificates of Completion may include academic content if the course or courses have been approved for credit toward another credential. The phrase *Certificate of Completion* must be included in the credential name (for example, the *Teaching and Learning Foundations Certificate of Completion*).

~~59. The learner must demonstrate competency in the material as determined by evaluation methods which may include an exam, paper, project, presentation, etc. This will normally be recorded as a pass or fail, and records will be kept by the unit offering the program.~~

~~60.~~77. This category will be suitable for various types of life-long learning and career-related courses and programs. ~~The Certificate of Completion is not an academic certificate and as such shall not be categorized as undergraduate or graduate level.~~

Admission Requirements

~~61.~~78. Normally, there are no specific admission requirements.

Credit Toward Another Credential

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

63.80. A series of Certificates of Attendance (see below) cannot make up the components ofcomprise a Certificate of Completion or any other credential.

Approval Criteria

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

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

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

Guidelines and Limitations

Clarity and the protection of the McMaster certificate brand are paramount. Guidelines and Limitations

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

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

NON-ACADEMIC MICROCREDENTIAL

83. A Non-Academic Microcredential acknowledges that an individual has completed learning activities related to a coherent set of skills, competencies, or knowledge at McMaster that does not meet the requirements of an academic certificate, microcredential or diploma program.

84. The phrase *Non-Academic Microcredential* must appear in the credential name (for example, *Non-Academic Microcredential in Outdoor Leader Training*).

85. A Non-Academic Microcredential can be issued using the same learning activities as an academic microcredential, subject to approval by MCE or the offering Faculty. However, an individual Student or Learner cannot earn both academic and non-academic microcredentials for the same learning activity nor may a non-academic microcredential be transferred to an academic microcredential or stacked with any Academic Credential for credit after issuance.

86. This category will be suitable for various types of life-long learning and career-related courses and programs. The Non-Academic Microcredential shall not be categorized as undergraduate or graduate level. In addition, it will not appear on a transcript.

Admission Requirements

87. Normally, there are no specific admission requirements.

Credit Toward Another Credential

88. No academic credit shall be granted towards any Academic Credential, in part or whole.

89. A series of Non-Academic Microcredentials may be combined (stacked) for a Certificate of Completion (see above) that has been approved by MCE or the offering Faculty with the inclusion of these microcredentials. Non-academic microcredentials are issued by the Inspire Office (unless the offering Faculty has previously stated its intent to issue the credential instead of the Inspire Office), or MCE. A report of new non-academic microcredentials or revisions to existing non-academic microcredentials shall be provided annually to Undergraduate Council and Graduate Council.

Guidelines and Limitations

90. Clarity and the protection of the McMaster certificate brand are paramount. Thus, any unit that issue a non-academic microcredential shall not use the term *Academic* in their title, unless it is part of the term "Non-Academic Microcredential."

91. The microcredential description should include the credit or non-credit nature of the learning activity, that there will be Learner evaluation, the grading basis in which the Learner shall be evaluated (i.e., Pass/Fail), and that a "Non-Academic Microcredential" will be awarded for successful completion.

CERTIFICATE OF ATTENDANCE

~~69.~~92. A Certificate of Attendance acknowledges that an individual has participated in a set of activities at McMaster that does not ~~have~~meet the ~~status~~requirements of an academic program as there is no ~~academic content and no~~ evaluation of learning. The phrase *Certificate of Attendance* must appear in the credential name (for example, the *Medical Acupuncture Program Certificate of Attendance*).

~~70.~~93. Such activities are designed to meet the interests and objectives of participants who may want to acquire general knowledge or training for ~~general interest~~career related purposes, but who neither require nor seek any form of professional or academic recognition. ~~-~~As such a Certificate of Attendance shall not be categorized as undergraduate or graduate level. ~~-~~This category will be suitable for various types of life-long learning ~~courses and programs~~and career-focused learning experiences.

Admission Requirements

~~71.~~94. Normally, there are no specific admission requirements.

Credit Toward Degree or Other Program Studies

~~72.~~95. There is no credit granted toward additional credentials.

~~Approval Criteria~~

~~73. Although administrative and academic units at McMaster do not require approval from Undergraduate Council to issue Certificates of Attendance, they are required, at minimum, to report to Undergraduate Council on an annual basis new Certificates of Attendance programs and revisions to existing Certificate of Attendance programs.~~

~~74. However, if new **fees** are being charged to learners, administrative and/or academic units proposing the Certificate of Attendance program must follow the process for approval of academic certificates and diplomas.~~

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

Clarity and the protection of the McMaster certificate brand are paramount.

~~Guidelines and Limitations~~

~~75.~~96. ~~Clarity and the protection of the McMaster certificate brand are paramount.~~ Thus, any courses or programs that issue a Certificate of Attendance shall not use the term Certificate in their title, unless it is part of the term “Certificate of Attendance.”

~~**NON-MCMASTER CERTIFICATES**~~

~~76. McMaster collaborates with other organisations and institutions to offer programming toward a credential that is issued by that other entity. Such externally issued credentials are outside the scope of this Policy.~~

SECTION ~~VIII~~IX: PROCEDURES FOR APPROVAL

PROCEDURES

~~77.~~97. The Faculty, Inspire Office, or ~~Centre for Continuing Education~~MCE will present the proposal for undergraduate diplomas, undergraduate academic certificates and microcredentials, as well as undergraduate-level academic credit courses to the ~~Undergraduate Council Certificates and Diplomas~~CDM Committee.~~[2]~~ Once approved, the ~~Certificates and Diplomas~~ Committee will then make a recommendation to Undergraduate Council.

~~78.~~98. In the case of G~~g~~raduate Academic ~~c~~Certificates and Microcredentials as well as graduate-level academic courses, the Faculty, Inspire Office, or MCE will present proposals to the CDM Committee. Once approved, the Committee will then make a recommendation to Graduate Council.

~~79.~~99. The relevant Council shall report to the Senate the establishment, closure, and/or substantial revisions of academic certificate, microcredential and diploma programs.

~~80.~~100. The academic unit is responsible for providing a complete proposal. ~~-~~In addition to the program proposal, the complete submission must include ~~a statement~~the *Undergraduate* or *Graduate Calendar* copy, if applicable (see *Publication* of ~~academic merit~~*Credential Requirements*, below). A Statement of Academic Merit from the office of the Dean must also be included, as described below.

~~81.~~101. Graduate Diplomas are approved through the process outlined in the *Policy on Academic Program Development and Review*.

102. ~~The~~Applicability of credit from a microcredential to a degree, diploma, or certificate must be established and described in the microcredential's initial proposal. Likewise, any revisions to the rules of this applicability must be approved by the CDM Committee and by Undergraduate or Graduate Council, as appropriate.

APPROVAL CRITERIA

103. When approving a new certificate, diploma or microcredential, the CDM Committee and Undergraduate or Graduate Council (as appropriate) must ensure that the proposal appropriately fulfills all of the following criteria:

a) well-defined objective(s);

b) well-defined learning outcomes;

c) curriculum to meet the learning outcomes; and

[2] With the exception of MCE, units that are not academic departments or Faculty-based must consult with the Inspire Office during the development of any microcredentials.

d) admission requirements, as applicable.

104. See also *Appendix A* for additional details regarding the approval ~~and reporting processes for~~ workflow and governance of certificates, diplomas, and microcredentials.

Specific Criteria for Academic Credentials (Academic Certificates, Academic Microcredentials, and Diplomas)

105. If the courses or learning activities contained in the Academic Credential are not already approved as part of a degree program, to receive approval as academic credit, the credential must:

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

b) include a systematic evaluation of Student performance by the methods normally used in degree courses such as tests, essays, reports, narrative responses, interviews and/or other assignments.

Specific Criteria for Non-Academic Credentials (Certificate of Completion ~~and Certificates~~, Non-Academic Microcredential, Certificate of Attendance ~~are outlined in Section VII above.~~)

106. Except for the Certificate of Attendance, a learner undertaking a Non-Academic Credential must demonstrate competency in the material as determined by evaluation methods which may include an exam, paper, project, presentation, etc. This assessment will normally be recorded as a *Pass* or *Fail*, and the unit offering the program will retain the records.

107. Although administrative and academic units at McMaster do not need permission from Undergraduate or Graduate Councils to issue Non-Academic Credentials, they are required, at minimum, to report new Non-Academic Credentials and revisions thereof to Undergraduate or Graduate Council on an annual basis.

108. However, if new or revised **fees** are being charged to Learners, the Inspire Office or Faculty proposing the Non-Academic Credential must follow the full approval process for Academic Credentials.

109. It is expected that Non-Academic Credentials will be offered only when the activities are of benefit and/or interest to the community and are consistent with the objectives of the University.

Approval of Revisions

110. After their initial approval, any revisions to the descriptions, regulations, requirements, or course requirements of an academic certificate, microcredential, or diploma program must be approved by the governing bodies, as appropriate. These bodies include the CDM Committee, Undergraduate Council, or Graduate Council.

STATEMENT OF ACADEMIC MERIT

Proposals for new Academic Credentials must include a Statement of Academic Merit

82.111. ~~The statement of academic merit~~. This document is normally an attestation from a Faculty, at McMaster University, confirming that the ~~Faculty has vetted the~~ proposed program (or learning activity in the case of microcredentials) has been vetted and found that it meets the criteria for the designation proposed.~~-~~ That statement will also include a general description of how the academic merit of the proposal was evaluated, including such things as which academic departments were involved and the procedures used.

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

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

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

~~Financial Viability and Resource Implications~~

~~84. The financial viability of a certificate and diploma program is evaluated through other mechanisms within the University. All programs should follow these approval processes and ensure they are complying with financial policies, which may include returning a portion of revenue to the University.~~

113. ~~Diploma and academic certificate programs~~In the case where any proposed revisions to an existing academic certificate, microcredential, or diploma program will exceed approximately 40% of the credential's content, a new Statement of Academic Merit must be included with the proposal.

FINANCIAL VIABILITY AND RESOURCE IMPLICATIONS

University Student Fees Committee

85.114. Diploma programs, academic certificates, and microcredentials, as well as non-academic certificates and microcredentials for which fees are charged, must submit fee proposals to the University Student Fees Committee (USFC) for approval.~~-~~ Normally, this approval should be sought prior to submission of the academic proposal to Undergraduate Council or Graduate Council. ~~Please note that fees are approved by the Board of Governors for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.~~

Governance Approval

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

a) ~~Executive Director~~Associate Vice-President, Finance and ~~Administration~~Planning (Academic); and

b) Vice-Provost (~~Faculty~~Teaching & Learning) or Vice-Provost and Dean of Graduate Studies.

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

PUBLICATION OF CREDENTIAL REQUIREMENTS

117. Once approved, the full description and criteria for each Academic Credential must be published for public reference in the most appropriate location, so the nature of these credentials may be reviewed by potential Students and employers. For instance,

a) Undergraduate Diplomas, Undergraduate Concurrent Certificates, Stand-Alone Undergraduate Certificates, and Stand-Alone Certificates of Professional Learning must be published on the MCE website or in the *Undergraduate Calendar*, as appropriate;

b) Graduate Diplomas and Graduate Academic Certificates must be published in the *Graduate Calendar*.

c) Academic Microcredentials must be published on the MCE or the Inspire Office website, as appropriate;

d) Non-Academic Credentials (Certificate of Completion, Certificate of Attendance, Non-Academic Microcredential) should be published on a publicly-accessible website. Non-Academic Credentials are not required to be published in the *Undergraduate* or *Graduate Calendars*.

PARCHMENT DESIGN

118. Where a parchment (digital or paper-based) is provided to a Student or Learner upon completion of a certificate, diploma, or microcredential, the design of such document shall be consistent with those provided in this Policy (see *Appendix C: Sample Parchments*). It is understood that converting a parchment to a digital form may result in variations of the recommended design. As required, the parchment designs included in this Policy will be amended from time to time.

119. Where a credential is offered in partnership with an external institution, a notation of this partnership may be indicated on the parchment.

APPENDIX A: APPROVAL PATHS OF NEW OR REVISED CERTIFICATES, DIPLOMAS & MICROCREDENTIALS

Credential	Fees	Faculty Council or MCE	CDM	GCPC	USFC[1]	C&A	UGC	GC	UPC[1]	QC	Senate	PRC+ Board[1]
Non-Academic Microcredentials	New or Revised Fees to be Charged	A	A		A		A- UGC or GC		A		A	A
Certificate of Attendance		A	A		A		A- UGC or GC		A		A	A
Certificate of Completion		A	A		A		A- UGC or GC		A		A	A
Non-Academic Microcredentials	No Fees	A	I				I- UGC or GC					
Certificate of Attendance		A	I				I- UGC or GC					
Certificate of Completion		A	I				I- UGC or GC					
UNDERGRADUATE												
Undergraduate Diploma	New or Revised Fees to be Charged	A	A		A		A		A		A	A
Stand-Alone Undergraduate Certificate		A	A		A		A		A		A	A
Stand-Alone Certificate of Prof. Learning		A	A		A		A		A		A	A
Concurrent Undergraduate Certificate		A	A		A		A		A		A	A
Academic Microcredential		A	A		A		A		A		A	A
Undergraduate Diploma	No Fees	A	A				A				A	
Stand-Alone Undergraduate Certificate		A	A				A				A	
Stand-Alone Certificate of Prof. Learning		A	A				A				A	
Concurrent Undergraduate Certificate		A	A				A				A	
Academic Microcredential		A	A				A				A	
GRADUATE												
Graduate Diploma	New or Revised Fees to be Charged	A	A	A	A			A	A	A	A	A
Graduate Certificate		A	A	A	A			A	A		A	A
Academic Microcredential		A	A	A	A			A	A		A	A
Graduate Diploma	No Fees	A	I	A				A		A	A	
Graduate Certificate		A		A				A			A	
Academic Microcredential		A	A	A				A			A	

A - For Approval I – For Information *...See next page for notes*

Notes

[1] USFC, UPC, PRC, and Board approval is only required when new or revised fees are assessed. PRC and the Board examine fees and no other credential documentation. Departmental representation at these governance meetings is required only upon request by the University Secretariat. The fees review is undertaken in June for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.

Approval Bodies

Board: Board of Governors
C&A: Undergraduate Council Curriculum and Admissions Committee
CDM: Certificates, Diplomas & Microcredentials Committee
Faculty Council: Council for the corresponding unit offering the credential
GC: Graduate Council
GCPC: Graduate Studies Curriculum and Policy Committee
MCE: McMaster Continuing Education
PRC: Planning and Resources Committee of the Board of Governors
QC: Quality Council
Senate
UGC: Undergraduate Council
UPC: University Planning Committee
USFC: University Student Fees Committee

APPENDIX B: RELATED POLICIES AND LEGISLATION

This Policy is to be read in conjunction with the following policies, procedures and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching & Learning) or the Vice-Provost & Dean of Graduate Studies and in conjunction with the administrator of the other Policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO)
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Academic Program Development and Review, Policy on
- Academic Revenue Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty
- Code of Student Rights and Responsibilities
- Digital Learning Resources, Guidelines for
- Freedom of Information and Protection of Privacy Act
- Graduate Course Management Policy
- Graduate Examinations Policy
- Ownership of Student Work
- Professional Behaviour Code for Graduate Learners, Health Sciences
- Professional Behaviour Code for Undergraduate Learners, Health Sciences
- Requests for Relief for Missed Academic Term Work, Policy on
- Statement on Building an Inclusive Community with a Shared Purpose
- Statement and Guidelines on Inclusive Communications
- Student Appeal Procedures
- Undergraduate Course Management Policies
- Undergraduate Examinations Policy

APPENDIX C: SAMPLE PARCHMENTS

The Chancellor and Senate of

McMaster University

award

Firstname Lastname

the graduate diploma in

Advanced Neonatal Nursing

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

President and Vice-Chancellor | University Registrar | Dean of Graduate Studies

SAMPLE

~~Page updated May 2021~~

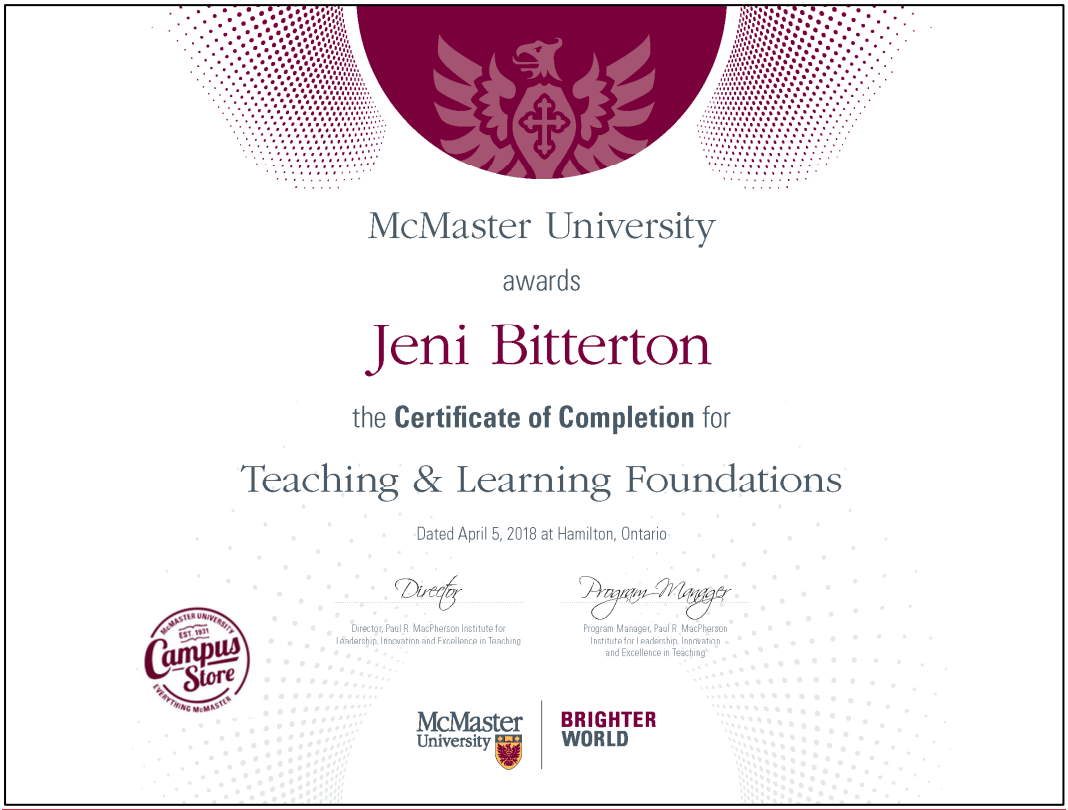
Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <CCE or Partner> in partnership with <CCE or Partner> and <CCE or Partner>
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the Centre for Continuing Education
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <CCE or Partner> in partnership with <CCE or Partner>
SAMPLE
Signature
Date
McMaster University

Name of Credential
is hereby presented to
Firstname Lastname
to recognize the successful completion of the
Program Title
delivered by the <Name of Faculty or Department>
SAMPLE
Signature
Date
McMaster University

A. Design Option for Graduate Diplomas.



B. Design Option for all other credentials. ***The Campus Store logo represents a placeholder for a partner institution (where applicable).***

McMaster University

Policies, Procedures and Guidelines

Complete Policy Title

Certificates, Diplomas & Microcredentials Policy

Policy Number (if applicable):

DRAFT 07 – February 28, 2023

Approved by

Senate

Date of Most Recent Approval

TBD

Date of Original Approval(s)

May 12, 1997

Supersedes/Amends Policy dated

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- Senate Policy on Diplomas and Certificates, June 6, 2018
- Policy on Certificates and Diplomas, March 10, 2010

Responsible Executive

Vice-Provost (Teaching and Learning)

Policy Specific Enquiries

Vice-Provost (Teaching and Learning)

General Policy Enquiries

Policy (University Secretariat)

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FORMAT: *If you require this document in an accessible format, please email policy@mcmaster.ca.*

TABLE OF CONTENTS

SECTION I: INTRODUCTION 1
PREAMBLE 1
TYPES OF CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS 1
TERMS AND DEFINITIONS 2
POLICY REVISIONS 3
SECTION II: PROCEDURAL REQUIREMENTS 4
MANAGEMENT OF ACADEMIC CREDENTIALS 4
Appeal Procedures and Access to University Services and Policies 4
ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES AND MICROCREDENTIALS 5
Stacking and Transferring between Credentials 6
ACADEMIC APPROVAL CRITERIA 6
SECTION III: GRADUATE DIPLOMAS 7
Academic Course Requirements 7
General Admission Requirements 7
Additional Admission Requirements 8
Credit Toward Degree or Other Program Studies 8
SECTION IV: GRADUATE ACADEMIC CERTIFICATES 9
Academic Course Requirements 9
General Admission Requirements 9
Additional Admission Requirements 9
Credit Toward Degree or Other Program Studies 9
SECTION V: UNDERGRADUATE DIPLOMAS 10
Academic Program Requirements 10
General Admission Requirements 10
Additional Admission Requirements 10
Credit Toward Degree or Other Program Studies 10
SECTION VI: UNDERGRADUATE ACADEMIC CERTIFICATES 11
STAND-ALONE UNDERGRADUATE CERTIFICATE 11
Academic Course Requirements 11
General Admission Requirements 11
Additional Admission Requirements 11
Credit Toward Degree or Other Program Studies 12
STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING 12
Academic Course Requirements 12
General Admission Requirements 12
Additional Admission Requirements 13
CONCURRENT UNDERGRADUATE CERTIFICATE 13
Academic Course Requirements 13
Admission Requirements 13
Credit Toward Degree or Other Program Studies 13
SECTION VII: ACADEMIC MICROCREDENTIALS 14
General Admission Requirements 14
Additional Admission Requirements 14
Credit Toward Another Credential 14

SECTION VIII: NON-ACADEMIC CREDENTIALS 15
CERTIFICATE OF COMPLETION 15
Admission Requirements 15
Credit Toward Another Credential 15
Guidelines and Limitations 15
NON-ACADEMIC MICROCREDENTIAL 16
Admission Requirements 16
Credit Toward Another Credential 16
Guidelines and Limitations 17
CERTIFICATE OF ATTENDANCE 17
Admission Requirements 17
Credit Toward Degree or Other Program Studies 17
Guidelines and Limitations 17
SECTION IX: PROCEDURES FOR APPROVAL 18
PROCEDURES 18
APPROVAL CRITERIA 18
Specific Criteria for Academic Credentials 19
Specific Criteria for Non-Academic Credentials 19
Approval of Revisions 19
STATEMENT OF ACADEMIC MERIT 20
FINANCIAL VIABILITY AND RESOURCE IMPLICATIONS 20
University Student Fees Committee 20
Governance Approval 20
PUBLICATION OF CREDENTIAL REQUIREMENTS 21
PARCHMENT DESIGN 21
APPENDIX A: APPROVAL PATHS OF NEW OR REVISED CERTIFICATES, DIPLOMAS & MICROCREDENTIALS 22
APPENDIX B: RELATED POLICIES AND LEGISLATION 24
APPENDIX C: SAMPLE PARCHMENTS 25

SECTION I: INTRODUCTION

PREAMBLE

1. The purpose of this Policy is to provide minimum academic criteria which must be met for the approval of Certificates, Diplomas and Microcredentials at McMaster University. The criteria are intended to maintain the University's high academic standards and enable certificates, diplomas, and microcredentials to provide studies and skills complementary to degree programs, professional preparation or upgrading, and/or transferring credit into degree programs.

2. This document also outlines the process which departments and Faculty offices may follow to develop new certificates, diplomas, and microcredentials for approval by the University's governing bodies.

3. The evaluation, approval, and monitoring of certificates, diplomas, and microcredentials is the responsibility of the University's governing councils, namely, Graduate Council, Undergraduate Council, and the University Planning Committee (as applicable). The relevant Council shall report to the Senate the establishment, closure, and/or substantial revisions of academic certificates, diplomas, and microcredentials. See *Section IX: Procedures for Approval* and *Appendix A: Approval Path for Certificates, Diplomas & Microcredentials* for more information about the approval and governance of these credentials.

4. Academic certificates, microcredentials, and diploma programs are operated in accordance with normal academic regulations as outlined in this Policy and published in the *Undergraduate Calendar* or *Graduate Calendar* (as applicable). Non-academic microcredentials are subject to the policies and procedures maintained by the Inspire Office.

5. The terms ***certificate***, ***diploma***, and ***microcredential*** shall only be used by McMaster courses, learning activities, and programs within the guidelines of this Policy.

TYPES OF CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS[1]

6. Academic Certificates:
   a) Graduate Academic Certificate
   b) Undergraduate Academic Certificates (approved by Senate through UGC or GC):
      (i) Stand-Alone Undergraduate Certificate
      (ii) Stand-Alone Certificate of Professional Learning
      (iii) Concurrent Undergraduate Certificate
7. Non-Academic Certificates:

[1] **Non-McMaster Certificates:** McMaster collaborates with other organizations and institutions to offer programming toward a credential issued by that other entity. Such externally-issued credentials are outside the scope of this Policy.

a) Certificate of Completion

b) Certificate of Attendance

8. Diplomas:
   a) Graduate Academic Diploma
   b) Undergraduate Academic Diploma
9. Academic Microcredentials:
   a) Graduate Academic Microcredential
   b) Undergraduate Academic Microcredential
10. Non-Academic Microcredentials

TERMS AND DEFINITIONS

11. For the purpose of interpreting this document:

a) Words in the singular may include the plural and words in the plural may include the singular;

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

c) **Calendar Copy** is the precise content to be published in the *Undergraduate* or *Graduate Calendar* and provides an overview of the credential, its admission requirements, academic/curriculum requirements for completion, and whether a Student or Learner may use the credential as credit toward degree or other program studies;

d) **CDM Committee** means the Joint Committee on Certificates, Diplomas and Microcredentials;

e) **Faculty office** means the Faculties of Business, Engineering, Health Sciences, Humanities, Science, Social Sciences, and the Arts & Science Program;

f) **Inspire Office** means the Inspire Office of Flexible Learning, which provides support and resources to units developing microcredentials;

g) A **Learner** is an individual recorded by a Faculty office, the Inspire Office, MCE, or a department as enrolled in a Non-Academic Credential. As members of the University Community, certain University policies apply to Learners (e.g., *Discrimination and Harassment Policy*, *Accessibility Policy*, etc.).

See also the definition of ***Student*** and *Section II: Procedural Requirements: Appeal Procedures and Access to University Services and Policies*.

h) A **Mature Student**, as defined in the *Undergraduate Calendar*, has not attended secondary school or college on a full-time basis for at least two years and has not previously attended university.

i) **Microcredential** means a designation of achievement of a coherent set of skills, competencies, or knowledge, specified by a statement of purpose, learning outcomes, and potential need by employers and/or in the community;

j) **MCE** means McMaster Continuing Education;

k) A **Parchment** is documentation provided to a Student or Learner attesting to the successful completion of a credential, whether electronic or paper-based.

l) **Student** means any individual recorded by the University Registrar as enrolled in an educational course of study recognized by the Senate and for whom the University maintains education records. See also the definition of ***Learner*** and *Section II: Procedural Requirements: Appeal Procedures and Access to University Services and Policies*.

POLICY REVISIONS

12. As per the *McMaster University Policy Framework*, the executive responsible will typically review this Policy every five years. Smaller and more frequent reviews may occur to ensure that this Policy is current and compliant with relevant standards and legislation.

SECTION II: PROCEDURAL REQUIREMENTS

MANAGEMENT OF ACADEMIC CREDENTIALS

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

14. Academic microcredentials are operated in accordance with normal academic regulations and to the same standards as academic certificate and diploma programs. For the purposes of this Policy, microcredentials are included under the umbrella of *certificates* with respect to the *McMaster University Act*, 1976;

15. A microcredential has fewer requirements and credit hours than traditional academic qualifications and focuses on competencies that are:

    a) not defined in existing programs;

    b) not accessible outside of limited enrolment programs;

    c) complementary to existing programs; and/or

    d) available as optionally stackable modules.

16. Student records for Academic Credentials, including grades, are maintained by the Office of the Registrar. Learner records for Non-Academic Credentials may be maintained by the Faculty office, Inspire Office, MCE, or department offering the Non-Academic Credential.

17. An academic microcredential shall not show by default on a transcript unless approved as part of a degree.

18. Academic and non-academic certificates, diplomas, and microcredentials are issued by the academic unit offering the program or learning activity to the Student upon completion of all academic requirements. Academic and non-academic microcredentials are issued by the Inspire Office (unless the offering Faculty has previously stated its intent to issue the credential instead of the Inspire Office), or MCE.

19. The learning activity for a microcredential may generate its own credential (unlike certificates and diplomas, which require multiple courses) and it may be counted as part of a corresponding diploma or certificate.

Appeal Procedures and Access to University Services and Policies

20. See definitions of ***Student*** and ***Learner*** in 11 (g) and (l) above.

21. Under this Policy, individuals registered in an Academic Credential, namely a Graduate Diploma, Graduate Academic Certificate, Undergraduate Diploma, Undergraduate Academic Certificate, or an Academic Microcredential, are **Students**. Students have access to specific University resources (including, but not limited to, library resources, Learning Management Systems, Microsoft 365 (including Teams) or University services where supplemental fees are paid alongside tuition). Students have rights and responsibilities under Student-specific University policies, including the ability to appeal under *Student Appeal Procedures* (see also *Appendix B: Related Policies and Legislation*). Learners do not have access to these services or Student-specific University policies.

22. Individuals registered in a Certificate of Completion, Non-Academic Microcredential, or Certificate of Attendance, are **Learners**. Learners may also be Students (if they are simultaneously registered in an Academic Credential (see *article 21* above)). As members of the University Community, certain non-academic University policies apply to Learners (e.g., *Discrimination and Harassment Policy*, *Accessibility Policy*, etc.). However, **Learners are not Students** and therefore Student-specific policies do not apply. Learners do not have appeal rights under the *Student Appeal Procedures*, nor do they have access to specific University resources (including, but not limited to, library resources, Learning Management Systems, Microsoft 365 (including Teams) or any University service in which a McMaster Student pays supplemental fees alongside tuition).

23. Learners enrolled in a non-academic microcredential may request a review of their evaluation to the Faculty Standing Committee on Microcredentials or to MCE within four (4) weeks of the submission of their final grade. Learners in this category will not have access to existing Student appeal procedures beyond the Faculty or MCE Standing Committee. The Learner must be informed of the decision within three (3) weeks from the date of the review request. The decision made by the Faculty or MCE Standing Committee will be final without the right of appeal.

ACADEMIC CREDIT FOR DIPLOMA AND CERTIFICATE COURSES AND MICROCREDENTIALS

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

25. Academic microcredentials must provide the same academic calibre as courses offered in degree programs but are expected to be shorter in duration and may have non-traditional delivery modes.

26. These microcredentials have fewer units than a course; credit may be a fraction of a unit and normally shall not exceed one unit level. As a general guideline, one academic unit normally corresponds to 10-15 academic contact hours.

27. See also *Section IX* and *Appendix A* for more information about the approval criteria and governance of Academic Credentials.

Stacking and Transferring between Credentials

28. Academic credit may be applied to another credential. Examples include, but are not limited to, transfer of credit from a certificate to a degree or from a degree to a diploma. Normally, credits can be applied to a maximum of two credentials. Refer to the details for each credential listed in this Policy for allowances and restrictions for applying credit from one credential to another.

29. Students may use up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs for advanced credit toward another credential. Academic microcredentials may be stacked together to be used toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

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

ACADEMIC APPROVAL CRITERIA

31. See *Section IX* and *Appendix A* for more information about the approval criteria and governance of Academic Credentials.

SECTION III: GRADUATE DIPLOMAS

32. A Graduate Diploma is based on Graduate Degree Level Expectations (GDLEs) and prepares Students for employment requiring sound judgment, personal responsibility and individual initiative, in complex and unpredictable professional environments.

33. The review and approval process for Graduate Diplomas is covered in the *Policy on Academic Program Development and Review*.

34. There are three types of Graduate Diplomas:

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

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

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

Academic Course Requirements

35. Graduate Diplomas must include academic content equivalent to a minimum of **four, three-unit (half)** graduate courses at McMaster.

General Admission Requirements

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

Additional Admission Requirements

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

Credit Toward Degree or Other Program Studies

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

SECTION IV: GRADUATE ACADEMIC CERTIFICATES

39. A Graduate Academic Certificate is a microcredential consisting of a program of study coherently organized around clear learning objectives.

Academic Course Requirements

40. All Graduate Academic Certificates must include academic credit courses equivalent to at least **two, three-unit (half)** graduate courses at McMaster.

General Admission Requirements

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

Additional Admission Requirements

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

Credit Toward Degree or Other Program Studies

43. Up to 100% of the certificate course requirements may overlap with graduate degree courses. The courses may or may not be unique to the certificate.

SECTION V: UNDERGRADUATE DIPLOMAS

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

45. Undergraduate Diplomas serve as complementary study to degree programs, professional preparation or upgrading, and transferring credit into undergraduate degree programs. The word *Diploma* must be included in the program name (for example, *Diploma in Accounting*).

Academic Program Requirements

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

General Admission Requirements

47. Students who wish to enter an Undergraduate Diploma program must meet at least one of the following criteria:

    a) possess an Ontario Secondary School Diploma or equivalent;

    b) be a mature Student as defined in the *Undergraduate Calendar*; or

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

48. These requirements ensure that Students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Diploma programs and take into account the function of transferring credit into degree programs that some diplomas perform.

Additional Admission Requirements

49. Any particular diploma program may have other admission requirements appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular diploma.

Credit Toward Degree or Other Program Studies

50. The maximum overlap with degree courses is 70% of the requirement for the diploma. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

SECTION VI: UNDERGRADUATE ACADEMIC CERTIFICATES

51. An Undergraduate Certificate is a program of study coherently organized around clear learning objectives.

52. There are three types of Undergraduate Academic Certificates. Each certificate has the academic content equivalent to a specified amount of undergraduate study at McMaster, as indicated below:

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

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

    c) Concurrent Undergraduate Certificate (**15 units**).

STAND-ALONE UNDERGRADUATE CERTIFICATE

Academic Course Requirements

53. A Stand-Alone Undergraduate Certificate (including a Post-Baccalaureate Certificate) may be focused on academic or professional development learning objectives, but it must include academic credit courses equivalent to at least **15 units** of undergraduate study at McMaster. In addition to their academic content, Stand-Alone Undergraduate Certificate programs may include courses and other forms of learning which are not suitable for academic credit. The phrase *Undergraduate Certificate* must be included in the program name (for example, *Health Professional Entrance Preparation (HPEP) Undergraduate Certificate*).

General Admission Requirements

54. Students who wish to enter a Stand-Alone Undergraduate Certificate program must meet at least one of the following criteria:

    a) possess an Ontario Secondary School Diploma or equivalent;

    b) be a Mature Student as defined in the *Undergraduate Calendar*; or

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

55. These requirements ensure that Students have the basic capabilities necessary to manage the academic content in an Undergraduate Certificate program and take into account the function of transferring credit into degree programs that some certificates perform.

Additional Admission Requirements

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

Credit Toward Degree or Other Program Studies

57. A Stand-Alone Undergraduate Certificate may bridge Students into an undergraduate degree program, supply professional preparation or upgrade, or provide complementary work to degree studies.

58. Students may use up to 100% of the academic credit courses completed toward a Stand-Alone Undergraduate Certificate for advanced credit toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

STAND-ALONE CERTIFICATE OF PROFESSIONAL LEARNING

59. Stand-Alone Certificate of Professional Learning enables Students to complete an academic program of study (**9 units**) with a professional focus. It will include academic development objectives targeting the Student's growth in a professional area and will meet the minimum criterion of academic content. Stand-Alone Certificates of Professional Learning serve the function of transferring credit into undergraduate degree programs and professional enhancement. The phrase *Certificate of Professional Learning* must be included in the program name (for example, *Certificate of Professional Learning in User Experience and User Interface (UX/UI Design*)).

Academic Course Requirements

60. All Stand-Alone Certificates of Professional Learning must include academic credit courses equivalent to **9 units** of undergraduate study at McMaster. Up to 100% of the academic credit courses completed toward undergraduate diploma and certificate programs may be used for credit toward another credential. The academic unit offering the subsequent credential shall apply credit at its discretion and per that credential's normal academic rules.

General Admission Requirements

61. Students who wish to enter a Stand-Alone Certificate of Professional Learning program must have at least one of:

    a) an Ontario Secondary School Diploma or equivalent;

    b) be a mature Student as defined in the *Undergraduate Calendar* ; or

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

62. These requirements ensure that Students have the basic capabilities necessary to deal with the academic credit courses in Undergraduate Certificate programs and take into account the function of transferring credit into degree programs that some certificates perform.

Additional Admission Requirements

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

CONCURRENT UNDERGRADUATE CERTIFICATE

64. A Concurrent Undergraduate Certificate shall be focused primarily upon academic development objectives and must meet the minimum criterion of academic content (**15 units**). This type of certificate sets out a plan of study complementary to degree studies and will provide added value to those studies. The phrase *Concurrent Certificate* must be included in the program name (for example, the *Concurrent Certificate in Leadership, Equity, and Social Change*).

Academic Course Requirements

65. All Concurrent Undergraduate Certificates must include academic credit courses equivalent to at least **15 units** of undergraduate study at McMaster.

66. In addition to their academic content, concurrent certificate programs may include courses and other forms of learning which are not suitable for academic credit.

Admission Requirements

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

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

Credit Toward Degree or Other Program Studies

69. Up to 100% of the requirement for the concurrent certificate may overlap with undergraduate degree courses.

SECTION VII: ACADEMIC MICROCREDENTIALS

70. Academic microcredentials must meet the standards for academic coursework, but there are no minimum credit hours to complete the work. Microcredentials may be within a program, separate from a program, or they could reside simultaneously in both places. The word Microcredential must appear in the credential name (for example, *Microcredential in Project Management*).

General Admission Requirements

71. Students who wish to begin an academic microcredential must meet its specified admission requirements. Since a microcredential may be aimed at Students and Learners from a broad range of backgrounds, the admission requirements of the academic microcredential are considered at the time of its approval, whether linked to a degree or diploma program, certificate, or as a stand-alone non-academic learning activities such as a portfolio, placement, community project, or others. These admission requirements for a microcredential will ensure that Students and Learners have the basic capabilities necessary to deal with the learning activity.

Additional Admission Requirements

72. Any microcredential may have other admission requirements that are appropriate to its learning objectives. These requirements may include prerequisite courses or degrees specific to the particular microcredential.

Credit Toward Another Credential

73. Academic microcredentials may be stacked together to be used for credit toward another credential at the discretion of and in accordance with the normal academic rules specified by the academic unit offering the subsequent credential. See also *Section II: Procedural Requirements: Academic Credit for Diploma and Certificate Courses and Microcredentials*.

SECTION VIII: NON-ACADEMIC CREDENTIALS

74. Non-Academic Credentials are distinct and differentiated from academic certificates, microcredentials, and diplomas. The types of Non-Academic Credentials include Certificates of Completion, Non-Academic Microcredentials, and Certificates of Attendance.

75. The majority of Certificates of Completion, Non-Academic Microcredentials, and Certificates of Attendance will not normally be categorized expressly as graduate or undergraduate offerings, although such categorization may be identified at the discretion of the unit proposing the credential or the CDM Committee.

CERTIFICATE OF COMPLETION

76. A Certificate of Completion acknowledges that an individual has completed a course or program at McMaster that does not meet the requirements of an academic program.

77. A Certificate of Completion can be issued when a non-academic course or program includes a minimum of **30 contact hours** and **evaluation** of the Learner's learning. Certificates of Completion may include academic content if the course or courses have been approved for credit toward another credential. The phrase *Certificate of Completion* must be included in the credential name (for example, the *Teaching and Learning Foundations Certificate of Completion*).

78. This category will be suitable for various types of life-long learning and career-related courses and programs.

Admission Requirements

79. Normally, there are no specific admission requirements.

Credit Toward Another Credential

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

81. A series of Certificates of Attendance (see below) cannot comprise a Certificate of Completion or any other credential.

Guidelines and Limitations

82. Clarity and the protection of the McMaster certificate brand are paramount. Thus, any courses or programs that issue a Certificate of Completion shall not use the term Certificate in their title, unless it is part of the term "Certificate of Completion." Exceptions may occur when a program is provided as

contract training to a company (i.e., not a public program) and the program name is determined jointly with the client.

83. The course description should include the credit or non-credit nature of the course, that there will be Learner evaluation, how the Learner shall be graded (i.e., Pass/Fail or a letter grade), and that a "Certificate of Completion" will be awarded for successful completion.

NON-ACADEMIC MICROCREDENTIAL

84. A Non-Academic Microcredential acknowledges that an individual has completed learning activities related to a coherent set of skills, competencies, or knowledge at McMaster that does not meet the requirements of an academic certificate, microcredential or diploma program.

85. The phrase *Non-Academic Microcredential* must appear in the credential name (for example, *Non-Academic Microcredential in Outdoor Leader Training*).

86. A Non-Academic Microcredential can be issued using the same learning activities as an academic microcredential, subject to approval by MCE or the offering Faculty. However, an individual Student or Learner cannot earn both academic and non-academic microcredentials for the same learning activity nor may a non-academic microcredential be transferred to an academic microcredential or stacked with any Academic Credential for credit after issuance.

87. This category will be suitable for various types of life-long learning and career-related courses and programs. The Non-Academic Microcredential shall not be categorized as undergraduate or graduate level. In addition, it will not appear on a transcript.

Admission Requirements

88. Normally, there are no specific admission requirements.

Credit Toward Another Credential

89. No academic credit shall be granted towards any Academic Credential, in part or whole.

90. A series of Non-Academic Microcredentials may be combined (stacked) for a Certificate of Completion (see above) that has been approved by MCE or the offering Faculty with the inclusion of these microcredentials. Non-academic microcredentials are issued by the Inspire Office (unless the offering Faculty has previously stated its intent to issue the credential instead of the Inspire Office), or MCE. A report of new non-academic microcredentials or revisions to existing non-academic microcredentials shall be provided annually to Undergraduate Council and Graduate Council.

Guidelines and Limitations

91. Clarity and the protection of the McMaster certificate brand are paramount. Thus, any unit that issue a non-academic microcredential shall not use the term *Academic* in their title, unless it is part of the term "Non-Academic Microcredential."

92. The microcredential description should include the credit or non-credit nature of the learning activity, that there will be Learner evaluation, the grading basis in which the Learner shall be evaluated (i.e., Pass/Fail), and that a "Non-Academic Microcredential" will be awarded for successful completion.

CERTIFICATE OF ATTENDANCE

93. A Certificate of Attendance acknowledges that an individual has participated in a set of activities at McMaster that does not meet the requirements of an academic program as there is no evaluation of learning. The phrase *Certificate of Attendance* must appear in the credential name (for example, the *Medical Acupuncture Program Certificate of Attendance*).

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

Admission Requirements

95. Normally, there are no specific admission requirements.

Credit Toward Degree or Other Program Studies

96. There is no credit granted toward additional credentials.

Guidelines and Limitations

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

SECTION IX: PROCEDURES FOR APPROVAL

PROCEDURES

98. The Faculty, Inspire Office, or MCE will present the proposal for undergraduate diplomas, undergraduate academic certificates and microcredentials, as well as undergraduate-level academic credit courses to the CDM Committee.[2] Once approved, the Committee will then make a recommendation to Undergraduate Council.

99. In the case of Graduate Academic Certificates and Microcredentials, as well as graduate-level academic courses, the Faculty, Inspire Office, or MCE will present proposals to the CDM Committee. Once approved, the Committee will then make a recommendation to Graduate Council.

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

101. The academic unit is responsible for providing a complete proposal. In addition to the program proposal, the complete submission must include the *Undergraduate* or *Graduate Calendar* copy, if applicable (see *Publication of Credential Requirements*, below). A Statement of Academic Merit from the office of the Dean must also be included, as described below.

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

103. Applicability of credit from a microcredential to a degree, diploma, or certificate must be established and described in the microcredential's initial proposal. Likewise, any revisions to the rules of this applicability must be approved by the CDM Committee and by Undergraduate or Graduate Council, as appropriate.

APPROVAL CRITERIA

104. When approving a new certificate, diploma or microcredential, the CDM Committee and Undergraduate or Graduate Council (as appropriate) must ensure that the proposal appropriately fulfills all of the following criteria:

    a) well-defined objective(s);

    b) well-defined learning outcomes;

    c) curriculum to meet the learning outcomes; and

    d) admission requirements, as applicable.

[2] With the exception of MCE, units that are not academic departments or Faculty-based must consult with the Inspire Office during the development of any microcredentials.

105. See also *Appendix A* for additional details regarding the approval workflow and governance of certificates, diplomas, and microcredentials.

Specific Criteria for Academic Credentials (Academic Certificates, Academic Microcredentials, and Diplomas)

106. If the courses or learning activities contained in the Academic Credential are not already approved as part of a degree program, to receive approval as academic credit, the credential must:

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

b) include a systematic evaluation of Student performance by the methods normally used in degree courses such as tests, essays, reports, narrative responses, interviews and/or other assignments.

Specific Criteria for Non-Academic Credentials (Certificate of Completion, Non-Academic Microcredential, Certificate of Attendance)

107. Except for the Certificate of Attendance, a learner undertaking a Non-Academic Credential must demonstrate competency in the material as determined by evaluation methods which may include an exam, paper, project, presentation, etc. This assessment will normally be recorded as a *Pass* or *Fail*, and the unit offering the program will retain the records.

108. Although administrative and academic units at McMaster do not need permission from Undergraduate or Graduate Councils to issue Non-Academic Credentials, they are required, at minimum, to report new Non-Academic Credentials and revisions thereof to Undergraduate or Graduate Council on an annual basis.

109. However, if new or revised **fees** are being charged to Learners, the Inspire Office or Faculty proposing the Non-Academic Credential must follow the full approval process for Academic Credentials.

110. It is expected that Non-Academic Credentials will be offered only when the activities are of benefit and/or interest to the community and are consistent with the objectives of the University.

Approval of Revisions

111. After their initial approval, any revisions to the descriptions, regulations, requirements, or course requirements of an academic certificate, microcredential, or diploma program must be approved by the governing bodies, as appropriate. These bodies include the CDM Committee, Undergraduate Council, or Graduate Council.

STATEMENT OF ACADEMIC MERIT

112. Proposals for new Academic Credentials must include a Statement of Academic Merit. This document is normally an attestation from a Faculty, at McMaster University, confirming that the proposed program (or learning activity in the case of microcredentials) has been vetted and found that it meets the criteria for the designation proposed. That statement will also include a general description of how the academic merit of the proposal was evaluated, including such things as which academic departments were involved and the procedures used.

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

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

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

114. In the case where any proposed revisions to an existing academic certificate, microcredential, or diploma program will exceed approximately 40% of the credential's content, a new Statement of Academic Merit must be included with the proposal.

FINANCIAL VIABILITY AND RESOURCE IMPLICATIONS

University Student Fees Committee

115. Diploma programs, academic certificates, and microcredentials, as well as non-academic certificates and microcredentials for which fees are charged, must submit fee proposals to the University Student Fees Committee (USFC) for approval. Normally, this approval should be sought prior to submission of the academic proposal to Undergraduate Council or Graduate Council.

Governance Approval

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

    a) Associate Vice-President, Finance and Planning (Academic); and

    b) Vice-Provost (Teaching & Learning) or Vice-Provost and Dean of Graduate Studies.

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

PUBLICATION OF CREDENTIAL REQUIREMENTS

118. Once approved, the full description and criteria for each Academic Credential must be published for public reference in the most appropriate location, so the nature of these credentials may be reviewed by potential Students and employers. For instance,

    a) Undergraduate Diplomas, Undergraduate Concurrent Certificates, Stand-Alone Undergraduate Certificates, and Stand-Alone Certificates of Professional Learning must be published on the MCE website or in the *Undergraduate Calendar*, as appropriate;

    b) Graduate Diplomas and Graduate Academic Certificates must be published in the *Graduate Calendar*.

    c) Academic Microcredentials must be published on the MCE or the Inspire Office website, as appropriate;

    d) Non-Academic Credentials (Certificate of Completion, Certificate of Attendance, Non-Academic Microcredential) should be published on a publicly-accessible website. Non-Academic Credentials are not required to be published in the *Undergraduate* or *Graduate Calendars*.

PARCHMENT DESIGN

119. Where a parchment (digital or paper-based) is provided to a Student or Learner upon completion of a certificate, diploma, or microcredential, the design of such document shall be consistent with those provided in this Policy (see *Appendix C: Sample Parchments*). It is understood that converting a parchment to a digital form may result in variations of the recommended design. As required, the parchment designs included in this Policy will be amended from time to time.

120. Where a credential is offered in partnership with an external institution, a notation of this partnership may be indicated on the parchment.

APPENDIX A: APPROVAL PATHS OF NEW OR REVISED CERTIFICATES, DIPLOMAS & MICROCREDENTIALS

Credential	Fees	Faculty Council or MCE	CDM	GCPC	USFC[1]	C&A	UGC	GC	UPC[1]	QC	Senate	PRC+ Board[1]
Non-Academic Microcredentials	New or Revised Fees to be Charged	A	A		A		A- UGC or GC		A		A	A
Certificate of Attendance		A	A		A		A- UGC or GC		A		A	A
Certificate of Completion		A	A		A		A- UGC or GC		A		A	A
Non-Academic Microcredentials	No Fees	A	I				I- UGC or GC					
Certificate of Attendance		A	I				I- UGC or GC					
Certificate of Completion		A	I				I- UGC or GC					
UNDERGRADUATE												
Undergraduate Diploma	New or Revised Fees to be Charged	A	A		A		A		A		A	A
Stand-Alone Undergraduate Certificate		A	A		A		A		A		A	A
Stand-Alone Certificate of Prof. Learning		A	A		A		A		A		A	A
Concurrent Undergraduate Certificate		A	A		A		A		A		A	A
Academic Microcredential		A	A		A		A		A		A	A
Undergraduate Diploma	No Fees	A	A				A				A	
Stand-Alone Undergraduate Certificate		A	A				A				A	
Stand-Alone Certificate of Prof. Learning		A	A				A				A	
Concurrent Undergraduate Certificate		A	A				A				A	
Academic Microcredential		A	A				A				A	
GRADUATE												
Graduate Diploma	New or Revised Fees to be Charged	A	A	A	A			A	A	A	A	A
Graduate Certificate		A	A	A	A			A	A		A	A
Academic Microcredential		A	A	A	A			A	A		A	A
Graduate Diploma	No Fees	A	I	A				A		A	A	
Graduate Certificate		A		A				A			A	
Academic Microcredential		A	A	A				A			A	

A - For Approval I – For Information ...*See next page for notes*

Notes

[1] USFC, UPC, PRC, and Board approval is only required when new or revised fees are assessed. PRC and the Board examine fees and no other credential documentation. Departmental representation at these governance meetings is required only upon request by the University Secretariat. The fees review is undertaken in June for the subsequent academic year, so approvals should be sought in sufficient time to launch programs as planned.

Approval Bodies

Board: Board of Governors
C&A: Undergraduate Council Curriculum and Admissions Committee
CDM: Certificates, Diplomas & Microcredentials Committee
Faculty Council: Council for the corresponding unit offering the credential
GC: Graduate Council
GCPC: Graduate Studies Curriculum and Policy Committee
MCE: McMaster Continuing Education
PRC: Planning and Resources Committee of the Board of Governors
QC: Quality Council
Senate
UGC: Undergraduate Council
UPC: University Planning Committee
USFC: University Student Fees Committee

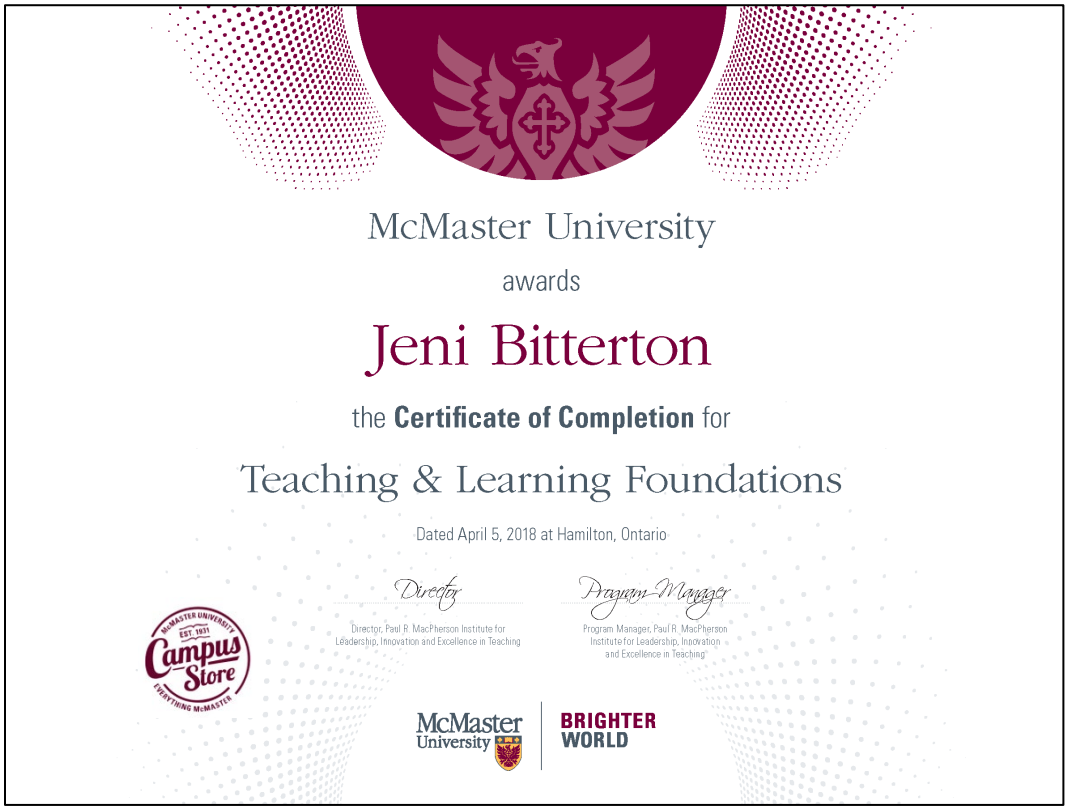
APPENDIX B: RELATED POLICIES AND LEGISLATION

This Policy is to be read in conjunction with the following policies, procedures and guidelines. Any question of the application of this Policy or related policies shall be determined by the Vice-Provost (Teaching & Learning) or the Vice-Provost & Dean of Graduate Studies and in conjunction with the administrator of the other Policy or policies. The University reserves the right to amend or add to the University's policies and statements from time to time (this is not a comprehensive list):

- Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO)
- Academic Accommodation of Students with Disabilities
- Academic Integrity Policy
- Academic Program Development and Review, Policy on
- Academic Revenue Activity Policy for Revenue Generating Certificate and Diploma Programs Administered through a Faculty
- Code of Student Rights and Responsibilities
- Digital Learning Resources, Guidelines for
- Freedom of Information and Protection of Privacy Act
- Graduate Course Management Policy
- Graduate Examinations Policy
- Ownership of Student Work
- Professional Behaviour Code for Graduate Learners, Health Sciences
- Professional Behaviour Code for Undergraduate Learners, Health Sciences
- Requests for Relief for Missed Academic Term Work, Policy on
- Statement on Building an Inclusive Community with a Shared Purpose
- Statement and Guidelines on Inclusive Communications
- Student Appeal Procedures
- Undergraduate Course Management Policies
- Undergraduate Examinations Policy

APPENDIX C: SAMPLE PARCHMENTS

A. Design Option for Graduate Diplomas.



B. Design Option for all other credentials. ***The Campus Store logo represents a placeholder for a partner institution (where applicable).***

McMaster University

UNIVERSITY SECRETARIAT
- Board of Governors
- Senate

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March 7, 2023

TO: Undergraduate Council Certificates and Diplomas Committee

FROM: Dr. Kim Dej, Chair of Undergraduate Council
Dr. Steve Hranilovic, Chair of Graduate Council

SUBJECT: **Proposal to Dissolve the Undergraduate Council Certificates and Diplomas Committee and to establish a Joint Committee on Certificates, Diplomas and Microcredentials**

The Undergraduate Council Certificates and Diplomas Committee scrutinizes proposals for new certificate and diploma programs and ensures their conformity with the Senate *Certificates and Diplomas Policy*. Graduate Council does not currently have such a committee, and therefore graduate-level certificates and diplomas are directed to Graduate Council for consideration.

The *Certificates and Diplomas Policy* is currently under review, with the primary goal of adding oversight of microcredentials. The review and deliberation of such programs will have an impact on both graduate and undergraduate levels.

Establishing a joint Undergraduate Council and Graduate Council committee to oversee certificates, diplomas and microcredentials would allow graduate matters to be deliberated and debated with the wider University community prior to recommendation to Graduate Council. Having one joint governing body to review non-degree programs will encourage consistency across Graduate and Undergraduate programs and help streamline approval processes.

A draft Committee membership proposal is submitted (Appendix A) along with relevant draft revisions of the Senate by-laws (Appendix B) including amendments to the committee terms of reference.

With support of the Committee, we propose to dissolve the Undergraduate Council Certificates and Diplomas Committee and establish a Joint Committee for Certificates, Diplomas and Microcredentials.

This proposal will be for discussion at the meeting of the Undergraduate Council Certificates and Diplomas Committee on March 7, 2023 and for approval at Undergraduate Council and Graduate Council. Once approved, the revisions to the Senate By-Laws will be approved through the normal processes.

APPENDIX A: PROPOSED COMMITTEE MEMBERSHIP OF THE JOINT COMMITTEE ON CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

Committee Membership
Chair of the Committee
Chair of Undergraduate Council (Ex-Officio)
Chair of Graduate Council (Ex-Officio)
Associate Dean (Undergraduate Studies), One of Six Faculties
Associate Dean (Graduate Studies), One of Six Faculties
University Registrar
Student Representative from Undergraduate Council
Student Representative from Graduate Council

Consultants
Director, McMaster Continuing Education
Associate Registrar & Graduate Secretary
Assistant Registrar, Records
Lead Educational Developer, MacPherson Institute
University Librarian

APPENDIX B: EXCERPT OF RELEVANT BY-LAWS OF THE SENATE OF MCMASTER UNIVERSITY INCLUDING PROPOSED SCHEDULE E1

ARTICLE X: THE GRADUATE COUNCIL

1. There shall be a Graduate Council with the following membership:

   Ex Officio Members (with vote)
   Chancellor
   President
   Provost
   Vice-President (Research)
   Vice-Provost and Dean of Graduate Studies
   The Dean of each Faculty offering graduate work
   The Associate Deans of Graduate Studies

   Ex Officio Members (without vote)
   Deputy Provost
   University Librarian
   University Registrar
   Secretary of the Senate
   Associate Registrar and Graduate Secretary

   Members
   Three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the Professors, Associate Professors, and Assistant Professors
   Two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a PhD program

   Observers
   Observers (as defined in clause 2(i)) named from time to time by the Vice-Provost and Dean of Graduate Studies to attend Graduate Council's meetings

   a) One-third of the voting members shall constitute a quorum at any meeting thereof.

2. The Chair of the Graduate Council shall be the Vice-Provost and Dean of Graduate Studies or, in the absence of the Vice-Provost and Dean of Graduate Studies, an Associate Dean of Graduate Studies.

3. The Secretary of the Graduate Council shall be the Associate Registrar and Graduate Secretary.

4. The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of clause 15.

5. The term of office of faculty members on the Graduate Council shall commence on the first day of July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.

6. The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.

7. The term of office of graduate students on the Graduate Council shall commence on the first day of September annually, and shall be for two years, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by an appointment by the appropriate Faculty Dean. Terms of office are renewable.

8. The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.

9. The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in clause 152 for filling a vacancy shall apply.

10. The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.

11. The powers and duties of the Graduate Council are:

    a) to make rules and regulations for governing its proceedings;

    b) to establish standing and ad hoc committees. The~~se~~ standing committees shall include, but are not limited to:

        (i) ~~an~~ the Executive Committee~~,~~; ~~and~~

        (ii) the~~a~~ Scholarships Committee;

        ~~(ii)~~(iii) the Joint Committee on Certificates, Diplomas and Microcredentials (see Schedule E1)~~.~~

    c) to regulate matters concerning graduate work of concern to the University as a whole;

d) to act upon recommendations concerning graduate work from each Faculty, upon such matters as are of particular concern to each Faculty;

e) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, or a Dean of a Faculty offering graduate work;

f) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;

g) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;

h) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;

i) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard for the wishes of the donor;

j) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;

k) to meet at least twice per academic year;

l) to post the agenda and the minutes of its meetings electronically.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new graduate programs;
- closure of existing graduate programs;
- substantial revisions of admission standards;
- substantial revisions to degree, diploma and certificate requirements and/or academic regulations.

ARTICLE XI: THE UNDERGRADUATE COUNCIL

12. There shall be an Undergraduate Council with the following membership:

Ex Officio
Chancellor
President,
Provost,
Vice-Provost (Teaching & Learning),
Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences (or their respective delegates);
Associate Dean of Health Sciences (Undergraduate Education),
Director of the Arts and Science Program
Director of McMaster Continuing Education
University Registrar
Associate Vice-President (Students and Learning) and Dean of Students
University Librarian

Members
Six faculty members elected from the Professors, Associate Professors, and Assistant Professors, comprising one member from each Faculty offering undergraduate work;
The faculty member of the Senate appointed by McMaster Divinity College
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.

Twelve members of the Council, excepting the Chancellor, the President and the Provost, shall constitute a quorum.

13. The Chair of the Undergraduate Council shall be the Vice-Provost (Teaching & Learning).

14. The Vice-Chair of the Undergraduate Council shall be elected annually by and from the members of the Undergraduate Council.

15. The Secretary of the Undergraduate Council shall be the Secretary of the Senate.

16. The faculty member elected from each Faculty offering undergraduate work shall be elected in accordance with the requirements of clause 15. These elections shall be conducted by the Secretary of the Senate.

17. The term of office of faculty members on the Undergraduate Council shall commence on the first day of July following their election, and shall be for three years, renewable once, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election.

18. The term of office for an undergraduate student member shall commence on the first day of July following the appointment of such member, and shall be for one year, renewable.

19. The powers and duties of the Undergraduate Council are:

    a) to make rules and regulations for governing its proceedings;

    b) 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;

    c) to act upon recommendations concerning undergraduate work from the several Faculties, the Arts and Science Program, or from McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

    d) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Undergraduate Council, an Associate Dean or Dean of a Faculty offering undergraduate work, the Director of the Arts and Science Program, or the Principal of McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

    e) 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;

    f) to stipulate the conditions of award of all fellowships, scholarships, medals, prizes and other awards established for undergraduate students, and to make such awards;

    g) to give direction to the Office of Student Financial Aid and Scholarships on policies and procedures respecting the acceptance of all fellowships, scholarships, medals, prizes and other awards for undergraduate students, and the administration thereof;

    h) to meet at least once each academic term; and

    i) to make publicly available the agenda and the minutes of its meetings.

The Undergraduate Council shall also have the power to establish committees as set forth in Schedule E. Revisions to Schedule E shall be approved by Undergraduate Council and forwarded to Senate for information.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new programs;
- closure of existing programs;

- substantial revisions of admission standards;
- substantial changes in degree, diploma and certificate requirements, and/or academic regulations.

Revised: ~~June 8, 2022~~April 2023

SCHEDULE E: UNDERGRADUATE COUNCIL COMMITTEES

1. The committees of Undergraduate Council shall include, but shall not be limited to:

   a) the Executive Committee;

   b) the Awards Committee;

   c) the Curriculum and Admissions Committee;

   ~~d) the Certificates and Diplomas Committee;~~ the Joint Committee on Certificates, Diplomas and Microcredentials (see schedule E1)

   ~~e)~~d) the Quality Assurance Committee, and

   ~~f)~~e) *ad hoc* committees and task forces as required.

   Except for the Executive Committee, ~~and~~ the Joint Committee on Certificates, Diplomas and Microcredentials, and the Quality Assurance Committee, each committee should be chaired by an elected faculty representative, an Associate Dean, or a knowledgeable faculty member of the University. These appointments shall be made by the Executive Committee. Each committee will consist of at least five members, including the Chair of Undergraduate Council. A majority of the Committee members shall be members of Undergraduate Council.

2.
   a) The Executive Committee shall consist of the Chairs of the Standing Committees of Undergraduate Council, the Chair of Undergraduate Council and the Vice-Chair of Undergraduate Council.

   b) The Chair of the Committee shall be the Chair of Undergraduate Council.

   c) The Committee shall act for Undergraduate Council between Council meetings on matters pertaining to Undergraduate Council. Such actions shall be reported for ratification at the next regular meeting of Undergraduate Council.

   d) The Committee shall nominate members to the committees of Council and, where otherwise not expressly identified, shall nominate the Chairs thereof. The Committee may invite two committee membership people whose expertise is sought, but who are not members of Undergraduate Council.

3. The Awards Committee shall be responsible for reporting to Undergraduate Council all scholarships and academic awards winners and adjudicating recommendations for scholarship and academic award winners as necessary. The Committee shall act as the guardian of standards and non-discriminatory fairness in award descriptions and nominations, develop and enforce policy regarding academic awards and adjudicate petitions regarding variances in the terms of awards.

~~4.~~ The Curriculum and Admissions Committee shall co-ordinate the curriculum changes from all Faculties with a view to fairness to students, avoidance of conflicts, and equity among Faculties. It shall also ensure that any new admissions policies or the revision of existing policies are consistent with general University guidelines. Dialogue with Institutions that seek unique University admission arrangements for their own students shall also be handled by the Curriculum and Admissions Committee.

~~5.~~4.

~~6. The Certificates and Diplomas Committee shall scrutinize proposals for new certificate and diploma programs and ensure their conformity with the Senate Policy on Diplomas and Certificates.~~

~~7.~~5. The Quality Assurance Committee is a joint committee of Undergraduate Council and Graduate Council, and shall assess cyclical program reviews and submit a report to Undergraduate Council or Graduate Council, as applicable, as set out in the Policy on Academic Program Development and Review.

Revised: ~~**May 17, 2017**~~**April 2023**

SCHEDULE E1: JOINT COMMITTEE ON CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

TERMS OF REFERENCE

The Joint Committee on Certificates, Diplomas and Microcredentials shall consist of no less than eight members including: one Associate Dean (Undergraduate Studies), one Associate Dean (Graduate Studies), two student members ~~of Senate~~, one of whom shall be ~~a~~from ~~g~~Graduate ~~student~~Council and one of whom shall be ~~an undergraduate student~~from Undergraduate Council, the Chair of Undergraduate Council and the Chair of Graduate Council, who shall be ex-officio voting members, University Registrar, and the Chair of the Committee. The Director of ~~,~~ McMaster Continuing Education, University Librarian, Associate Registrar & Graduate Secretary, Lead Educational Developer ~~,~~ from the MacPherson Institute, and the ~~Convocation and Curriculum Coordinator~~Assistant Registrar Records, or their delegates, shall be consultants to the Committee and do not carry a vote. Majority of the voting members shall constitute quorum at any meeting thereof.

The Secretary of the Committee shall be the Secretary of Senate, or their delegate.

The Chair shall be a knowledgeable faculty member selected by the Chair of Undergraduate Council and Chair of Graduate Council from among the Teaching Staff.

The Joint Committee on Certificates, Diplomas and Microcredentials shall scrutinize proposals for new non-degree programs and ensure their conformity with the Senate *Policy on Diplomas, Certificates and Microcredentials*.

The powers and duties of the Committee are as follows:

a) deliberate on educational non-degree programs including, but not limited to, Certificates of Professional Learning, Concurrent or Standalone Certificates, Certificates of Completion, Certificates of Attendance, Diplomas and Microcredentials as prescribed by the *Certificates and Diplomas Policy*. The Committee shall not oversee degree-seeking programs or non-McMaster Certificates developed in collaboration with other organizations and institutions where such credentials are externally issued.

b) evaluate and recommend the establishment, closure, and/or substantial revisions to graduate matters before the Committee to Graduate Council and to the Senate where required.

c) evaluate and recommend the establishment, closure, and/or substantial revisions to undergraduate matters before the Committee, and those from McMaster Continuing Education, to Undergraduate Council and the Senate where required.

d) where required, review the Senate *Certificates, ~~and~~ Diplomas and Microcredentials Policy* and, where appropriate, make recommendations to Undergraduate Council and Graduate Council and the Senate.

Revised: April 2023

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McMaster University

UNIVERSITY SECRETARIAT
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March 7, 2023

TO: Undergraduate Council Certificates and Diplomas Committee

FROM: Dr. Kim Dej, Chair of Undergraduate Council
Dr. Steve Hranilovic, Chair of Graduate Council

SUBJECT: **Proposal to Dissolve the Undergraduate Council Certificates and Diplomas Committee and to establish a Joint Committee on Certificates, Diplomas and Microcredentials**

The Undergraduate Council Certificates and Diplomas Committee scrutinizes proposals for new certificate and diploma programs and ensures their conformity with the Senate *Certificates and Diplomas Policy*. Graduate Council does not currently have such a committee, and therefore graduate-level certificates and diplomas are directed to Graduate Council for consideration.

The *Certificates and Diplomas Policy* is currently under review, with the primary goal of adding oversight of microcredentials. The review and deliberation of such programs will have an impact on both graduate and undergraduate levels.

Establishing a joint Undergraduate Council and Graduate Council committee to oversee certificates, diplomas and microcredentials would allow graduate matters to be deliberated and debated with the wider University community prior to recommendation to Graduate Council. Having one joint governing body to review non-degree programs will encourage consistency across Graduate and Undergraduate programs and help streamline approval processes.

A draft Committee membership proposal is submitted (Appendix A) along with relevant draft revisions of the Senate by-laws (Appendix B) including amendments to the committee terms of reference.

With support of the Committee, we propose to dissolve the Undergraduate Council Certificates and Diplomas Committee and establish a Joint Committee for Certificates, Diplomas and Microcredentials.

This proposal will be for discussion at the meeting of the Undergraduate Council Certificates and Diplomas Committee on March 7, 2023 and for approval at Undergraduate Council and Graduate Council. Once approved, the revisions to the Senate By-Laws will be approved through the normal processes.

APPENDIX A: PROPOSED COMMITTEE MEMBERSHIP OF THE JOINT COMMITTEE ON CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

Committee Membership
Chair of the Committee
Chair of Undergraduate Council (Ex-Officio)
Chair of Graduate Council (Ex-Officio)
Associate Dean (Undergraduate Studies), One of Six Faculties
Associate Dean (Graduate Studies), One of Six Faculties
University Registrar
~~Undergraduate~~ Student Representative from Undergraduate Council
~~Graduate~~ Student Representative from Graduate Council

Consultants
Director, McMaster Continuing Education
~~University Registrar~~
Associate Registrar & Graduate Secretary
Assistant Registrar, Records
Lead Educational Developer, MacPherson Institute
University Librarian

APPENDIX B: EXCERPT OF RELEVANT BY-LAWS OF THE SENATE OF MCMASTER UNIVERSITY INCLUDING PROPOSED SCHEDULE E1

ARTICLE X: THE GRADUATE COUNCIL

1. There shall be a Graduate Council with the following membership:

   Ex Officio Members (with vote)
   Chancellor
   President
   Provost
   Vice-President (Research)
   Vice-Provost and Dean of Graduate Studies
   The Dean of each Faculty offering graduate work
   The Associate Deans of Graduate Studies

   Ex Officio Members (without vote)
   Deputy Provost
   University Librarian
   University Registrar
   Secretary of the Senate
   Associate Registrar and Graduate Secretary

   Members
   Three full-time faculty members from each of the Faculties of Business, Engineering, Humanities, Science, and Social Sciences and three full-time graduate faculty members from the Faculty of Health Sciences, elected by the members of the Faculty, from the Professors, Associate Professors, and Assistant Professors
   Two full-time graduate students from each Faculty offering graduate work, elected by and from the graduate students in that Faculty with the proviso that in any Faculty engaged in doctoral studies at least one of the graduate students shall be registered in a PhD program

   Observers
   Observers (as defined in clause 2(i)) named from time to time by the Vice-Provost and Dean of Graduate Studies to attend Graduate Council's meetings

   a) One-third of the voting members shall constitute a quorum at any meeting thereof.

2. The Chair of the Graduate Council shall be the Vice-Provost and Dean of Graduate Studies or, in the absence of the Vice-Provost and Dean of Graduate Studies, an Associate Dean of Graduate Studies.

3. The Secretary of the Graduate Council shall be the Associate Registrar and Graduate Secretary.

4. The faculty members elected from each Faculty offering graduate work shall be elected in accordance with the requirements of clause 15.

5. The term of office of faculty members on the Graduate Council shall commence on the first day of July following their election, and shall be for three years, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election. Terms of office are renewable.

6. The election of faculty members of the Graduate Council shall be conducted by the Secretary of the Senate.

7. The term of office of graduate students on the Graduate Council shall commence on the first day of September annually, and shall be for two years, subject to the requirement that a vacancy occurring when six or more months remain in the term of office shall be filled by an appointment by the appropriate Faculty Dean. Terms of office are renewable.

8. The student members of the Graduate Council shall be elected by and from the graduate students in their respective Faculties, in accordance with procedures determined by their Faculties.

9. The Graduate Council may declare vacant the seat of any elected member who, without being granted leave of absence by the Council, fails to attend three consecutive regular meetings of the Council. Whenever a seat is declared vacant, the vacancy shall be filled through a by-election in the constituency which elected the person whose membership is vacant, unless the person is a graduate student, in which case the requirement stipulated in clause 152 for filling a vacancy shall apply.

10. The Graduate Council may, upon written request of a member, grant leave of absence to any member for a period not to exceed six consecutive months for illness or for other reasons deemed appropriate by the Council.

11. The powers and duties of the Graduate Council are:

    a) to make rules and regulations for governing its proceedings;

    b) to establish standing and ad hoc committees. The~~se~~ standing committees shall include, but are not limited to:

        (i) ~~an~~ the Executive Committee~~,~~; ~~and~~

        (ii) the~~a~~ Scholarships Committee;

        ~~(ii)~~(iii) the Joint Committee on Certificates, Diplomas and Microcredentials (see Schedule E1)~~.~~

    c) to regulate matters concerning graduate work of concern to the University as a whole;

d) to act upon recommendations concerning graduate work from each Faculty, upon such matters as are of particular concern to each Faculty;

e) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Graduate Council, or a Dean of a Faculty offering graduate work;

f) to recommend to the Senate the names of graduate students who have completed all requirements for a degree, diploma or certificate;

g) to determine the eligibility of Departments, Units, Schools, Institutes, Centres, or the like, to offer graduate work, and to make recommendations to the Senate for the administration of graduate work in areas not clearly lying within the jurisdiction of a single Faculty;

h) to report to the Senate upon such matters as may be judged necessary by the Graduate Council or as required by the Senate;

i) subject to final approval by the President, to stipulate the conditions of award of all fellowships, scholarships, assistantships, bursaries, prizes and other awards established for graduate students, having due regard for the wishes of the donor;

j) to arrange for action upon all applications or recommendations for fellowships, scholarships, assistantships, bursaries, prizes and other awards for graduate students;

k) to meet at least twice per academic year;

l) to post the agenda and the minutes of its meetings electronically.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new graduate programs;
- closure of existing graduate programs;
- substantial revisions of admission standards;
- substantial revisions to degree, diploma and certificate requirements and/or academic regulations.

ARTICLE XI: THE UNDERGRADUATE COUNCIL

12. There shall be an Undergraduate Council with the following membership:

Ex Officio
Chancellor
President,
Provost,
Vice-Provost (Teaching & Learning),
Associate Deans (Academic) of the Faculties of Business, Engineering, Humanities, Science and Social Sciences (or their respective delegates);
Associate Dean of Health Sciences (Undergraduate Education),
Director of the Arts and Science Program
Director of McMaster Continuing Education
University Registrar
Associate Vice-President (Students and Learning) and Dean of Students
University Librarian

Members
Six faculty members elected from the Professors, Associate Professors, and Assistant Professors, comprising one member from each Faculty offering undergraduate work;
The faculty member of the Senate appointed by McMaster Divinity College
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.

Twelve members of the Council, excepting the Chancellor, the President and the Provost, shall constitute a quorum.

13. The Chair of the Undergraduate Council shall be the Vice-Provost (Teaching & Learning).

14. The Vice-Chair of the Undergraduate Council shall be elected annually by and from the members of the Undergraduate Council.

15. The Secretary of the Undergraduate Council shall be the Secretary of the Senate.

16. The faculty member elected from each Faculty offering undergraduate work shall be elected in accordance with the requirements of clause 15. These elections shall be conducted by the Secretary of the Senate.

17. The term of office of faculty members on the Undergraduate Council shall commence on the first day of July following their election, and shall be for three years, renewable once, subject to the proviso that faculty members who are to be absent from the University for a year or more shall resign their seats before leaving and be replaced at an ensuing election.

18. The term of office for an undergraduate student member shall commence on the first day of July following the appointment of such member, and shall be for one year, renewable.

19. The powers and duties of the Undergraduate Council are:

    a) to make rules and regulations for governing its proceedings;

    b) 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;

    c) to act upon recommendations concerning undergraduate work from the several Faculties, the Arts and Science Program, or from McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

    d) to transact such business as is placed on its agenda by one or more of the Chair, the Secretary of the Undergraduate Council, an Associate Dean or Dean of a Faculty offering undergraduate work, the Director of the Arts and Science Program, or the Principal of McMaster Divinity College as it relates to the Master of Divinity and Master of Theological Studies degrees conferred by the University;

    e) 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;

    f) to stipulate the conditions of award of all fellowships, scholarships, medals, prizes and other awards established for undergraduate students, and to make such awards;

    g) to give direction to the Office of Student Financial Aid and Scholarships on policies and procedures respecting the acceptance of all fellowships, scholarships, medals, prizes and other awards for undergraduate students, and the administration thereof;

    h) to meet at least once each academic term; and

    i) to make publicly available the agenda and the minutes of its meetings.

The Undergraduate Council shall also have the power to establish committees as set forth in Schedule E. Revisions to Schedule E shall be approved by Undergraduate Council and forwarded to Senate for information.

Notwithstanding any of the above, the following matters must be referred to the Senate for decision:

- establishment of new programs;
- closure of existing programs;

- substantial revisions of admission standards;
- substantial changes in degree, diploma and certificate requirements, and/or academic regulations.

Revised: ~~June 8, 2022~~April 2023

SCHEDULE E: UNDERGRADUATE COUNCIL COMMITTEES

1. The committees of Undergraduate Council shall include, but shall not be limited to:

   a) the Executive Committee;

   b) the Awards Committee;

   c) the Curriculum and Admissions Committee;

   ~~d) the Certificates and Diplomas Committee;~~ the Joint Committee on Certificates, Diplomas and Microcredentials (see schedule E1)

   ~~e)~~d) the Quality Assurance Committee, and

   ~~f)~~e) *ad hoc* committees and task forces as required.

   Except for the Executive Committee, ~~and~~ the Joint Committee on Certificates, Diplomas and Microcredentials, and the Quality Assurance Committee, each committee should be chaired by an elected faculty representative, an Associate Dean, or a knowledgeable faculty member of the University. These appointments shall be made by the Executive Committee. Each committee will consist of at least five members, including the Chair of Undergraduate Council. A majority of the Committee members shall be members of Undergraduate Council.

2.
   a) The Executive Committee shall consist of the Chairs of the Standing Committees of Undergraduate Council, the Chair of Undergraduate Council and the Vice-Chair of Undergraduate Council.

   b) The Chair of the Committee shall be the Chair of Undergraduate Council.

   c) The Committee shall act for Undergraduate Council between Council meetings on matters pertaining to Undergraduate Council. Such actions shall be reported for ratification at the next regular meeting of Undergraduate Council.

   d) The Committee shall nominate members to the committees of Council and, where otherwise not expressly identified, shall nominate the Chairs thereof. The Committee may invite two committee membership people whose expertise is sought, but who are not members of Undergraduate Council.

3. The Awards Committee shall be responsible for reporting to Undergraduate Council all scholarships and academic awards winners and adjudicating recommendations for scholarship and academic award winners as necessary. The Committee shall act as the guardian of standards and non-discriminatory fairness in award descriptions and nominations, develop and enforce policy regarding academic awards and adjudicate petitions regarding variances in the terms of awards.

~~4.~~ The Curriculum and Admissions Committee shall co-ordinate the curriculum changes from all Faculties with a view to fairness to students, avoidance of conflicts, and equity among Faculties. It shall also ensure that any new admissions policies or the revision of existing policies are consistent with general University guidelines. Dialogue with Institutions that seek unique University admission arrangements for their own students shall also be handled by the Curriculum and Admissions Committee.

~~5.~~4.

~~6. The Certificates and Diplomas Committee shall scrutinize proposals for new certificate and diploma programs and ensure their conformity with the Senate Policy on Diplomas and Certificates.~~

~~7.~~5. The Quality Assurance Committee is a joint committee of Undergraduate Council and Graduate Council, and shall assess cyclical program reviews and submit a report to Undergraduate Council or Graduate Council, as applicable, as set out in the Policy on Academic Program Development and Review.

Revised: ~~**May 17, 2017**~~**April 2023**

SCHEDULE E1: JOINT COMMITTEE ON CERTIFICATES, DIPLOMAS AND MICROCREDENTIALS

TERMS OF REFERENCE

The Joint Committee on Certificates, Diplomas and Microcredentials shall consist of no less than eight members including: one Associate Dean (Undergraduate Studies), one Associate Dean (Graduate Studies), two student members ~~of Senate~~, one of whom shall be ~~a~~from ~~g~~Graduate ~~student~~Council and one of whom shall be ~~an undergraduate student~~from Undergraduate Council, the Chair of Undergraduate Council and the Chair of Graduate Council, who shall be ex-officio voting members, University Registrar, and the Chair of the Committee. The Director ~~of~~, McMaster Continuing Education, University Librarian, Associate Registrar & Graduate Secretary, Lead Educational Developer~~,~~ from the MacPherson Institute, and the ~~Convocation and Curriculum Coordinator~~Assistant Registrar Records, or their delegates, shall be consultants to the Committee and do not carry a vote. Majority of the voting members shall constitute quorum at any meeting thereof.

The Secretary of the Committee shall be the Secretary of Senate, or their delegate.

The Chair shall be a knowledgeable faculty member selected by the Chair of Undergraduate Council and Chair of Graduate Council from among the Teaching Staff.

The Joint Committee on Certificates, Diplomas and Microcredentials shall scrutinize proposals for new non-degree programs and ensure their conformity with the Senate *Policy on Diplomas, Certificates and Microcredentials*.

The powers and duties of the Committee are as follows:

a) deliberate on educational non-degree programs including, but not limited to, Certificates of Professional Learning, Concurrent or Standalone Certificates, Certificates of Completion, Certificates of Attendance, Diplomas and Microcredentials as prescribed by the *Certificates and Diplomas Policy*. The Committee shall not oversee degree-seeking programs or non-McMaster Certificates developed in collaboration with other organizations and institutions where such credentials are externally issued.

b) evaluate and recommend the establishment, closure, and/or substantial revisions to graduate matters before the Committee to Graduate Council and to the Senate where required.

c) evaluate and recommend the establishment, closure, and/or substantial revisions to undergraduate matters before the Committee, and those from McMaster Continuing Education, to Undergraduate Council and the Senate where required.

d) where required, review the Senate *Certificates, ~~and~~ Diplomas and Microcredentials Policy* and, where appropriate, make recommendations to Undergraduate Council and Graduate Council and the Senate.

Revised: April 2023

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1280 Main Street West
Hamilton, ON L8S 4L8
(905) 525-9140 x 23679
gs.mcmaster.ca

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meeting on February 7th the Faculty of Business Graduate Curriculum and Policy Committee approved the following recommendations.

Please note that these recommendations were approved by the Faculty of Business.

For Approval of Graduate Council:

a. **Master of Finance**
   i. **Change to Admission Requirements**

b. **M.B.A.**
   i. **Change to Course Requirements**

For Information of Graduate Council

a. **M.B.A.**
   ii. **Change to Course Title and Description**
      1. C650 Introduction to Health Management
      2. C700 Introduction to Health Management
      3. C711 Health Economics and Evaluation for Managers
      4. C721 Health Policy Analysis for Managers
      5. C725 Managing Communications in Health Care
      6. C736 Quality Management in Health Services
      7. C741 Health Care Marketing for Managers

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Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: DeGroote School of Business

Name of Program and Plan: Master of Finance

Degree: MFin

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐

Change in Admission Requirements ☒

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☐

Change in the Description of a Section of the Graduate Calendar ☐

Please explain: Updating language in Admission Requirements / Required Documentation section of the Master of Finance calendar. Changes reflect the holistic review process and provide more information to prospective students.

Other Changes ☐

Please explain: N/A

Describe the existing requirement/procedure: see below

Admission Requirements/Required Documentation

Normally, applicants must have an Honours Bachelor's degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+. Appropriate background for the program includes, but is not limited to, a degree in business, economics, or any quantitative-oriented field, with at least a few relevant finance, economics, or statistics courses.
The following documents are required in order to apply to the Master of Finance program:

1. Completed on-line application form (Please see a link to the form on http://mfin.degroote.mcmaster.ca/apply/)
2. An official transcript, to be sent directly from the issuing institution. If the final transcript does not show that a completed degree has been conferred, an official copy of your diploma is also required.
3. An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of a GMAT score, a comparable GRE score will be considered.
4. Two letters of recommendation, with at least one from an academic source. Please note that McMaster University uses the Electronic Referencing System. By entering the email address of your referee through the online application, the system will automatically send an eReference request on your behalf.
5. An official report of a TOEFL score or an IELTS score (for applicants whose native language is not English). A minimum TOEFL score of 92 (internet-based test) or IELTS score of 6.5 is required. Applicants who have completed a university degree for which English is the language of instruction may be exempted from this requirement.
6. Participation in a video interview.

Provided a detailed description of the recommended change:

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?):

Current Statement	Rationale
1. Normally, applicants must have an Honours Bachelor's degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+.	This change will take into account the SGS GPA requirement.
2. Appropriate background for the program includes, but is not limited to, a degree in business, economics, or any quantitative-oriented field, with at least a few relevant finance, economics or statistics courses.	The program is not limited to business or engineering students. We want to encourage diversity in the program. *Checking with SGS for more details*
3. An official transcript, to be sent directly from the issuing institution. If the final transcript does not show that a completed degree has been conferred, an official copy of your diploma is also required.	Official copies are not required at the time of the application.
4. An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of a GMAT score, a comparable GRE score will be considered.	GRE no longer has the GMAT equivalency tool on their website. In addition, the collective agreement from the admissions committee is to have the Admissions Officer decline applications that fall below the 50th percentile in the quantitative reasoning score.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

September 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

N/A

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

Admission Requirements/Required Documentation

~~Normally, applicants must have an Honours Bachelor's degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+. Appropriate background for the program includes, but is not limited to, a degree in business, economics or any quantitative-oriented field, with at least a few relevant finance, economics or statistics courses.~~ Applicants must have an Honours Bachelor's degree or equivalent with a cumulative grade point average (over the whole length of the degree) of at least B+. In addition, they must have an average of B+ in their last year of relevant courses. Students with an undergraduate degree in business, economics, or any quantitative-oriented field are good candidates for this program. Students from other fields are welcome to apply and they are highly encouraged to complete at least a few relevant finance, economics, statistics, and math courses.

The following documents are required in order to apply to the Master of Finance program:

1. Completed on-line application form (Please see a link to the form on http://mfin.degroote.mcmaster.ca/apply/)
2. ~~An official transcript, to be sent directly from the issuing institution. If the final transcript does not show that a completed degree has been conferred, an official copy of your diploma is also required.~~ Unofficial transcripts of all postsecondary education completed and in progress. If an offer is extended to the applicant, one of the conditions will be to request the official transcripts to be sent directly from the issuing institutions.
3. ~~An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of a GMAT score, a comparable GRE score will be considered.~~ An official GMAT score report. Normally, a minimum score of 600 is required. In lieu of the GMAT, the program will consider a GRE test with a score above the 50th percentile in the quantitative reasoning section.
4. Two letters of recommendation, with at least one from an academic source. Please note that McMaster University uses the Electronic Referencing System. By entering the email address of your referee through the online application, the system will automatically send an eReference request on your behalf.
5. An official report of a TOEFL score or an IELTS score (for applicants whose native language is not English). A minimum TOEFL score of 92 (internet-based test) or IELTS score of 6.5 is required. Applicants who have completed a university degree for which English is the language of instruction may be exempted from this requirement.
6. Participation in a video interview

Contact Information for the recommended change: Program Director - Master of Finance
Name: Dr. Ron Balvers
Email: balvers@mcmaster.ca
Date Submitted: January 24, 2023

McMaster University **SCHOOL OF GRADUATE STUDIES**

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

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

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Health Policy and Management
NAME OF PROGRAM and PLAN	MBA
DEGREE	**MBA**

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☐ Yes ☒ No

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**
OTHER CHANGES		**EXPLAIN:** Adding a course to the list of available electives in the Business Analytics Specialization of the MBA.

DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

C755 (Analytics and Decision-Making in Healthcare) is an elective towards the Health Services management specialization.

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

Recommend adding the C755 course to the list of Highly Recommended Electives for the analytics specialization.

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 focus of the C755 course is analytics but the course is currently not included in the list of electives that count towards the analytics specialization.

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

September 2023

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

no

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 course **C755 Analytics and Decision-Making in Healthcare** would be added to the list of **Highly Recommended Electives** in the description of the Business Analytics Specialization.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Glen Randall Email: randalg@mcmaster.ca Extension: 26191 Date submitted: Jan. 12, 2023

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

SGS/2013

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1280 Main Street West
Hamilton, ON L8S 4L8
(905) 525-9140 x 23679
gs.mcmaster.ca

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meetings on February 7th the Faculty of Health Sciences Graduate Policy and Curriculum Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved by the Faculty of Health Sciences.

For Approval of Graduate Council:

- **i. Health Management***
  - **i. Cancellation of Full-time Stream**
- **ii. Community and Public Heath**
  - **i. New Program Calendar Copy**
- **iii. Nursing**
  - **i. Cancellation of Advanced Neonatal Nursing Programs**
- **iv. Rehabilitation Sciences**
  - **i. Change to Course Requirements**

For Information of Graduate Council:

- **i. Community and Public Heath**
  - **ii. New Courses**
    1. 790 Foundations of Community Health and Policy
    2. 791 Knowledge translation for community health
    3. 792 Planning and evaluation for population and community health
    4. 793 Epidemiology & Research Methods in Community Health
- **ii. Nursing**
  - **iii. New Course**
    1. 726 Foundations of Integrated Care
- **iii. Rehabilitation Sciences**
  - **iv. Change to Course Description**
    1. 730 Scholarly Paper

*Also approved by the Faculty of Business.

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: Master of Health Management

Name of Program and Plan: **GINMH and HMGMTMHM**

Degree: Master of Health Management

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐

Change in Admission Requirements ☐

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☐

Change in the Description of a Section of the Graduate Calendar ☐
Please explain:

Other Changes ☒
Please explain: Remove the full-time stream of the MHM Program.

Describe the existing requirement/procedure: MHM Currently offers a full-time (~15 students) and part-time ~ 45 students) stream.

Provide a detailed description of the recommended change:

- Remove full-time stream from program

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?): See attached report.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

September 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain: N/A

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected): Remove full-time section

Degree Requirements

~~Full-time Stream~~

~~Complete with at least B- standing, eight (8) graduate half courses~~

- ~~HLTH MGT 700 / Health Systems and Policy Analysis~~
- ~~HLTH MGT 705 / Evaluating Sources of Evidence for Management and Evaluation~~
- ~~HLTH MGT 706 / Strategic Health Management Foundations~~
- ~~HLTH MGT 707 / Accounting & Financial Foundations for Healthcare Management~~
- ~~HLTH MGT 708 / Leadership in Health Organizations~~
- ~~HLTH MGT 732 / Strategic Writing for Healthcare Professional~~
- ~~HLTH MGT 733 / Knowledge Translation in Healthcare Practice and Management~~
- ~~HLTH MGT 734 / Quality and Safety in Healthcare~~

Contact Information for the recommended change:
Name: Dina Brooks (FHS) and Glen Randall (Business)
Email: brookd8@mcmaster.ca (FHS) and randalg@mcmaster.ca (Business)
Date Submitted: November, 2022

School of Rehabilitation Science
DeGroote SCHOOL OF BUSINESS

MASTER OF
Health Management

McMaster University

Report on the Master of Health Management Full-Time Cohort Pilot Project

Draft Report
September 15, 2022
Final Report
November 5, 2022

Prepared by:
Neil Barr, PhD
On behalf of the MHM Program Executive Committee

Introduction

The Master of Health Management (MHM) program was launched in September of 2010 as a part-time only, blended learning, graduate program for regulated health professionals. In Fall of 2018, the MHM program created a full-time cohort of the program as a pilot project to determine the demand and viability of a full-time cohort being integrated with the existing part-time cohorts. This first full-time cohort graduated in November of 2019 with 16 of the original 17 students. A few weeks later, the COVID-19 pandemic occurred. Therefore, rather than conducting a review of the full-time pilot project during the pandemic, it was decided to extend the pilot and delay the review.

Now that the pandemic is under greater control, the MHM program co-directors (Dr. Dina Brooks and Dr. Glen Randall) asked me (Dr. Neil Barr) to conduct the review. I hold a PhD in Health Policy Analysis from McMaster University and I am currently a faculty member in the DeGroote School of Business. I have had extensive involvement with the MHM program and teach multiple courses within the program. As such, I have had direct contact with all MHM students (both full-time and part-time) since the pilot was initiated. In conducting the review, I have had the opportunity to speak with students and faculty and have had access to student survey results. While the quantitative data available for the review was limited the qualitative feedback was rich and compelling.

Background on the MHM Program

In 2007, Dr. Glen Randall, a faculty member in the DeGroote School of Business at McMaster University, was reflecting on his time working as a regulated health professional and decided to champion the idea of creating a graduate program that would provide health professionals with the skills needed to move into management and leadership positions within their organizations, but with sufficient flexibility that they would be able to maintain their current employment. Out of this idea a partnership was formed between the DeGroote School of Business and the School of Rehabilitation Science to create such a program. The founders were Dr. Randall along with Dr. Mary Law (at the time, Dean of the School of Rehabilitation Science) and Dr. Patricia Wakefield (also from the DeGroote School of Business). Together, they designed and implemented the MHM program.

The MHM program is unique in that it was designed to:

- be a *partnership* between a business faculty and a health sciences faculty to draw on the expertise of a broader range of faculty members;
- be *interdisciplinary* and target all regulated health professionals so that students begin the program with some common background and experiences and similar educational needs and goals;
- maximize *flexibility* to ensure that academic objectives could be met despite most students working full-time with inconsistent schedules, and potentially in different time-zones (this was the basis for a part-time program offered primarily asynchronously);
- *ladder content* from one course to the next by having students take courses in sequence and only focusing on a single course at a time to maximize engagement with the content and minimize interference with their professional obligations; and
- build a *sense of community* by moving through the program in cohorts and participating in intensive face-to-face interactions during two three-day residencies.

The goal of the MHM program is to prepare regulated health professionals—who have several years of work experience and ideally some management experience—to meet the demands of a career as a leader in the healthcare sector. This is done by providing these professionals with core management skills and a broad understanding of Canadian and international healthcare environments. The program engages experts with experience in academia, industry, and government to teach students about the pressing issues in healthcare and equip them with the skills needed to solve complex healthcare problems.

The teaching approach focuses on the attainment and/or mastery of the MHM program's core competencies. The following list of competencies was created after assessing the academic literature at the time of the program's creation:

Lifelong Learning (understanding, demonstrating, and promoting the necessity for continuous learning among professionals);

Communication Skills (understanding and demonstrating effective communication styles and techniques and use of related technologies);

Conceptual Skills (identifying, synthesizing, and analyzing information in a coherent and methodical way to advance problem-solving and the creation of new information);

Awareness of the Political and Healthcare Environments (awareness and appreciation of the complexities and interrelationship between political and healthcare environments);

Organizational Behaviour and Human Resource Management (demonstrate an understanding of how organizations function and how human resources play a key role within organizations);

Financial Management (demonstrate an understanding of financial data and related management techniques which support good financial management practices);

Research Awareness (awareness and demonstrated understanding of the creation and use of research); and

Leadership (awareness and demonstration of skills which motivate others to excel within an ethical and supportive environment).

The MHM program utilizes asynchronous online teaching strategies and a self-directed learning philosophy. Part-time students move through the program one course at a time (a total of 8 courses), completing course work independently and in virtual groups with the same cohort throughout the program. The majority of MHM students are from Ontario, but there is student representation from across Canada which is supplemented with a small number of international students. Moreover, the interdisciplinary nature of the program and the diversity of the students has allowed a wide range of health care professionals to learn from one another.

The MHM program has been very successful. Enrollment targets have consistently been met and the student dropout rate has been extremely low. Instructors rave about the quality of the students, and students have provided glowing reviews of the program. In an effort to expand on this success, the program Executive Committee felt there may be some demand for a full-time option for individuals who were in a position to undertake full-time studies. A pilot was approved and a cohort of 17 full-time students began in the fall of 2018 alongside three cohorts of part-time students.

Introduction of the Full-Time Option

The pilot/trial of a full-time cohort required some revisions to the original direction of the program. Rather than taking a single course at a time, students would be permitted to take three courses in each of the fall and winter terms and two courses in the spring/summer term. They would also attend both the Fall and Spring residencies within a single academic year. Issues identified below are based on survey feedback, along with my conversations with, and direct exposure to, students and faculty members.

Issues of Concern Identified

1. **Full-Time students continuing to work full-time.** Full-time students are asked to verify that they can commit the required time to the program and that they would not be working full-time during the program. Despite this, a large percentage of students in the full-time cohort continue full-time employment. These circumstances have had an unfavourable impact on the program. Instructors have noted that the full-time students tend to be less engaged in the courses (i.e., many are focused on trying to complete all the assignments rather than becoming immersed in the content of each course). As such, full-time students appear to interact less with fellow students compared to other part-time students, which further influenced the overall student dynamic within each course. In general, it was felt by faculty that these students had lower overall academic performance than their part-time peers; however, there does not appear to be any difference in graduation rates.

2. **Requests to move to part-time.** In some instances, full-time students have acknowledged that the volume of work required was too much and they requested to shift to part-time status. Changing from full- to part-time status results in students being off schedule, and it is not clear which cohort they belong to which has a negative impact on *sense of community*. Status changes also mean additional administrative work for program staff.

3. **Inability to ladder content.** While part-time students continue to benefit from the process of *laddering content* from course to course, full-time students do not fully benefit from the program's design since they are required to take up to three courses at one time. Therefore, full-time students may feel that they are at a disadvantage when other (part-time) students have already completed courses that provide context for subsequent courses.

4. **Attending two residencies in the same school year.** Attending both the Fall and Spring residency in the same school year may present logistical hurdles for some students (e.g., scheduling time off from work). Full-time students attend the residencies with part-time students from different years at each residency, which also has a negative impact on *sense of community*.

5. **Creation of a second graduation date.** This is a relatively minor point but, given the different schedule, full-time students graduate at the November convocation. This means some additional administrative work for staff as well as the time and expense associated with holding a graduation reception for a relatively small number of students (e.g., for the November 2022 ceremony there are 13 graduates, not all of whom are able to attend the reception).

While undertaking full-time studies may fit the schedule of some students, the number of applicants has been relatively low. In many cases, students that apply for the full-time program also indicate that they would also be willing to undertake the part-time program if no full-time spots are available. In total, we have had 58 full-time graduates over the past four years; 367 students have completed the program on a part-time basis. Overall, there is a general sense that there are few upsides associated with retaining the full-time option and numerous academically relevant downsides.

Recommendations

1. **Eliminate the full-time option.** Based on the above observations, I recommend eliminating the full-time option of the MHM program. It is reasonable to expect that many of the individuals who would have applied to the full-time option will also apply to the part-time option. The main advantages are that the benefits of laddering of content will apply to all students and that efforts to build a sense of community will be reinforced.

2. **Maintain or expand student numbers.** Given the demand for the program, the full-time positions should be replaced with part-time positions. While there may be a small decrease in revenues for the first two years, the program will reach equilibrium by the third year. One option to offset this temporary reduction in revenue is to slightly increase enrollment in each of the part-time cohorts. If this option was taken, revenues by year three would exceed current revenues.

Graduate Diploma in Community and Public Health

In keeping with McMaster University's purpose of advancing human and societal health and well-being, the Department of Health Research Methods, Evidence, and Impact (HEI) offers the Graduate Diploma in Community and Public Health (GDCPH) that draws on the strengths of the MPH and Public Health Preventative Medicine Program.

The Graduate Diploma in Community and Public Health is delivered exclusively online, providing professionals and aspiring professionals in social service, mental health and public health roles, as well as recent graduate students, with the knowledge, skills and expansive network they need to forge a rewarding career in community and public health.

GDCPH learners will complete coursework in Foundations of Community Health and Policy (PUBHLTH 717), Epidemiology and Research Methods in Community Health (PUBHLTH 718), Knowledge Translation for Community Health (PUBHLTH 719) and Planning and Evaluation for Population and Community Health (PUBHLTH 720), and will make the most of an innovative online curriculum, combining synchronous discussions and asynchronous components. GDCPH courses are taught by world-class faculty whose research programs inform public health policy and practice locally, nationally and internationally.

As one of Canada's best schools for public health education, McMaster University's aim is not simply to arm its learners with a graduate diploma, but to empower them to tackle the most pressing community and public health issues of our time with confidence, conviction and compassion.

Enquiries:

E-mail: gdcph@mcmaster.ca

Website: https://gdcph.healthsci.mcmaster.ca/

Admission

Applicants need to meet the admission requirements for entry into Graduate Studies at McMaster University, including:

- Completion (or expected completion) of a 4-year undergraduate program in any discipline.
- B+ average (75-79%, equivalent to a McMaster 8.5 grade point average) in the final year of undergraduate study.
- Completion of a statistics or mathematics undergraduate course with B+ standing.

- Additional evidence (CV and Letter of Interest) attesting to suitability for GDCPH study as reflected in work experience, relevance of academic background, and letters of recommendation.
- Two confidential academic letters of recommendation from instructors or research supervisors most familiar with your academic work are required.
- Applicants whose native language is not English must provide evidence of proficiency in the use of the English language. An official copy of your TOEFL score, or other evidence of competency in English is required. A minimum TOEFL (iBT) score of 92 (580 on the paper-based TOEFL test or 237 on the computer-based TOEFL test) is required. Students taking the IELTS test are required to achieve a minimum score of 6.5 with a minimum score of 5.5 in each category.

Meeting the minimum admissions requirements does not guarantee admission into the GDCPH. The admissions process is competitive.

Further details of the admission requirements and procedure are available at: https://gdcph.healthsci.mcmaster.ca/

Requirements

GDCPH students complete the diploma online on a part-time basis. There is no requirement for students to be available on the McMaster campus. Students must have suitable access to internet and computing, and may be required to participate in lectures and online tutorial sessions during business hours on Eastern Standard Time. To be awarded the GDCPH, students are required to complete the following four 3.0-unit online courses with minimum B- standing (70%).

1. PUBHLTH 717: Foundations of Community Health and Policy
2. PUBHLTH 718: Epidemiology and Research Methods in Community Health.
3. PUBHLTH 719: Knowledge Translation for Community Health
4. PUBHLTH 720: Planning and Evaluation for Population and Community Health

Program duration is normally 16 months. Except by permission of the program director students may take no more than one course concurrently and must complete the courses in the order listed above. Each course is offered once per academic year. Specific policies and procedures governing the GDCPH are provided on the website: https://gdcph.healthsci.mcmaster.ca/

McMaster University **SCHOOL OF GRADUATE STUDIES**

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

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

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Graduate Nursing Programs, School of Nursing
NAME OF PROGRAM and PLAN	Advanced Neonatal Nursing Diploma
DEGREE	**Masters of Science Neonatal Nursing Stream or Post-Master's Degree Diploma**

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☒ Yes ☐ No

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	x	**EXPLAIN:** Remove programs from Graduate Calenda			
OTHER CHANGES	x				

DESCRIBE THE EXISTING REQUIREMENT/PROCEDURE:

Currently, the Graduate Calendar shows the Advanced Neonatal Diploma programs in the Graduate Calendar

https://academiccalendars.romcmaster.ca/preview_program.php?catoid=46&poid=23841&returnto=9236

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

The Advanced Neonatal Programs (Masters stream or diploma) have not been offered for over 10 years, initially due to a lack of applicants. The School of Nursing no longer has faculty eligible to teach the program, and there are no faculty with relevant research programs. The recent Curriculum Renewal Process in the Graduate Nursing Programs did not identify that this program as a priority for renewal.

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?):

It was identified at IQAP Review that if the program is no longer offered it should be removed from Graduate Calendar.

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

Fall 2023

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

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):

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Nancy Carter	Email: carternm@mcmaster.ca	Extension: 22259	Date submitted: January 30, 2023

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

SGS/2013

McMaster University

School of Graduate Studies
Curriculum Changes - Program
Updated July 2022

Recommendation for change in graduate curriculum – for change(s) involving degree program requirements/procedures/milestones

Important: Please read the following notes before completing this form

1. This form must be completed for **all** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS Word **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca)

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

Department	**School of Rehabilitation Science**
Name of Program and Plan	**Rehabilitation Science - Course-Based Program**
Degree	**MSc**

Nature of Recommendation (please check appropriate box)

Is this change a result of an IQAP review? ○ Yes ○ No

○ **Creation of new milestone**	
○ **Change in admission requirements**	
○ **Change in comprehensive**	
○ **Change in course requirements**	
○ **Change in the description of a section in the graduate calendar**	**Explain:**
◉ **Other changes**	**Explain: Change in degree completion options.**

Describe the existing requirement/procedure

	Students in the MSc (Course-based) program are required to take REHAB 705, 706 and either 772 or 774 (3-unit courses), 3 electives (3 units each) and 3 final options to complete the program: a) two additional 3-unit electives, b) REHAB 730 Scholarly Paper (6 units); c) REHAB 735 Rehabilitation Research Project (6 units)
Provide a detailed description of the recommended change (Attach additional pages if space is not sufficient.)	**See attachment for Detailed Description of Recommended Change and corresponding Program Course Requirements Diagram.**
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?):	**See attachment for Rationale for the Recommended Change.**
Provide implementation date: (implementation date should be at the beginning of the academic year)	**September 2023**
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, explain.	**N/A**
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):	**See attachment for Description of the Recommended Changes to the graduate calendar using tracked changes.**

Contact information for the recommended change:

Name: Shaminder Dhillon	Email: sdhill@mcmaster.ca	Extension: 905.334.0423	Date submitted: 2023.01.15

Recommendation for Change in Graduate Curriculum – For Changes Involving Degree Program Requirements / Procedures / Milestones
ATTACHMENT

Provide a Detailed Description of the Recommended Change:

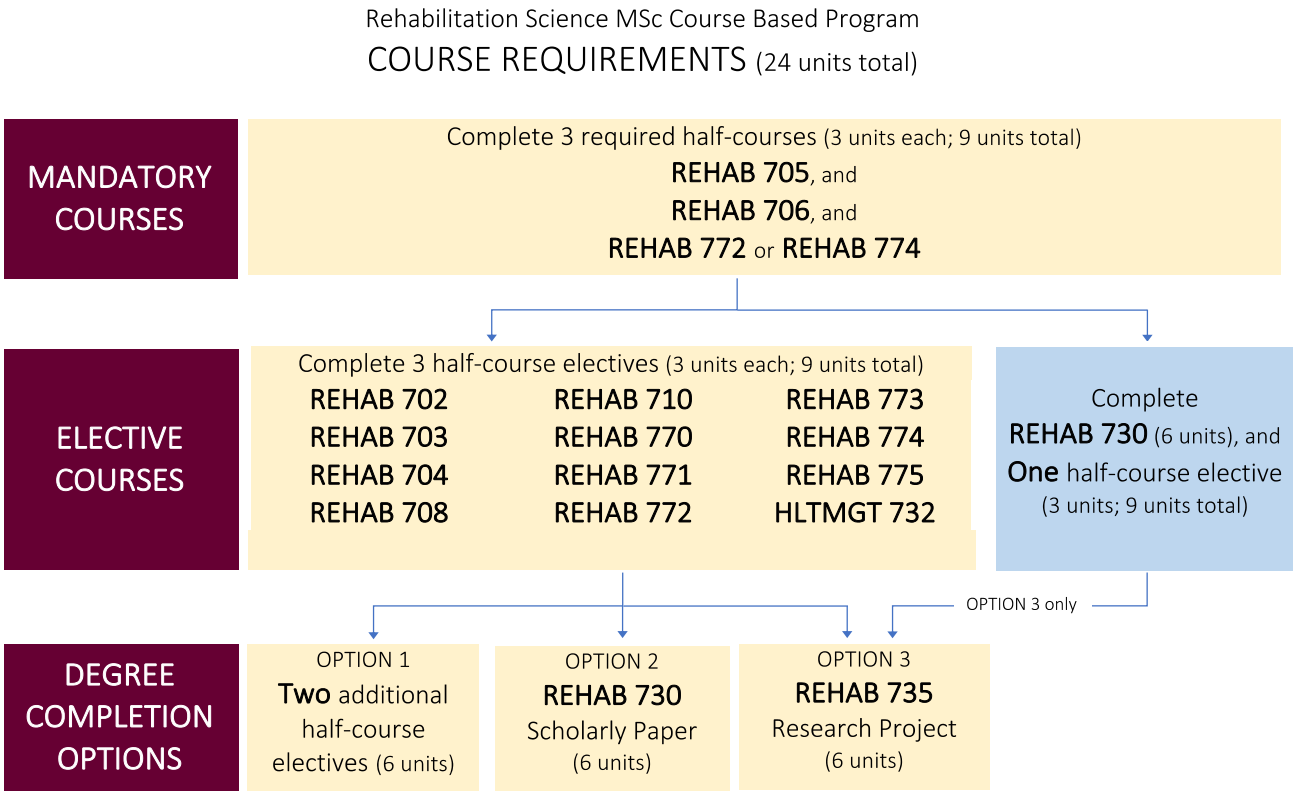
We are noting that some students are interested in taking both REHAB 730 and REHAB 735 during their program of study.

Thus, we are proposing to allow students the option to take REHAB 730 as an elective course; if selected as an elective course, REHAB 735 must be the degree completion course. In instances where students take both, REHAB 730 will be counted as an 'elective' 6-credit course and REHAB 735 will be counted as the degree-completion course to meet program requirements. The option to take both REHAB 730 and 735 still allows students to meet the program requirements of completing total 24-units of study.

We have created a process that includes a REHAB 730 Elective Form that must be submitted to the Program Coordinator at least 4 months in advance of the planned start of REHAB 730. This will ensure the student has a clear plan for these specific courses and that their topics and supervisors for each course are distinct without significant overlap. The REHAB 730 Elective form will also require a full listing of completed and remaining coursework with major assignment topics to both ensure program requirements for degree completion are met and that there is no overlap with student work already completed. This request must be approved by both the Program Coordinator and Assistant Dean (Rehabilitation Sciences).

We have developed a **figure** that depicts the course requirement options within the program. The recommend change indicated in the blue-shaded box. The figure can then be used to with our program materials such as the program handbook, orientation, and website.

Figure. Course requirements in Rehabilitation Science Course-Based Program. Recommended change in blue-shaded box.



Rationale for the Recommended Change:

In recent years, we have had an increasing number of requests from students who are recognizing the benefits of acquiring both the knowledge and skills to complete an in-depth review of the literature in their area of interest (through

REHAB 730) in addition to a small-scale research project (through REHAB 735). The current process for such requests is to submit an In-Program Course Adjustment form for SGS approval.

Providing the option to take both courses remains aligned with Program Learning Outcomes, specifically to the following outcomes:
• Demonstrate advanced knowledge in rehabilitation science and apply this to rehabilitation issues in clinical practice.
• Apply evidence-based practice to resolve issues within clinical practice, focusing on patient-centred care.
• Conduct scholarship activities that advance knowledge regarding rehabilitation practice.

The option to take both REHAB 730 and REHAB 735 still meets program requirements of completing total 24-units of study.

Description of the Recommended Change to be included in the calendar:

Currently, the School of Graduate Studies Calendar, 2022-2023 has the information copied below. Our **changes to the calendar** are provided below as highlighted tracked changes.

School of Graduate Studies Calendar with highlighted tracked changes

M.Sc. Course-based Option

Admission Requirements

The admission requirements for the M.Sc. course-based option are:

1. Graduation from a Physical or Occupational Therapy Entry Level Degree Program; or a four-year health relevant degree program with a minimum of a B+ average in the final year of the program.
2. Two (2) academic references. In addition, applicants have the option of providing one (1) work-related reference.
3. Written statement outlining clinical interests and experience, learning expectations and goals.
4. Applications should include official transcripts, a CV, evidence of professional affiliations and official TOEFL documentation if required.

Course Requirements

The following are the course requirements of the online Masters of Rehabilitation Science program. Students must complete, with at least a B- standing, a minimum of three (3) required graduate half courses and five (5) electives. The elective components of the program are customized to the learners needs and may consist of a course-based only option, or a scholarly/research paper option.

Mandatory Courses

The following are the core mandatory (online) courses:

- REHAB 705 / Evaluating Sources of Evidence
- REHAB 706 / Measurement in Rehabilitation
- REHAB 772 / Introduction to Qualitative Research **OR**
- REHAB 774 / Quantitative Research Methods

Course-based Only Option

Course-based Only Option - Five (5) elective courses are selected in addition to the (3) core mandatory courses. These typically are selected from the RS online course offerings, but may include face-to-face courses on campus where students are able to attend these.

Scholarly/Research Paper Option

Scholarly/Research Paper Option - Three (3) elective courses are selected in addition to the three (3) core mandatory courses. In addition, two (2) credits are obtained by completion of a mentored scholarly work. The two (2) choices for this work are: REHAB 730, a scholarly paper that demonstrates integrative thinking while addressing an issue in rehabilitation; or REHAB 735, a supervised research project that provides experiential learning in rehabilitation research and writing of a research paper.

Students who select REHAB 735 as the degree completion course may choose to take REHAB 730 towards elective credits (6 credits). Thus, students who select this option will complete: the three (3) core mandatory courses, one (1) 3-unit elective course and REHAB 730 (6 units) for elective credits, and REHAB 735. When selecting this option, students are required to complete and submit the REHAB 730 Elective Form for approval from the Program Coordinator and Assistant Dean at least 4 months in advance of the planned start of REHAB 730.

Online Modules

Online modules taken by all graduate students:

- SGS 101 / Academic Research Integrity and Ethics
- SGS 201 / Accessibility for Ontarians with Disabilities Act (AODA)

Additional Information (unable to edit Word Doc)

- Is this change a result of IQAP review? No

McMaster University | SCHOOL OF GRADUATE STUDIES
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Hamilton, ON L8S 4L8
(905) 525-9140 x 23679
gs.mcmaster.ca

To : Graduate Council

From : Christina Bryce
Assistant Graduate Secretary

At its meetings on November 15th and February 14th and via e-ballot on February 14th the Faculty of Science Graduate Curriculum, Policy, Admissions and Study Committee approved the following graduate curriculum recommendations.

Please note that these recommendations were approved by the Faculty of Science.

For Approval of Graduate Council:

i. **Chemistry**
   1. **Change to Calendar Copy**

ii. **Financial Mathematics**
   1. **Change to Program Requirements – New Milestone**

iii. **Kinesiology**
   1. **Change to Admission Requirements**
   2. **Change to Program Requirements**

iv. **Physics**
   1. **Change to Course Requirements**

v. **Psychology, Neuroscience and Behaviour**
   1. **Change to Calendar Copy**

vi. **Statistics**
   1. **Change to Course Requirements**

For Information of Graduate Council:

i. **Chemistry**
   2. **New Course**
      a. 6AA3 Recent Advances in Analytical Chemistry
   3. **Course Cancellations**
      a. 727 Symmetry and Properties of Solids
      b. 743 Inorganic Problems
      c. 753 Organic Photochemistry
      d. 754 Physical Organic Chemistry

ii. **Kinesiology**
   4. **New Courses**
      a. 722 Advances in Biomechanics and Electromyography

Gilmour Hall, Room 212
1280 Main Street West
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b. 731 Supervised Machine Learning for the physiologist
c. 732 Cell and Molecular neuromuscular biology
d. 734 Integrative Physiology of Protein Metabolism
e. 735 Movement behaviours and brain health
f. 736 Scientific Computing For Sensorimotor Neuroscience
g. 737 Cognitive Neuroscience of Exercise

5. **Change to Unit Count**
   a. 728 Integrative Cell and Molecular Exercise Physiology
6. **Change to Course Description and Unit Count**
   a. 711 Motor Control
7. **Change to Course Title and Unit Count**
   a. 715 Foundations of Health and Exercise Psychology
8. **Change in Course Title, Description and Unit Count**
   a. 708 Biomechanics
   b. 727 Integrative System Exercise Physiology
   c. 729 Neurobiology of Movement

iii. Physics

9. **New Course**
   a. 788 Radiation Oncology Physics II
10. **Change in Course Title and Description**
   a. 778 Radiation Oncology Physics
11. **Change Course Description and Unit Count**
   a. 786 Professionalism and Ethics

iv. Statistics

12. **New Courses**
   a. 710 Statistical Inference
   b. 720 Statistical Modelling
   c. 772 Statistics Seminar (Winter)
13. **Course Cancellation**
   a. 743 Statistical Modelling
14. **Change in Course Title**
   a. 770 Statistics Seminar
   b. 782 Probability Theory

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: Chemistry & Chemical Biology

Name of Program and Plan: Chemistry PhD (GSCPH)

Degree: Chemistry PhD (CHEMPHD)

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐

Change in Admission Requirements ☐

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☐

Change in the Description of a Section of the Graduate Calendar ☒

Please explain: We recently discovered that information contained in the Transfer Exam section of the Chemistry MSc calendar description is not presented in the Chemistry PhD calendar description (even though it affects PhD student requirements after their transfer). We are proposing a small addition to the PhD program description to include this information.

Other Changes ☐

Please explain:

Describe the existing requirement/procedure:

We would like to make it clearer that, following a transfer from the McMaster MSc program, PhD students have one year to complete any outstanding MSc requirements (excluding the thesis, which isn't required).

Provided a detailed description of the recommended change: See above

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?): N/A, we are only clarifying existing regulations by including information in both the MSc and PhD section of the calendar.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

ASAP (September 2023)

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

N/A

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

We are proposing changes to this page:
https://academiccalendars.romcmaster.ca/preview_program.php?catoid=46&poid=23739&hl=%22chemistry%22&returnto=search

Tracked changes below.

Course Requirements

There is no course requirement at the Ph.D. level for students who have completed the M.Sc. requirements (listed here; this excludes the thesis, which is not required for students who transfer directly to the PhD program). Students who transfer from the M.Sc. program and have not yet completed all of the other M.Sc. requirements must do so within their first year in the Ph.D. program. Students with direct entry into the Ph.D. program (without first completing an M.Sc.) must complete CHEM 700 and a minimum of two prescribed modules within their sub-discipline (See Service Module List under Chemistry Courses), and must present a departmental research colloquium. However, in all cases, additional courses may be recommended by the supervisory committee.

A student who enters the Ph.D. program with an appropriate M. Sc. degree from another university must complete CHEM 700 and a minimum of two prescribed modules, or the equivalent, and present a departmental research colloquium (see here). Additional courses may be recommended by the supervisory committee in cases where background is deemed inadequate for the research being undertaken.

Contact Information for the recommended change:
Name: Peter Kruse
Email: pkruse@mcmaster.ca
Date Submitted:

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Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: Mathematics and Statistics

Name of Program and Plan: Master of Financial Mathematics

Degree: Master

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☒

Change in Admission Requirements ☐

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☐

Change in the Description of a Section of the Graduate Calendar ☐
Please explain:

Other Changes ☐
Please explain:

Describe the existing requirement/procedure:

Students are expected to attend professional development activities, but there is no mechanism for requiring their participation and professional development.

Provided a detailed description of the recommended change:

Introduce a Milestone requirement for professional skills development. This will be a required element for a student to be cleared to graduate as determined by the program Academic Committee, based on the recommendations of the placement co-ordinator and the faculty member(s) involved in professional development activities outside of the courses. Each student will meet this requirement if it is reported that they have been participating in these elements to the full extent that they are able (recognizing that occasional absences do arise for approved reasons). Any student not participating to the extent they are able may be required to do additional professional development activities to satisfy this program requirement.

It is expected that the requirement will also include at least one reflection piece submitted each term.

Students will be provided documentation of the requirement and expectations at the beginning of the Fall term. Student progress will be assessed by the Academic Committee as part of their midterm review of student progress, where the faculty already meets to discuss whether there are students in the program at risk of not meeting program requirements. Any students falling short of the Milestone expectations will be approached so that remedial actions can be taken in a timely fashion.

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?): A significant portion of the MFM degree is based on learning outcomes related to professional skills development. The program invests significant time and resources into developing these skills through weekly sessions with the placement co-ordinator from SCCE, additional weekly sessions with one of the instructors, and industrial events and activities with industry partners and alumni. None of this additional learning is presently officially recognized or in fact required for the completion of the degree. The inclusion of a Milestone requirement will address this, officially recognizing the professional skills development that has been done and lending official weight to these very important elements.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

As soon as possible. Ideally September 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

No

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

Current calendar text:

In addition, candidates will be expected to participate in all officially conducted nonassessed activities such as program field trips and training modules.

Proposed replacement text

In addition, candidates must complete a Milestone requirement for the degree which is achieved by participating in officially conducted professional development activities such as training modules and program field trips and activities.

Contact Information for the recommended change:
Name: **David Lozinski**
Email: **lozinski@math.mcmaster.ca**
Date Submitted: **Dec 20, 2022**

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

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- 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: KINESIOLOLGY

Name of Program and Plan: GSCMSC/KINESMSC

Degree: MASTER OF SCIENCE

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐

Change in Admission Requirements ☒

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☐

Change in the Description of a Section of the Graduate Calendar ☒

Please explain: To be explicit with applicants that we are looking at the last two completed years of study.

Other Changes ☐

Please explain:

Describe the existing requirement/procedure: Currently the requirement within the calendar states students must have a B+ in their undergraduate degree program.

Provided a detailed description of the recommended change: We have added the we look at the last two years of relevant study when considering admission to our program.

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?):

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

September 1 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

A candidate for the M.Sc. degree must fulfill the general regulations of the School of Graduate Studies. An honours baccalaureate degree in kinesiology or a related field of study with at least B+ standing (equivalent to a McMaster GPA of 8.5) in the final two years in all courses in the discipline, or relating to the discipline is generally required for consideration of admission.

Contact Information for the recommended change:
Name: Dr. Peter Keir
Email: pjkeir@mcmaster.ca
Date Submitted: November 8, 2022

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

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- 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: KINESIOLOGY

Name of Program and Plan: GSCMSC/KINESMSC

Degree: MASTER OF SCIENCE

Nature of Recommendation (Please complete appropriate field(s))
Is this change the result of an IQAP Review: Yes ☐ No ☒
Creation of New Milestone ☐
Change in Admission Requirements ☐
Change in Comprehensive Examination Procedure ☐
Change in Course Requirements ☒
Change in the Description of a Section of the Graduate Calendar ☐ **Please explain:**
Other Changes ☐ **Please explain:**

Describe the existing requirement/procedure: Currently the department offers 3 unit courses
Provided a detailed description of the recommended change: The department is splitting the majority of our 3 unit courses to 1.5 unit courses **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?): This change is to provide our students with the opportunity to take courses more focused on their research and provide a great depth of knowledge.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year) September 1 2023
Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain: No
Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

A candidate for Master's studies is required to complete, with at least a B minus standing, the following ~~half~~ 3 unit course:

- KINESIOL 701 / Statistical Methods in Kinesiology

Plus ~~two~~ 6 units ~~courses~~ from the following selection of courses (only one may be an independent study course, ~~(~~i.e. KIN 702 or 723):

- KINESIOL 702 / Individual Research Study in Selected Topics (3 units)
- KINESIOL 708/ Advances in Biomechanics and Human Movement Analyses (1.5 units)
- KINESIOL 711 / Motor Control (1.5 units)
- KINESIOL 715 / Foundations of Health and Exercise Psychology (1.5 units)
- KINESIOL 717 / Exercise Psychology: Applications to Chronic Disease and Disability (3 units)
- KINESIOL 722/ Advances in Biomechanics and Electromyography (1.5 units)
- KINESIOL 723 / Directed Reading for Kinesiology Master's Students (3 units)
- KINESIOL 727 / Exercise Metabolism (1.5 units)
- KINESIOL 728 / Integrative Cell and Molecular Exercise Physiology (1.5 units)
- KINESIOL 729 / Neurophysiology (1.5 units)
- KINESIOL /Supervised Machine Learning for the physiologist (1.5 units)
- KINESIOL /Cell and Molecular neuromuscular biology (1.5 units)

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- KINESIOL /Integrative Physiology of Protein Metabolism (1.5 units)
- KINESIOL /Movement behaviours and brain health (1.5 units)
- KINESIOL /Scientific Computing for Sensorimotor Neuroscience (1.5 units)
- KINESIOL /Cognitive Neuroscience of Exercise (1.5 units)

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Electives

In consultation with their advisor, and with the approval of the Department of Kinesiology, the candidate may substitute one of his/her two KIN electives with an elective offered outside the Department of Kinesiology. Additional electives in departments other than the Department of Kinesiology will be determined in consultation with the advisor. It may also be necessary for certain candidates to take additional courses should their advisor and/or thesis supervisory committee members deem it necessary. A thesis is required. KINESIOL 702 cannot be taken more than once.

Contact Information for the recommended change:
Name: Dr. Vladimir Ljubicic
Email: ljubicic@mcmaster.ca
Date Submitted: 2023-01-25

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

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- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: KINESIOLOGY

Name of Program and Plan: GSCPH/KINESPHD

Degree: DOCTOR OF PHILOSOPHY

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐

Change in Admission Requirements ☐

Change in Comprehensive Examination Procedure ☐

Change in Course Requirements ☒

Change in the Description of a Section of the Graduate Calendar ☐
Please explain:

Other Changes ☐
Please explain:

Describe the existing requirement/procedure: Currently the department offers 3 unit courses

Provided a detailed description of the recommended change: The department is splitting the majority of our 3 unit courses to 1.5 unit courses

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?): This change is to provide our students with the opportunity to take courses more focused on their research and provide a great depth of knowledge.

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

September 1 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

No

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

Candidates for Doctoral Studies

In addition to the School of Graduate Studies general regulations for admission into a Ph.D. program, candidates must have a Master's degree (thesis) in Kinesiology or a related field of study with, at least, the minimum course experience of our M.Sc. graduates (i.e., 3 full courses or 9 units). As Ph.D. students, they are also required to complete successfully, 6 additional units which includes the 3 unit course KINESIOL 713~~2 anadditional 9sof half course works, one which includes being the 3 unit course KINESIOL 713~~.

Any other courses may be recommended by the candidate's advisor and/or supervisory committee. Due to the nature of individual student programs, courses from other department's may be deemed acceptable by the Department.

All graduate students are expected to maintain an attendance record of 75% each year for Kinesiology's Departmental Seminar Series while in the program.

Ph.D. candidates must also complete:

Comprehensive Exams

Candidates for the Ph.D. degree must complete their comprehensive examination within the first 24 months of the program, as per general regulations outlined by the School of Graduate Studies. The comprehensive examination cannot begin until the student has been in the program (full-time) for 2 semesters and has completed all required course work, unless agreed upon by the department's Graduate Management Committee. The examination will be on a topic independent of the students thesis. Once the topic is selected by the candidate and supervisor, it must be approved by the supervisory committee. An examination committee will consist of three faculty members who have expertise in three sub-topics related to the main topic area. The comprehensive examination will consist of a written and oral component. The examination will cover material from a selected set of readings provided to the student 8 weeks in advance of the written exam date. The oral examination will be held within one week of the written exam date. Students who are unsuccessful in the examination process will be given a second opportunity according to the Policy and Regulations set out by the School of Graduate Studies.

Thesis

It is expected that the Ph.D. candidate will be actively involved in research throughout the program. The thesis proposal meeting will be in the form of an open presentation by the candidate that summarizes the current state of research in the field, the candidate's research to date in this area, and a defence of the proposed research. Decisions regarding the quantity of research to comprise the thesis and the format of the written document will be made by the candidate's supervisory committee. Typically, the final written thesis will be presented in "sandwich" format and will consist of a collection of completed research efforts, some of which may have been presented at conferences and/or published prior to the oral defence.

Contact Information for the recommended change:
Name: Dr. Vladimir Ljubicic
Email: ljubicic@mcmaster.ca
Date Submitted: 2023-01-25

McMaster University | SCHOOL OF GRADUATE STUDIES

Recommendation for Change in Program Requirements/Procedures

Please note the following:

- This form must be completed for all changes involving degree program requirements and procedures. Sections of this form pertaining to your requested change must be completed.
- An electronic version of this form should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca). Questions about the form can also be directed to this address.
- 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: Physics & Astronomy

Name of Program and Plan: GSCMS PHYSCPMSC

Degree: MSC (course-based MSc)

Nature of Recommendation (Please complete appropriate field(s))

Is this change the result of an IQAP Review: Yes ☐ No ☒

Creation of New Milestone ☐
Change in Admission Requirements ☐
Change in Comprehensive Examination Procedure ☐
Change in Course Requirements X
Change in the Description of a Section of the Graduate Calendar ☐ **Please explain:**
Other Changes ☐ **Please explain:**

Describe the existing requirement/procedure:

Currently the program requires 3 full graduate courses at most one half 600-level graduate course may be used to fulfill the minimum course requirements.

This requirement is very difficult to fulfill because of the number of graduate courses we offer each year. We would like to change the degree requirement for the course-based MSc to require 3 full graduate courses with at most one at the 600-level (two half 600-level courses). This would make the program more attractive, and actually possible to do in a year.

Provided a detailed description of the recommended change:

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 program is undergoing an IQAP review in the coming year, but we know from recent history that a serious barrier to students choosing this program is the near impossibility of fulfilling the course requirements (without taking basically every graduate course we offer, some of which are very specialized and advanced for an MSc). In order to make this program more attractive while still maintaining its integrity we propose this small change to allow up to two 600-level courses

Provide Implementation Date: (Implementation date should be at the beginning of the academic year)

September 2023

Are there any other details of the recommended change that the curriculum and policy committee should be aware of? If yes, please explain:

This program rarely has students enrolled and this proposed change is step 1 in trying to make it a more appealing program to prospective students (targeting teachers looking to upgrade to an MSc). This plan will be elaborated in the upcoming IQAP process

Provide a description of the recommended change to be included in the calendar (please include a tracked-changes version of the calendar section affected):

Physics and Astronomy, M.Sc.

M.Sc. Degree

Admission
Applicants will be considered for admission to the M.Sc. program if they have a B+ average in the final year of an B.Sc. honours degree in Physics and/or Astronomy, or in a related area. They may apply to follow one of three options. ~~In all options, at most one half 600-level graduate course may be used to fulfill the minimum course requirements~~.

A. Thesis Option

A candidate for the M.Sc. with thesis must complete a minimum of two full graduate courses and present a thesis which embodies the results of original research. This option will normally require between 16 and 24 months for completion. At most one half 600-level graduate course may be used to fulfill the minimum course requirements.

B. Project Option

A candidate for the M.Sc. without thesis must complete a minimum of three full graduate courses and complete a research project. The project may be in an area of research of one of the Department members, or may be related to the teaching of Physics. This option will normally require 12 months for completion. At most two half 600-level graduate courses may be used to fulfill the minimum course requirements.

C. Transfer Option

Candidates who wish to proceed to the Ph.D. program without completing an M.Sc. may register first in the M.Sc. thesis option, and apply to transfer directly to the Ph.D. after 9 to 20 months. The transfer typically requires the completion of a minimum of two full graduate courses with an average of A-, and the submission of a transfer report for oral examination. Successful applicants may apply all the work accomplished during the M.Sc. to the Ph.D. Unsuccessful applicants must choose one of the other options for completing an M.Sc. At most one half 600-level graduate course may be used to fulfill the minimum course requirements.

Contact Information for the recommended change:

Name: Laura Parker
Email: lparker@mcmaster.ca
Date Submitted: Feb 1, 2022

McMaster University **SCHOOL OF GRADUATE STUDIES**

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

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

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Department of Mathematics & Statistics
NAME OF PROGRAM and PLAN	Statistics
DEGREE	M.Sc.

NATURE OF RECOMMENDATION ***(PLEASE CHECK APPROPRIATE BOX)***

Is this change a result of an IQAP review? ☒ Yes ☐ No

CREATION OF NEW MILESTONE ☐

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	X
CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR		**EXPLAIN:**			
OTHER CHANGES		**EXPLAIN:**			

DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

Seminar courses: All Statistics M.Sc. students must take STATS 770 (two-term course). Statistics M.Sc. (coursework) students must also take STATS 771 (two-term course).

Core courses: All Statistics M.Sc. students must take STATS 743 (two-term course) and STATS 752.

Elective courses: In addition to the core and seminar courses, Statistics M.Sc. (thesis) students must take three additional courses and Statistics M.Sc. (coursework) students must take four additional courses. In each case, up to two of the elective courses may be STATS courses at the 600 level with the remainder at the 700 level.

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

Seminar courses: All Statistics M.Sc. students must take STATS 770 and STATS 772 (both one-term courses). Statistics M.Sc. (coursework) students must also take STATS 771.

Core courses: All Statistics M.Sc. students must take at least two of the core courses: STATS 710, STATS 720, and STATS 782. All three core courses are one-term courses.

Elective courses for students who take all three core courses: Statistics M.Sc. (thesis) students must take three additional courses and Statistics M.Sc. (coursework) students must take four additional courses. In each case, up to two of the elective courses may be STATS courses at the 600 level with the remainder at the 700 level.

Elective courses for students who take only two core courses: Statistics M.Sc. (thesis) students must take four additional courses and Statistics M.Sc. (coursework) students must take five additional courses. In each case, up to two of the elective courses may be STATS courses at the 600 level with the remainder at the 700 level.

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?):

In response to the last IQAP review, and as promised in the progress report of September 2021, we are updating our M.Sc. in Statistics curriculum while also permitting M.Sc. (thesis) students to start in the Winter term. This requires the replacement of the current core, which includes a two-term course, by a more flexible and more modern core. The changes outlined herein, together with the associated course forms, are all in this direction.

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

Academic Year 2023/24.

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

Nothing that is not detailed already herein.

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):

Students can earn the M.Sc. degree following one of the options below. In both options, students can take up to two 600-level STATS courses to fulfill their graduate course requirements. All ~~Master s~~Statistics M.Sc. students ~~entering the program~~ are required to take the zero-credit statistics seminar courses STATS 770 and STATS 772. In addition, the following requirements apply to students in different options.

Thesis Option

Students choosing the **Thesis Option** are required to complete six one-term~~semester~~ graduate courses (consisting of either three ~~compulsory~~ core and three elective courses or two core and four elective courses) and a thesis. Equivalent in work to two one-~~semester~~ term courses, the thesis is written under the supervision of a faculty member of the program o~~i~~n a topic of mutual interest to student and supervisor. The degree requirements are normally completed within~~in~~ four academic terms.

Coursework Option

Students choosing t~~T~~he **Coursework Option** must complete STATS 771, which develops report-writing skills through critical written reviews of the seminars. In addition, the coursework option requires completion of seven ~~eight~~ one-term graduate courses (consisting of either three~~four~~ ~~compulsory~~ core and four elective courses or two core and five elective courses). The degree requirements are normally completed in two ~~or three~~ academic terms, i.e., Fall and Winter.

~~Required~~ Core Courses

In the Statistics Program, there are ~~required~~core, seminar and ~~,~~ elective~~, and special topics~~ courses. ~~Required~~ The core courses cover ~~the basic~~fundamental theoretical concepts ~~that are considered essential for all students~~in statistics and probability. ~~Another required course develops a broad knowledge of statistics through attendance at research seminars as well as report writing skills through critical written reviews of the seminars.~~ E~~The e~~lective courses ~~are traditional statistics courses~~ cover~~ing~~ a sufficient variety of topics to offer students a choice based upon their individual interests. Approved courses from other graduate programs may be taken as elective courses ~~for graduate credit~~with permission of the program. The core courses are:

- STATS 710: Statistical Inference
- ~~STATS 752 / Linear Models and Experimental Designs (one one-term course)~~STATS 720: Statistical Modelling

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- STATS 782: Advanced Probability Theory

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CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: Paul McNicholas Email: paulmc@mcmaster.ca Extension: 23419 Date submitted: October 26, 2022

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

SGS/2013

McMaster University

SCHOOL OF GRADUATE STUDIES

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

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

1. This form must be completed for **ALL** changes involving degree program requirements/procedures. **All** sections of this form **must** be completed.

2. An electronic version of this form (must be in MS WORD **not** PDF) should be emailed to the Assistant Secretary, School of Graduate Studies (cbryce@mcmaster.ca).

3. A representative from the department is **required to attend** the Faculty Curriculum and Policy Committee meeting during which this recommendation for change in graduate curriculum will be discussed.

DEPARTMENT	Psychology, Neuroscience, & Behaviour
NAME OF PROGRAM and PLAN	Psychology, Research & Clinical Training Stream
DEGREE	**PhD**

NATURE OF RECOMMENDATION *(PLEASE CHECK APPROPRIATE BOX)*

Is this change a result of an IQAP review? ☐ Yes ☐X No

CREATION OF NEW MILESTONE ☐X

CHANGE IN ADMISSION REQUIREMENTS		**CHANGE IN COMPREHENSIVE EXAMINATION PROCEDURE**		**CHANGE IN COURSE REQUIREMENTS**	

CHANGE IN THE DESCRIPTION OF A SECTION IN THE GRADUATE CALENDAR	X	**EXPLAIN: Admission** This is a PhD stream, not a Master's stream, we need to change the language to reflect that students enter at the PhD level.
OTHER CHANGES		**EXPLAIN:**

DESCRIBE THE <u>EXISTING</u> REQUIREMENT/PROCEDURE:

Students entering the RCT stream typically begin at the Master's level.

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

Students entering the RCT stream begin at the PhD level.

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?):

This change stops students entering the RCT PhD stream as masters students. If they enter as masters students, they have the expectation they will be promoted to the PhD level and enter the RCT stream, but this is not guaranteed.

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

2023

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

No

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):

Students entering the RCT stream begin at the PhD level.

CONTACT INFORMATION FOR THE RECOMMENDED CHANGE:

Name: David Feinberg Email: feinberg@mcmaster.ca Extension: 28664 Date submitted: Feb 14, 2023

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

SGS/2013

March 2023 Graduate Council

New Awards for Approval

Name of Fund: The Don Morrison Scholarship

Terms of Reference for Fund:

Established in 2022 by Heather Sheardown, B. Eng. (Class of ’89) in memory of her father, Don Morrison, a man who valued both work and recreation, connected through his music, and loved deeply. To be awarded by the School of Graduate Studies on the recommendation of the Faculty of Engineering, to female graduate students in an Engineering program who demonstrate academic and research excellence.

Name of Fund: The Mahmut Parlar Scholarship

Terms of Reference for Fund:

Established in 2023 by Professor Mahmut Parlar. To be awarded by the School of Graduate Studies, on the recommendation of the DeGroote School of Business awards committee, to a student entering Level 3 of the PhD program in Business Administration in the field of Management Science who, has demonstrated the highest degree of commitment, excellence, and integrity in scholarship, in both courses taken and in research. The scholarship will be awarded at the discretion of the awards committee and may not be awarded annually.