NOTE: Members who wish to have items moved from the Consent to the Regular Agenda should contact the University Secretariat before the Senate meeting. Members may also request to have items moved when the Agenda is presented for approval.

A. OPEN SESSION

OPENING REMARKS

1. APPROVAL OF AGENDA – OPEN SESSION

CONSENT

2. MINUTES OF PREVIOUS MEETING – OCTOBER 9, 2019 (OPEN SESSION)

Minutes - October 9, 2019 - Open Session (APPROVAL)

REGULAR

3. BUSINESS ARISING

4. ENQUIRIES

5. COMMUNICATIONS

6. PRESENTATION TO SENATE BY CHAIR OF THE BOARD OF GOVERNORS

7. REPORT FROM GRADUATE COUNCIL

Graduate Council Report (INFORMATION)

8. REPORT FROM UNDERGRADUATE COUNCIL

Undergraduate Council Report (APPROVAL)

9. REPORT FROM THE COMMITTEE ON APPOINTMENTS

Report from the Committee on Appointments (APPROVAL)

10. REPORT FROM THE FACULTY OF SCIENCE

Faculty of Science Report (APPROVAL)

11. OTHER BUSINESS
B. CLOSED SESSION

12. APPROVAL OF AGENDA - CLOSED SESSION

CONSENT

13. MINUTES OF PREVIOUS MEETING – OCTOBER 9, 2019 (CLOSED SESSION)

14. REPORT FROM THE COMMITTEE ON APPOINTMENTS

REGULAR

15. BUSINESS ARISING

16. 2019 FALL GRADUANDS

17. OTHER BUSINESS
A. OPEN SESSION

OPENING REMARKS

Dr. Farrar welcomed members to the meeting.

Dr. Farrar advised that there is not a lot to report on the SMA3. The performance metrics focus on two key areas: skills and job outcomes, and community and economic impact. The first meeting with the Ministry is at the end of October and Dr. Farrar will report back at the next Senate meeting to keep Senators apprised of developments.

The COU Summit representatives met and discussions focused on the COU becoming more effective as an advocacy body for the sector. The University’s government relations team is working closely with the Ministry to try to build direct connections where possible and gain a better understanding of the government’s priorities and approach.
Dr. Farrar informed Senators that McMaster has again been ranked among the world’s top 100 universities. In the recently published Times Higher Education World University Rankings, the University moved up to 72nd in the world, and was once again ranked fourth among Canadian institutions.

Senators have been invited to the Magna Charta Observatory Conference on October 16-17, 2019. This is the first time the MCO conference has been held in North America so it is an honour for McMaster to be invited to host, and speaks well of our global standing and reputation. Senators have been invited to attend the signing ceremony on October 17.

1 APPROVAL OF AGENDA – OPEN SESSION

Dr. Farrar confirmed that no requests had been received to move any items from the Consent to the Regular agenda of the Open Session.

It was duly moved and seconded,

that Senate approve the Open Session agenda for the meeting of October 9, 2019 and that item 2 be approved by Consent.

The motion was carried.

CONSENT

2 MINUTES of the Meeting of September 11, 2019 – Open Session

Motion:

that the minutes of the Open Session portion of the meeting held on September 11, 2019 be approved as circulated.

Approved by Consent.

REGULAR

3 BUSINESS ARISING

There was no business arising from the Open Session.

4 ENQUIRIES

There were no enquiries.

5 COMMUNICATIONS

This item was for information.

6 REPORT FROM GRADUATE COUNCIL

Dr. Doug Welch, Vice-Provost and Dean of Graduate Studies, presented the report from Graduate Council, which included one item for approval.

Dr. Welch explained that the item for approval is the cancellation of the co-op option (M.Sc.) for Health Research Methodology which has not been offered for some time.

A question was asked regarding the rationale for cancelling the co-op option. Dr. Welch explained that Research Methodology has a wide range of programs and versions; 34 programs. The programs involve a lot of experiential learning. Regarding the co-op option, the experiences gained from it and the specific sorts of resources available are not sufficient to grow the program.

It was duly moved and seconded,

that Senate, on the recommendation of Graduate Council, approve the cancellation of the co-op option (M.Sc.) for Health Research Methodology, as circulated.

The motion was carried.

7 REPORT FROM UNDERGRADUATE COUNCIL

Dr. Kim Dej, Acting Vice-Provost, Faculty, presented the report from Undergraduate Council.

Dr. Dej explained that there is one item for approval and six items for information. The item for approval is the addition of a Late Withdrawal section within the General Academic Regulations of the 2019-2020 Undergraduate Calendar. The proposal outlines parameters for a late withdrawal option to assist students who have become irretrievably behind in a course.

A question was asked regarding a 40% project and the situation that will occur as it is not a final exam. Dr. Dej explained that a professor could argue that it is equivalent to a final exam and note it in the course outline. However, if the project is completed, then the student cannot withdraw from the course.

Senators raised concerns regarding the language and how it could be interpreted by students. It was noted that this policy is to be implemented in this calendar year and concerns were raised around term syllabi already completed and circulated to students. Senators discussed having the change instead be effective January 1, 2020 however there were concerns about current students not having the same options for both semesters.
Dr. Dej explained that a discussion with an academic advisor is required for approval of a late withdrawal, and advisors need to consult with professors around final projects.

It was duly moved and seconded,

that Senate, on the recommendation of Undergraduate Council, approve the addition of a Late Withdrawal section within the General Academic Regulations of the 2019-2020 Undergraduate Calendar, as circulated.

The motion was carried with two individuals opposed.

The remainder of items were for information.

8 REPORT FROM THE COMMITTEE ON APPOINTMENTS

Dr. Katherine Cuff, Member of the Committee on Appointments, presented the report from the Committee on Appointments.

At its meeting on September 16, 2019, the Committee on Appointments approved the following recommendations and now recommends them to Senate:

a. Title Change – Continuing Health Sciences Education (CHSE) Program

   It was duly moved and seconded,

   that Senate approve the title change of the head of the Continuing Health Sciences Education (CHSE) Program to Associate Dean, effective July 1, 2019.

   The motion was carried.

b. ToR SPS A9 Drafting Committee – Updated Membership

   It was duly moved and seconded,

   that Senate approve the amendment to the SPS A9 Drafting Committee as circulated.

   The motion was carried.

9 REPORT FROM THE COMMITTEE ON UNIVERSITY CEREMONIALS & INSIGNIA

Dr. Martin Horn, Chair of the committee on University Ceremonials & Insignia presented the report.
At its meeting on October 4, 2019, the Committee on University Ceremonials and Insignia approved the following recommendations and now recommends them to Senate:

a. **Degree Designation, Abbreviation and Hood**

Degree abbreviation and hood designs for Master of Financial Mathematics.

It was duly moved and seconded,

that the Senate approve that the Master of Financial Mathematics degree assumes the degree abbreviation M.F.M. and that it adopts the hood description currently used by the Master of Science, Master of Science (OT), Master of Science (PT), and Master of Science (SLP):

Black silk, lined and bound with old gold silk.

The motion was **carried**.

b. **Academic Regalia, Hood Descriptions and Degree Abbreviations Policy**

It was duly moved and seconded,

that the Senate approve the revisions to the Policy on Academic Regalia, Hood Descriptions and Degree Abbreviations, as circulated.

The motion was **carried**.

c. **Academic Regalia Modification**

This item is included for information.

**10 OTHER BUSINESS**

There was no other business for the open session.
To : Senate

From : Christina Bryce
Assistant Graduate Secretary

Re : Report from Graduate Council

______________________________________________________________________________

At its meeting on September 17th and October 22nd Graduate Council approved the following for recommendation to Senate:

For Information:

New Scholarships:

NAME OF FUND: MTEK Sciences Scholarship

TERMS OF REFERENCE FOR FUND:
Established by Dr. Edward Mills, Ph.D., Health Sciences (Class of ’06) and Dr. Kristian Thorlind, Ph.D., Health Sciences (Class of ’11). To be awarded by the School of Graduate Studies, upon the recommendation of the Department of Health Research Methods, Evidence, and Impact, to full time master's or doctoral students in the Department of Health Research Methods, Evidence and Impact who are studying innovative clinical trial design. Preference will be given to students conducting clinical trials that will benefit low income countries.

NAME OF FUND: Faculty of Science Graduate Scholarship

TERMS OF REFERENCE FOR FUND: Established in 2019 by a Ph.D. graduate from the Class of ’95. To be awarded by the School of Graduate Studies to full-time students enrolled in a Master’s of Science or Ph.D. program in the Faculty of Science who demonstrates excellence in academic achievement.
FUNDING AVAILABLE: $3,600 total
SPENDING CRITERIA: One award of $1,200 annually for three years from 2020/21 to 2022/23

NAME OF FUND: The Gordon Bruce Bursary

TERMS OF REFERENCE FOR FUND: Established in 2018 by Gordon Bruce BSc. (Class of ’86) & MBA. To be granted by the School of Graduate Studies to students enrolled in a Masters of Financial Mathematics program who demonstrates financial need.
FUNDING AVAILABLE: $25,000 total
SPENDING CRITERIA: One award of $2,500 annually for ten years from 2019/20 to 2028/29
NAME OF FUND: The Yi MFM International Scholarship

TERMS OF REFERENCE FOR FUND: Established in 2019 by Chuang Yi MSc (Class of ‘05) & PhD (Class of ’08) to bridge the gap between domestic and international tuition. To be awarded by the School of Graduate Studies, to full-time international students in the Master of Financial Mathematics (MFM) program who, on the recommendation of the Department of Mathematics and Statistics, demonstrates excellence in academic achievement.

FUNDING AVAILABLE: $6,000 total

SPENDING CRITERIA: One award of $2,000 annually for 3 years from 2019/20 to 2021/22
REPORT TO SENATE
from the
UNDERGRADUATE COUNCIL

FOR APPROVAL

I Establishment of New Certificate Program – Associateship in Canadian Surety Bonding
At its October 29, 2019 meeting, the Undergraduate Council approved, for recommendation to Senate, a proposal to establish the Associateship in Canadian Surety Bonding Certificate Program. The proposed Certificate will be offered in affiliation with the Surety Association of Canada and will provide students with a theoretical and in-depth practical understanding of suretyship. Details of the proposal are contained in Attachment I of the circulated report.

It is now recommended,

that Senate approve the establishment of the Associateship in Canadian Surety Bonding Certificate Program, as set out in the attached.

FOR INFORMATION

II Terms of Award
At the same meeting, the Undergraduate Council approved: a) three new awards b) changes to three award terms and c) three new bursaries.

a) New Awards
The Columbia International Scholarship Endowment Fund (CISEF) Community Leader Scholarship
The Anne & Allan McKay Scholarship
The Dr. John Potter Scholarship

b) Changes to Award Terms
The McMaster Amicus Academic Grant in Sociology
The Moulton College Scholarship
The Adella Margaret Bragg Scholarship

c) New Bursaries
The Cape Class of ‘76 and Mary Keyes Bursary
The JNE Consulting and ArcelorMittal Dofasco Bursary
The Dr. John Potter Bursary

III Travel and Exchange Scholarship Reports
At the same meeting, the Undergraduate Council also received, for information, the
Travel and Exchange Scholarship Reports.

IV 2018-2019 Award Recipients Report
At the same meeting, the Undergraduate Council also received, for information, the 2018-2019 Award Recipients Report.

V 2018 Award Summary Report
At the same meeting, the Undergraduate Council also received, for information, the 2018 Award Summary Report.

VI Major University and External Awards Selection Committee
At the same meeting, the Undergraduate Council also received, for information, the membership of the Major University and External Awards Selection Committee.

VII Revisions to Certificate and Diploma Programs
At the same meeting, the Undergraduate Council approved minor revisions to the following Certificate and Diploma Programs:

a. Certificate in Applied Clinical Research
b. Essentials Program
c. Marketing Diploma Program
d. Certificate in Advanced Strategic Marketing Techniques

Documents detailing items for information are available for review on the Secretariat’s website

Senate: November 13, 2019
Section A:

Department & Program Information (complete all fields):

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>Associateship in Canadian Surety Bonding (A.C.S.B.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credential:</td>
<td>Certificate</td>
</tr>
<tr>
<td>Name of Representative:</td>
<td>Anne Dwyer</td>
</tr>
<tr>
<td>Effective Date:</td>
<td>January 2020</td>
</tr>
<tr>
<td>Date of Submission:</td>
<td>October 2019</td>
</tr>
</tbody>
</table>

Academic Merit (complete all fields; write "not applicable" as needed):

i. Program Overview: Offered in affiliation with the Surety Association of Canada, the Associateship in Canadian Surety Bonding Certificate examines surety bonds and the suretyship process and was designed as a learning vehicle for students who plan on embarking on a career in the surety industry. The program aims to provide students with a theoretical and in-depth practical understanding of suretyship.

Students are required to complete six courses (four core courses/12.0 units and two elective courses/6.0 units).

Upon successful completion of the six courses, participants will be awarded McMaster University's Associateship in Canadian Surety Bonding Certificate. In addition, each graduate will receive an A.C.S.B. Designation Certificate from the Surety Association of Canada, presented annually at the association’s Awards Gala Dinner Event, which officially provides authorization to the student to refer to the designation on business correspondence, etc.

Program courses will be available in both in-class (electives and fundamentals of accounting only) and online formats.

Courses will use a combination of experiential learning activities (i.e. presentations, case studies, facilitated group discussions, group work) and traditional teaching methods to cover the fundamental concepts in
Emerging trends, theories, practices and core competencies will be discussed to aid in the learning process and ensure that course content is current and relevant.

The program's instructors will be practitioners in the field and will emphasize the use of experiential learning techniques.

The Associateship in Canadian Surety Bonding Certificate will be an open enrolment program (see "Program Admission Requirements" and "Program Pre-requisites" sections below).

### ii. Learning Objectives

The Associateship in Canadian Surety Bonding Certificate is designed to provide students with an in-depth examination and learning experience related to surety bonds (commercial and contract), the suretyship process, trends that may affect the surety industry, as well as the basic principles of contract law as they apply to construction.

Specifically, graduates will be able to:

- Gain an understanding about the surety industry, including past trends and current state;
- Use the knowledge that they have obtained pertaining to the different types of surety bonds and their proper use;
- Understand the process of surety underwriting and how it differs from insurance underwriting;
- Use their learning of standard construction procedures (i.e. tenders, claims, etc.) and utilize their learnings when analyzing contract documents; and
- Gain an understanding of common law practices with regards to legal disputes.

### ii. Meeting Learning Objectives

The Associateship in Canadian Surety Bonding Certificate uses a series of academic courses to achieve the stated program objectives.

Individual course objectives are mapped to the overall program objectives. The delivery format and teaching methods are structured to have a maximum effect on achieving the learning objectives.

### iv. Program Admission Requirements

The Associateship in Canadian Surety Bonding Certificate will be an open enrolment program. Potential learners will not be required to apply to the program for admission; however, in order to comply with the Certificates and Diploma, admission policy from Undergraduate Council, students who wish to enter the program must

- Have an Ontario Secondary School Diploma, or equivalent;
- Be a mature student as defined in the Undergraduate Calendar of McMaster University; or
- Be deemed an exceptional case by the Centre for Continuing Education.
Students seeking to acquire the Associateship in Canadian Surety Bonding Designation (A.C.S.B.); would be required to complete the Surety Association of Canada’s (SAC) student registration form, which is located on the SAC website at www.suretycanada.com.

In order to ensure that students have the basic capabilities necessary to be successful in the program’s academic courses, learners are required to have the following pre-requisite knowledge and/or skills.

- Knowledge and skills with general computer applications, such as keyboarding, file management, spreadsheets and word processing;
- Familiarity with internet browsers and web surfing;
- English Language Proficiency requirements: Completion of TOEFL exam with minimum acceptable score of IBT: 86 overall with a minimum score of 20 on each of the four components (Reading, Writing, Speaking, Listening), valid for 2 years.

<p>| v. Program Pre-requisites (if applicable): | N/A |
| vi. Program Completion Requirements | Students must complete all six (4 core and 2 elective) courses (18 units) in order to qualify for the Associateship in Canadian Surety Bonding Certificate. |
| vii. Program Delivery Format: | Courses will be available in both in-class (most electives and accounting) and online self-study formats. In-class offerings will include a mixture of lecture and experiential learning activities, such as case studies, presentations, individual and group work. Online delivery will use primarily asynchronous activities designed to present the fundamental concepts and principals of suretyship as it applies to a career in the surety industry. Course activities will include instructor webinar/video lecture/presentations, discussion board topics, web-based learning activities, as well as, experiential learning activities (i.e. case studies, group discussions, projects). |
| viii. Student Evaluations (Grading Process): | Each course will include an evaluation component. The evaluation may consist of any combination of assignments, case studies, presentations, individual or group projects, participation, mid-term and a final examination or a combination thereof. Where appropriate, evaluations will be structured to evaluate students' level of competency in achieving overall learning objectives. |</p>
<table>
<thead>
<tr>
<th>ix. Course Evaluation:</th>
<th>For each course, students will complete an evaluation that explores content, delivery, materials, method of evaluation and instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>x. Course Instruction:</td>
<td>Instructors for courses will be selected from a pool of qualified applicants. In compliance with McMaster’s Senate and Undergraduate Council Guidelines for Certificates and Diplomas, selection will be based on academic background and/or experience within the field. Instructors will have the equivalency of a Master’s Degree or significant professional and teaching experience within the field. Instructors for Principles of Suretyship, Construction and Surety Law, and Contract Surety are required to be practitioners in the surety industry and have been approved by the Surety Association of Canada to provide instruction for these three courses.</td>
</tr>
<tr>
<td>xi. Credit Towards Degree Programme Studies:</td>
<td>The academic credit courses included in the certificate program can be used for credit towards degree program studies in accordance with the normal academic rules specified by the Faculty offering the degree.</td>
</tr>
<tr>
<td>xii. Program Advanced Standing:</td>
<td>Learners who have completed equivalent coursework at other post-secondary educational institutions may apply for a maximum of two (2) transfer course credits toward the Associateship in Canadian Bonding Certificate. Approved transfer credit will be approved by the Program Manager based on the following criteria: • courses must have an 80% overlap in content/curricula and a similar number of classroom or contact hours; • courses must have been taken within the last five years; • courses must have been taken from an accredited academic institution and listed on an official transcript with a grade of “C-” or better. Learners who have completed equivalent coursework in excess of the permissible transfer credit maximum may apply for a course substitution. A course substitution may be permitted on a case by case basis, as approved by the program manager.</td>
</tr>
</tbody>
</table>

Statement of Financial Viability:

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

Lorraine Carter, Director, Centre for Continuing Education
Statement of Administrative Responsibilities:

Statement of Faculty Alignment:
The staffing and systems infrastructure to support the following functions already exists within the Centre for Continuing Education. Costs will be fully covered by tuition, with the exception of the first year of the program, when the startup will be subsidized by the Centre for Continuing Education.

Program responsibilities are as follows:
- Budget development and monetary responsibilities
- Program and Course Development
- Course Registrations/Administration
- Supervision of Instructors to ensure University policies and practices are adhered to; courses are taught according to program requirements and standards
- Marketing and Promotions

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

**Listing of Courses** (complete the chart to provide suggested course title, indicate required or elective course, number of academic units, proposed hours, and estimated term offering):

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Required/Elective</th>
<th>Unit Value</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Suretyship</td>
<td>Required</td>
<td>3.0</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>Construction and Surety Law</td>
<td>Required</td>
<td>3.0</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>Contract Surety</td>
<td>Required</td>
<td>3.0</td>
<td>Winter 2020</td>
</tr>
<tr>
<td>ACC 925 Introductory Financial Accounting</td>
<td>Required</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>ACC 920 Effective Communication</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>BUS 436 Business Law</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>BUS 825 Business Foundations</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>ACC 818 Economics</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>HRM 821 Organizational Behaviour</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>MKT 819 Introduction to Marketing</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>ACC 928 Introductory Management Accounting</td>
<td>Elective</td>
<td>3.0</td>
<td>Currently offered</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Type</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>ACC 926</td>
<td>Intermediate Financial Accounting I</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 927</td>
<td>Intermediate Financial Accounting II</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 929</td>
<td>Intermediate Management Accounting</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 934</td>
<td>Advanced Financial Accounting</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 930</td>
<td>Advanced Management Accounting</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 933</td>
<td>Financial Management</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>ACC 937</td>
<td>Taxation</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>RSK 713</td>
<td>Risk Management Principles &amp; Practices</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>RSK 714</td>
<td>Risk Assessment &amp; Treatment</td>
<td>Elective</td>
<td>3.0</td>
</tr>
<tr>
<td>RSK 715</td>
<td>Risk Financing</td>
<td>Elective</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Section B:

Course Descriptions: (provide a one-paragraph course description; indicate course prerequisites, if applicable, and a bullet list of key topics to be covered in the course):

Required Courses

Principles of Suretyship
A suretyship is a three-party agreement in which a guarantor assumes responsibility for the defaults or debts of one of the other two parties. They're especially common in construction projects of all sizes. In this course you'll learn about surety bonds and the suretyship process in all its intricacy and detail.
Pre-requisite: N/A

Contract Surety
Contract surety bonds are a vital part of the construction industry. In this course, you'll learn how they provide assurance and financial security for projects and guarantee that a contractor is qualified to oversee all work and related payrolls - and what to do in case of default. You'll learn standard construction procedures and the nature of contract surety.
Pre-requisite: Principles of Suretyship

Construction & Surety Law
No matter how meticulously you plan a construction project, legal disputes can arise. This course explores the basic principles of contract law as they apply to construction. Learn how contract law surrounding construction sureties evolved in Canada - the common law provinces and Quebec - and how to analyze contract documents. You'll also learn about tendering and construction liens.
Pre-requisite: Principles of Suretyship

ACC 925 Introductory Financial Accounting
Examine generally accepted accounting principles, the transaction cycle, financial statements and the balance sheet. Recommended prerequisite: ACC 830 or equivalent.

Elective Courses

ACC 920 Effective Communication
Develop critical thinking, research, writing, editing, and presentation skills. Learn strategies for writing effective business summaries and reports. Explore the tools and techniques for successfully preparing for and writing examinations.
Antirequisite: BUS 850 Business Communications

BUS 850 Business Communications
Gain the knowledge and skills associated with clearly receiving, transmitting and communicating information within the business environment.
Antirequisite: ACC 920 Effective Communication
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 436</td>
<td>Business Law</td>
<td>Gain insight on legal topics that accountants and general business managers encounter to recognize where legal problems exist and what avenues are open to resolve them.</td>
</tr>
<tr>
<td>BUS 825</td>
<td>Business Foundations</td>
<td>Study business in a Canadian context, including finance, personnel, marketing, operations and general management.</td>
</tr>
<tr>
<td>ACC 818</td>
<td>Economics</td>
<td>Understand economics, including the basic principles of microeconomics and macroeconomics. Some knowledge of graphs and equations is required. *ACC 829 – Preparatory Mathematics is recommended as a pre-requisite to this course.</td>
</tr>
<tr>
<td>HRM 821</td>
<td>Organizational Behaviour</td>
<td>Explore human behaviour through influences that affect productivity, efficiency and organizational effectiveness through group work and case material.</td>
</tr>
<tr>
<td>MKT 819</td>
<td>Introduction to Marketing</td>
<td>Learn basic marketing concepts, including product development, market segments, pricing strategies, brand equity, distribution channels and promotional activities.</td>
</tr>
<tr>
<td>ACC 928</td>
<td>Introductory Management Accounting</td>
<td>Study managerial and cost accounting issues as a framework for approaching contemporary cost problems.</td>
</tr>
<tr>
<td>ACC 926</td>
<td>Intermediate Financial Accounting I</td>
<td>Study the reporting environment, accounting process and asset valuation issues. Special topics include accounting for changes, errors and prior period adjustments. Prerequisite: Introductory Financial Accounting or equivalent</td>
</tr>
<tr>
<td>ACC 927</td>
<td>Intermediate Financial Accounting II</td>
<td>Examine current financial reporting requirements and practices for liabilities and shareholders' equity, concentrating on the theoretical application and highlighting of other regulatory requirements. Prerequisite: Intermediate Financial Accounting I or equivalent</td>
</tr>
<tr>
<td>ACC 929</td>
<td>Intermediate Management Accounting</td>
<td>Build on the concepts of cost accumulation and allocation. Examine cost-volume-profit analysis and capital budgeting. Prerequisite: Introductory Financial Accounting + Introductory Management Accounting or equivalent</td>
</tr>
<tr>
<td>ACC 934</td>
<td>Advanced Financial Accounting</td>
<td>This course deals with more advanced topics in financial accounting and reporting with an emphasis on business combinations and foreign currency transactions and translation. Accounting for non-profit sector organizations will also be examined with emphasis on financial reporting issues and objectives, financial statement disclosures and fund accounting.</td>
</tr>
</tbody>
</table>
Prerequisite: Intermediate Financial Accounting I or equivalent

ACC 930 Advanced Management Accounting
Building on models presented in Intermediate Management Accounting, study how systems and information are structured for managerial planning, decision making and evaluation.
Prerequisite: Introductory Financial Accounting + Intermediate Management Accounting or equivalent

ACC 933 Financial Management
Study asset and equity management with a focus on working capital levels, capital structure and distribution of profits.
Prerequisite: Intermediate Financial Accounting II + Intermediate Management Accounting or equivalent

ACC 937 Taxation I
Examine the theory and application of the Income Tax Act as it relates to both individuals and corporations.
Prerequisite: Intermediate Financial Accounting II or equivalent

RSK 713 Risk Management Principles & Practices
Study the first two steps of the risk management decision making process: (1) identifying and analyzing the loss exposures, and (2) developing alternative techniques for treating each exposure. Learn to choose the best risk management alternative and select the most appropriate techniques for handling each exposure.

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

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

Section C:
Faculty Support Letter and other Supporting Documentation
DATE: September-24-19

TO: Certificate & Diploma Committee

FROM: Susan McCracken, Associate Dean, Academic, DeGroote School of Business

RE: Proposal for Associateship in Canadian Surety Bonding (A.C.S.B) Certificate

I have reviewed the Associateship in Canadian Surety Bonding Certificate program submission presented by the Centre for Continuing Education (CCE). I have determined that it meets all the criteria set out by the Undergraduate Council in its guidelines for diplomas and certificates and we, therefore, endorse this submission with the support of the DeGroote School of Business.

As McMaster University does not have internal expertise in the area of surety, the surety specific courses (Principles of Surety, Construction and Surety Law, and Contract Surety) were reviewed by external industry experts. Their conclusion is that the objectives of the proposed program are viable. The courses included in the program will fulfill the stated objectives and the program meets the Undergraduate Council’s criteria for the designation of “Certificate”. I concur with the external review.

The DeGroote School of Business is pleased to have a high-quality program such as the Associateship in Canadian Surety Bonding Certificate to meet the needs of people working/wanting to work in these fields. We support this CCE program as their academic affiliates, providing both the initial submission review and overview of ongoing curriculum issues. Additionally, we have provided CCE with the guidelines needed by their students for possible use of the advanced standing rules for students entering our degree programs using credit from completion of this program.

Sincerely,

Susan McCracken | Associate Dean (Academic), PhD, CPA, CA
Director, CPA/DeGroote Centre for the Promotion of Accounting Education and Research
Associate Professor in Accounting
DeGroote School of Business | McMaster University
1280 Main Street West, Hamilton Ontario L8S 4M4
905.525.9140 ext. 23993 | smccrac@mcmaster.ca

Cc: Lorraine Carter, Director, CCE
    Dan Piedra, Assistant Director, CCE
September 20, 2019

TO: Susan McCracken, DeGroote School of Business

FROM: Jim Lazenkas, Senior Surety Specialist, Intact Insurance Company

SUBJECT: Evaluation of Principles of Suretyship, Construction and Surety Law, and Contract Surety, Proposal for the Centre for Continuing Education (CCE)

I am presently a Senior Surety Specialist and manage a portfolio of surety business inclusive of large commercial, contract surety and developer surety. My current responsibilities also include oversight on all aspects of the business and staff development/training. I have close to two decades of experience and have held roles in both underwriting and management.

I have reviewed the course descriptions and outcomes for Principles of Suretyship, Construction, and Surety Law and Contract Surety, to be included as core courses under the proposed Associateship in Canadian Surety Bonding (A.C.S.B.) Certificate program to be offered through McMaster University's Centre for Continuing Education (CCE).

My examination of the course descriptions, instructional and evaluation methods indicate that the courses are of appropriate intellectual rigor for a 3.0 unit, half-year, undergraduate course, as per the specified minimum requirements set out in McMaster University's Policy on Certificates and Diplomas for Undergraduate Council.

Furthermore, the course material will benefit students who have decided to pursue a career in the surety industry. There are many avenues that one can pursue within the industry, whether it be in a new business production, claims & risk management, or surety bond underwriting. These three courses will give students an opportunity to learn key concepts that are essential for mastering as they progress in their careers.

Sincerely,
Jim Lazenkas

Jim Lazenkas
Senior Surety Specialist
Intact Insurance Company
905-276-1363 extension 41493
September 20, 2019

To: Susan McCracken, DeGroote School of Business
From: Kevin Perry, Vice President Surety - Intact Insurance Company of Canada

Subject: Evaluation of Principles of Suretyship, Construction and Surety Law, and Contract Surety,
Proposal for the Centre for Continuing Education (CCE)

As Vice President of the largest surety operating in Canada and the 6th largest surety overall in North America, my responsibilities as a leader in the industry for the past 15 years have provided me with the experience and expertise to assist in the creation and delivery of proprietary training programs at several surety companies in both Canada and the United States. It is my belief that creating future leaders through very focused and specialized knowledge transfer is how we will continue to lead and succeed in the future of our business.

I have reviewed the course descriptions and outcomes for Principles of Suretyship, Construction, and Surety Law and Contract Surety, to be included as core courses under the proposed Associateship in Canadian Surety Bonding (A.C.S.B.) Certificate program to be offered through McMaster University’s Centre for Continuing Education (CCE).

It is my opinion that all 3 courses offer the appropriate introductory level theoretical knowledge that would be required by the surety industry when seeking future entry level talent. With this theory, students should be able to build on these foundations when placed into the industry where they could apply their knowledge in tandem with ongoing internal based training and mentoring to achieve their career goals. Furthermore, I believe that the course texts and other proposed resources are adequate, and the proposed evaluation methods will provide transparent results to the student body.

My examination of the course descriptions, instructional and evaluation methods indicate that the courses are of appropriate intellectual rigor for a 3.0 unit, half-year, undergraduate course, as per the specified minimum requirements set out in McMaster University’s Policy on Certificates and Diplomas for Undergraduate Council.

Sincerely,

Kevin Perry
Vice President - Surety Central & Atlantic Canada
4 Robert Speck Parkway, Suite 100, Mississauga ON, L4Z 1S1
Office: 905.276.1363 x 41403
Cell: 647.567.5095
kevin.perry@intact.net
Department: toronto.surety@intact.net
Date: September 13, 2019

TO: Susan McCracken, DeGroote School of Business
Mcmaster University

FROM: Leandro Gomez

SUBJECT: Evaluation of Principles of Suretyship, Construction and Surety Law, and Contract Surety. Proposal for the Centre for Continuing Education (CCE)

I am the Past Chair of the Surety Association of Canada and a graduate of the A.C.S.B. Designation Program (Graduating Class of 2012). I hold an MBA from the University of Toronto – Rotman School of Management; a BA in Administrative & Commercial Studies from the University of Western Ontario; a CPA, CMA Accounting Designation from the Chartered Professional Accountants of Canada; and a Canadian Risk Management certificate from the Global Risk Management Institute.

I have been working in the surety industry for the past 22 years with increasing levels of responsibility. Fifteen of those years were on the primary insurance side and seven years were on the surety reinsurance side of the business. I currently run the National Surety Operations for Chubb’s construction surety portfolio and previously ran the National Surety treaty reinsurance business for Munich Reinsurance Company of Canada.

I have reviewed the course descriptions and outcomes for Principles of Suretyship, Construction, and Surety Law and Contract Surety, to be included as core courses under the proposed Associateship in Canadian Surety Bonding (A.C.S.B.) Certificate program to be offered through McMaster University’s Centre for Continuing Education (CCE).

My examination of the course descriptions, instructional and evaluation methods indicate that the courses are of appropriate intellectual rigor for a 3.0 unit, half-year, undergraduate course, as per the specified minimum requirements set out in McMaster University’s Policy on Certificates and Diplomas for Undergraduate Council.

Sincerely,

Leandro Gomez
VP Surety
Chubb Insurance Company of Canada
TO: Susan McCracken, DeGroote School of Business

FROM: Steven D. Ness, President, Surety Association of Canada

SUBJECT: Evaluation of Principles of Suretyship, Construction and Surety Law, and Contract Surety, Proposal for the Centre for Continuing Education (CCE)

The Surety Association of Canada (SAC) is a national trade advocacy association that represents the interests of the surety industry across Canada. Our members represent more than 90% of all surety premiums written in Canada and consist of primary surety firms, surety reinsurers, surety/insurance brokers, and other organizations that provide related and services to the surety industry such as legal firms and consultants. SAC is the comprehensive and accessible resource centre for those seeking information and answers from our industry and we work on our members’ behalf by engaging key decision makers (and decision “influencers”) to bring about surety-friendly conditions in bonds, contracts, legislation and regulations.

In May 1996, in response to numerous inquiries, SAC sent out a questionnaire to its membership regarding their education and training requirements. Based on overwhelming support for an education program, the Education and Research Committee began work in September 1996. The program officially launched in September 1998 and the first designation was conferred two years later. As of September 2019, 186 individuals have received the A.C.S.B. Designation.

The objective of the A.C.S.B. Designation Program is to provide member firms with a workable alternative to the development of expensive and time-consuming in-house training regimens. However, like all educational programs, the A.C.S.B. Designation Program is meant to compliment; not supplant the on-the-job training provided by the student’s employer. It is anticipated that member firms will continue to provide mentoring and practical guidance to augment the learning experience for young professionals and prepare them for the day to day requirements of their jobs.

The courses have been designed as a learning vehicle for students who plan on embarking on a career in the surety industry and provides students with a theoretical and in-depth practical understanding of suretyship. Having been an instructor for the Principles of Suretyship course since its inception, I can confirm that this course, along with the Construction and Surety Law and Contract Surety courses, all provide a solid introduction to surety bonds and the suretyship process.
In terms of my background, I am one of five original founders of the association (1992) and have held the role of President since 1994. I began my career in the surety industry in 1977 with the United States Fidelity and Guaranty Company and held various senior surety underwriting positions with Aetna Canada and Halifax Insurance until my appointment as Vice President, surety for Commercial Union Canada in 1990. I hold a Bachelor of Arts (Hons.) from McMaster University.

In addition, I have served on various insurance Bureau of Canada committees and authored several articles on surety bonds and the suretyship process. I have spoken on suretyship in North and South America and Europe, including lectures for the University of Toronto and the Insurance Institute of Canada on the role of suretyship in the construction process.

I have reviewed the course descriptions and outcomes for the Principles of Suretyship, Construction and Surety Law and Contract Surety courses, to be included as core courses under the proposed Associateship in Canadian Surety Bonding (A.C.S.B.) Certificate program to be offered through McMaster University’s Centre for Continuing Education (CCE).

My examination of the course descriptions, instructional and evaluation methods indicate that the courses are of appropriate intellectual rigor for a 3.0-unit, half-year, undergraduate course, as per the specified minimum requirements set out in McMaster University’s Policy on Certificates and Diplomas for Undergraduate Council.

Sincerely,

Steven D. Neas
President, Surety Association of Canada
REPORT TO SENATE
FROM THE
COMMITTEE ON APPOINTMENTS

Open Session

At its meeting on October 28, 2019, the Committee on Appointments approved the following recommendation and now recommends it to Senate:

a. Terms of Reference – Associate Director, Integrated Biomedical Engineering and Health Sciences Program

It is now recommended,

That the Senate approve the terms of reference for the Associate Director, Integrated Biomedical Engineering and Health Sciences Program.

Senate: For Approval
November 13, 2019
### Terms of Reference

#### APPOINTMENT NAME:

Associate Director

#### COMPOSITION:

One faculty member from the Faculty of Engineering.

#### FUNCTIONS:

The Associate Director will co-ordinate the program, oversee the curriculum and accreditation processes, which may include, but is not limited to the Canadian Engineering Accreditation Board’s (CEAB) accreditation process, including Graduate Attributes and IQAP. The Associate Director will report jointly to the two co-Directors of the Integrated Biomedical Engineering and Health Sciences (iBioMed/iBEHS) Program and will work in collaboration with the Associate Dean of Engineering (Academic) and the Assistant Dean of Engineering.

A stipend for the Associate Director will be provided by the Program.

Curriculum and Teaching responsibilities as follows:

- iBioMed is a non-traditional program that involves liaising and consulting with eight unit representatives (seven of which are in the Faculty of Engineering)
- Member of the iBioMed Curriculum Committee
- Reviewing the impact of curriculum changes on all engineering programs
- Sitting on further committees or consulting with various departmental curriculum representatives (ongoing)
- Supporting the presentation of curriculum changes for the iBioMed program at the Faculty of Engineering Undergraduate Curriculum Committee

Accreditation responsibilities as follows:

- Supporting the authoring of the CEAB questionnaire or IQAP report during the review year
- Responsible for completing the Graduate Attribute reports annually
- Responsible for maintaining nine accreditation unit tables to ensure minimum requirements are met, annually
- Responsible for maintaining data tables for IQAP
- Further consultation with department representatives regarding accreditation and graduate attribute reports (ongoing)
- Creating and implementing continuous improvement strategies for CEAB and IQAP

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October 18, 2019
The Faculty of Science proposes that the name of the School of Geography & Earth Sciences be changed to the “School of Earth, Environment & Society”.

The new name better reflects the core research focus of faculty within the School, and is part of a broader alignment with the School’s vision and mission statements. This change is also consistent with the importance of environmental science and environmental studies within the BA and BSc undergraduate academic programs offered by the School. The new name will provide a clearer statement of the School’s focus in research and teaching to current and future students, the University community and those outside of McMaster. A more detailed rationale for the change is outlined in the attached document.

The School undertook broad consultation at McMaster with current BA and BSc students, Associate and Assistant Deans, and academic advisors in both the Faculties of Science and Social Sciences. Research was also undertaken regarding the trend of similar Canadian and U.S. university-based schools dropping the names “geography” and “geology” in favour of “environment”, “earth” and others.

The proposed name change was approved by the School on March 22, 2019, and subsequently approved by the Faculty Council of the Faculty of Science on October 10, 2019 and the Faculty of Science on October 24, 2019 for recommendation to the McMaster University Senate.

The Faculty of Science recommends,

“that the McMaster University Senate approve the proposed name change of the School of Geography & Earth Sciences to the ‘School of Earth, Environment & Society’, effective July 1, 2020.”

Senate: FOR APPROVAL
November 13, 2019
DATE: October 16, 2019

RE: Proposed name change: School of Earth, Environment & Society

At the March 22, 2019 SGES Faculty meeting, it was unanimously agreed to change the name of the School from “School of Geography & Earth Sciences” to “School of Earth, Environment and Society”. The discussion and ultimately the decision to rename the School comes after almost three years of careful deliberation and discussion, with formal discussions to change the name dating to a May 9, 2016 retreat. It is also concurrent with a thorough review of our undergraduate program offerings through the 2018/19 Academic Year and revisions to our mission and vision statements.

The name ‘Geography and Earth Sciences’ does not reflect the core research focus of many faculty members on the environment; nor does it reflect the School’s programs and course offerings and the importance of environmental science and environmental studies to our BSc and BA undergraduate degree programs. The proposed name change therefore represents one part of a major re-visioning of who we are, our strengths, and how we want the larger community to see us. Although the discussion around the name change had been on-going for some time, it was brought back to the forefront at the School’s December 6, 2018 retreat. Prior to the retreat, faculty members were presented with a series of potential names and asked to provide input and indicate their support for each. With 20 faculty attending the retreat, no one name emerged as the preferred option, with faculty discussing alternatives names including “School of the Environment”, and various versions of a name that included “Earth”, “Geography” and “Environment”. Following further discussion during the retreat, “School of the Environment” emerged as a potential name, although it did not resonate with all attending. One option – the retention of the current name – was, however, clearly not supported by any of the faculty: a finding that was supported by a show of hands during the retreat and also the pre-retreat survey. Instead, faculty indicated that “Environment” should appear (somewhere) in the School name.

Given the unanimous desire amongst SGES faculty to change the School’s name, an ad-hoc name change and re-visioning committee was created. Chaired by Mike Waddington, the committee included Drs. Luc Bernier, Allison Williams, Niko Yiannakoulias, and Janok Bhattacharya. This group represented faculty across a large breadth of research and teaching interests and roles.
The committee met several times and continued discussions with SGES faculty over a period of several weeks and had fruitful discussions. During the consultation process, the committee looked at how other, similar units at other universities re-named themselves. Across the US and Canada, multiple units have merged with other related units, dropped ‘geography’ and ‘geology’ from their names, and/or incorporated ‘environment’, ‘earth’, ‘sustainability’ and other terms into their names. However, no consistent or stand-out name was identified that reflected SGES.

As part of our program and school review, a number of other stakeholders were also consulted, including the Deans, Assistant Deans and Academic Advisors in both Science and Social Sciences. In particular, the Academic Advisors in both faculties reinforced that the traditional names of geography and geology all ‘had baggage’ in that they brought pre-conceived ideas of what our fields of study were. Further, Dean MacDonald was kept appraised throughout the process, including a meeting between the Dean and the committee on March 5, 2019. Other stakeholders consulted during this process included current students in the BA and BSc programs and (informal) conversations with alumni. In each case, these conversations revealed that students were keenly interested in environmental issues, with the School’s name change enabling recruitment. Conversations with alumni revealed that they were more likely to identify with their specific area of study (program) as opposed to the School.

Based on this research and conversations, the committee initially proposed “School of Earth and Environment”. This name was presented and discussed at the March 8, 2019 SGES faculty meeting. While it was clear that this name was not supported by the majority of faculty, the alternative “School of Earth, Environment and Society” was proposed. The addition of ‘society’ to the School’s name reflects the complex interactions and linkages between human societies and the built, human and natural environments that we live in and recognizes the role of geographers in placing this human context within the environment.

Based on discussions, the ad-hoc committee was requested to further explore the proposed name. Concurrently, the School’s Undergraduate committee was asked to review the name in light of proposed changes to its undergraduate programs, which include a consolidation of offerings and proposed program name changes. These will be brought forward to the fall Faculty of Science APPC meetings. The School is also currently re-writing its mission and vision statements to reflect the new name and programs.

At the March 22, 2019 SGES Faculty meeting, both the ad-hoc name change committee and the Undergraduate committee reported back to the larger SGES faculty, with both committees unanimously supporting the name change. Following discussion, a motion was made by Mike Waddington (2nd by Vera Chouinard) to adopt the proposed “School of Earth, Environment and

Society”. The motion was passed unanimously with 20 in favour, 0 against, and no abstentions. The proposed name captures our major identities as researchers and reflects our strengths in the classroom and lab, while avoiding the use of disciplinary titles (Geography, Geology) that students no longer identify with or understand - a major constraint to recruitment to our undergraduate programs. We therefore greatly anticipate that the name change will aid in recruitment of undergraduate students. Further, the School’s new name will be reflected in the proposed changes to our undergraduate program names, creating a more seamless link between the School and our programs.

Bruce Newbold
Director, SGES
Professor of Geography