

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2020-21 academic year will be held remotely (via Zoom) on Friday October 23rd at 11:30am.

AGENDA

	Page
1. Welcome & Chair's Remarks	
2. Dean's Remarks	
3. PhD/GBC/UBS Initiatives	
4. Discussion re voting process	
5. Discussion re Potential Committee-of-the-Whole Topics	
6. Discussion re York Cares United Way Campaign (<i>rep to attend November 6th Faculty Council</i>)	
7. Motion: Addition of ACTG non-core members to Tenure and Promotions Committee (A. Joshi)	3
8. Agenda for Regular Meeting of Faculty Council on November 6th	
9. Discussion re Decanal Search	
10. Adjournment	

PROPOSED FACULTY COUNCIL CONSENT AGENDA

A consent agenda item is deemed to be approved unless, at any moment before or during the meeting, a member of the Faculty Council of the Schulich School of Business advises the Chair of his or her request to debate it.

	Page
1. Nominations Committee (A. Joshi)	
a) Updated Nominating Slate for 2020-2021	4 – 12
2. BBA/iBBA Program Committee (M. Valente)	
a) New Course Proposals	13 - 27
1. ORGS 4100 3.00 Resilience to Catastrophic Failure in Organizations	
3. Master Programs Committee (M. Annisette)	
a) Program Changes	
1. Master of Accounting (ACTG 6650 3.0 elective to core course) (U. Trivedi)	28 - 45
2. Diploma in Advanced Accounting (ACTG 6650 3.0 elective to core course) (U. Trivedi)	46 - 63

b) Course Changes

- | | |
|--|----------------|
| 1. FNEN 6850 3.0 (<i>change of rubric to FINE</i>) (Y. Tian) | 64 - 83 |
| 2. FINE 6850 3.0 (<i>pre-requisite change</i>) (Y. Tian) | |
| 3. BSUS 6300 3.0 (<i>description & learning outcomes</i>) (C. Cho) | 84 - 97 |

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|---|---------------|
| 4. Minutes of the Last Meeting: 2020.09.18 | 98-101 |
|---|---------------|

Upcoming Meeting Dates for 2020-2021:

Schulich Executive Committee:

Friday, November 27, 2020
Friday, January 22, 2021
Friday, February 26, 2021
Friday, April 9, 2021

Schulich Faculty Council:

Friday, November 6, 2020
Friday, December 11, 2020 (10:30am start)
Friday, February 5, 2021
Friday, March 12, 2021
Friday, April 16, 2021

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Ashwin Joshi

Date: October 16, 2020

Re: Addition of ACTG non-core members to Tenure and Promotions Committee

Motion:

The following colleagues will serve as non-core accounting area members of the Tenure and Promotions Committee: Dr. Silvia Hsu and Dr. Sandy Qu

Rationale:

There was a mis-communication between the nominating committee and the accounting area around the creation of a non-core committee for an upcoming tenure and promotion file from the accounting area. As a result, the accounting area non-core member slate was not placed on the consent agenda at the last faculty council.

An accounting area file is coming up for consideration by the tenure and promotion committee on October 30th. It is essential to have an elected non-core accounting area committee to be in place prior to that date. Following consideration by the Executive Committee, if consent for the motion can be obtained from faculty council via an e-vote, I will be grateful.

**SCHULICH SCHOOL OF BUSINESS
NOMINATING COMMITTEE SLATE FOR 2020-2021**

Chair of Council: Cameron Graham
Vice Chair: Ruodan Shao

All Committee Mandates can be found at:

<https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/>

COMMITTEES OF FACULTY COUNCIL

Executive Committee:

Chair:	Cameron Graham
Secretary	Emily Rush
Ex Officio Voting Members:	
Interim Dean	Detlev Zwick
Vice-Chair Faculty Council	Ruodan Shao
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Dirk Matten
Nominating Committee	Ashwin Joshi
Student Affairs	Henry Kim
Tenure and Promotion	Moren Levesque
BBA/iBBA Program Committee	Mike Valente
EMBA Program Committee	Matthias Kipping
PhD Program Committee	Eileen Fischer
Masters Programs/Programs Coordinating Committee	Marcia Annisette
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
MAcc	Viswanath Trivedi
MSCM	Dave Johnston
MMkg	David Rice
EMBA	Matthias Kipping
PhD	Eileen Fischer
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Kevin Tasa
MBAN	Murat Kristal
MMAI	Murat Kristal
GBC President	Azra Samji
UBS President	Balaaj Durrani
PhD President	Pouyan Tabasi Nejad

Ph.D. Program

Chair: Program Director	Eileen Fischer
Secretary:	Stephanie Allen
ACTG	Jeff Everett
FINE	Yisong Tian

MKTG
OMIS
ORGS
PLCY

Ela Veresiu
Manus Rungtusanatham
Maxim Voronov
Rob Phillips

Elected Student Members:	
Ph.D. Rep.	Pouyan Tabasi Nejad
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Executive Director Student Services and International Relations (Interim)	Lindsay Hillcoat

Master Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Marcia Annisette
Secretary:	Laura Da Silva
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Ruodon Shao
PLCY	Anoop Madhok
BBA/iBBA	Farrokh Zandi

Elected Student Members:	
1 st yr MBA rep.	Shaurya Arora
2 nd yr MBA rep.	Annabelle Chan
1 st yr IMBA rep.	Taslima Rashid
2 nd yr IMBA	Shigenobu Kanao
Student Rep BBA/iBBA	Kunal Chopra
Student Rep BBA/iBBA	Troy Dhillon
Student Rep MAcc	Wang Mingyang
Student Rep MBAN	Zareen Hossain
Student Rep MFIN	Ketaki Gadre
Student Rep MMAI	Shaoshi Zhang
Student Rep MMGT	Masooma Munir
Student Rep MMKG	Ahmad Shekib
Student Rep MREI	Mohammad Saalik Soleja
Student Rep MSCM	Parthiban Dhakshnamurthy
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Director BBA/iBBA	Mike Valente
Director IMBA	Alex Campbell
Director MAcc	Viswanath Trivedi
Director MBA	Ashwin Joshi
Director MBAN	Murat Kristal
Director MFIN	Melanie Cao
Director MMAI	Murat Kristal
Director MMGT	Kevin Tasa
Director MMKG	David Rice
Director MREI	Jim Clayton
Director MSCM	Dave Johnston
Director SCTE & MBA/JD	Peter MacDonald
EE Lead	Minerva Cernea

eLearning Lead	Ingo Holzinger
MGMT 6100 Coordinator	Ingo Holzinger
Ex Officio Non-Voting Members:	
Student Services Rep.	Lindsay Hillcoat
Rep IST	Mark Orlan
Rep CDC	Rob Hines
Rep Alumni	TBD
Director, Academic Affairs	Emily Rush

BBA/iBBA Programs:

Chair: Program Director	Mike Valente
Secretary:	Nikki Jagdeosingh
OMIS	Adam Diamant
ORGS	Brent Lyons
FINE	Eli Prisman
PLCY	Willow Sheremata
ACTG	Linda Thorne
MKTG	Grant Packard
Elected Student Members:	
1st yr BBA rep.	Hitik Ajwani
2nd yr BBA rep.	Carmine Reda
3rd yr BBA rep.	Tanya Anand
4th yr BBA rep.	Samantha Samlal
iBBA rep.	Oran Morris
Ex Officio Voting Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Assoc. Director, BBA/iBBA	Farrokh Zandi
Non-Voting Members:	
Director SCTE	Peter MacDonald
Student Services Rep.	Luba Pan
Career Centre Rep.	Phanindra Deonandan
Director, Academic Affairs	Emily Rush

Master's Admissions:

Chair:	Kiridaran Kanagaretnam
Secretary:	TBD
MREI	Jim Clayton
ACTG	Sylvia Hsu
MKTG	Yigang Pan
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
REAL	Sherena Hussain
PLCY	Charles McMillan
PLCY	Burkard Eberlein

Student Member:	
MBA rep.	Azra Samji
Ex Officio Voting Members:	
Associate Dean Students	Kiridaran Kanagaretnam
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	TBD

Nominating:

Chair:	Ashwin Joshi
Secretary:	Nikki Jagdeosingh
PLCY	Yuval Deutsch
PLCY	Theo Peridis

Elected Student Members:

GBC President	Azra Samji
UBS President	Balaaj Durrani

Ex Officio Members:

Associate Dean Academic	Marcia Annisette
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Research & Library:

Chair:	Assoc. Dean, Research	Dirk Matten
Secretary:		Farhana Islam
ENTR		Geoffrey Kistruck
MKTG		Theo Noseworthy
ORGS		Winnie Shen

Elected Student Members:

MBA Rep.	Denis Keimakh
BBA/iBBA Rep.	Shirin Dinyarian

Ex Officio Voting Members:

Bronfman Business Librarian	Stephanie Quail
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Ex Officio Non-Voting Members:

Research Officer	Farhana Islam
Exec. Director IST	Mark Orlan

Student Affairs:

Chair:	Henry Kim
Vice-Chair	Moshe Farjoun
Secretary:	Rachel Ricer
ACTG	Matt Bamber
ENTR	Geoffrey Kistruck
FINE	Ambrus Kecskes
FINE	Melanie Cao
FINE	Foroughi Pouyan
MREI	Avis Devine
MKTG	Nicole Mead
OMIS	Isik Bicer
ORGS	Luke Zhu
PLCY	Steve Weiss

Elected Student Members:

Grad Rep.	Annabelle Chan
Grad Rep.	Kunal Jakhar
Undergrad Rep.	Mehak Shah
Undergrad Rep.	Meena Shanmuganathan

Ex Officio Voting Members:

Associate Dean Academic	Marcia Annisette
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Ex Officio Non-Voting Members:

Associate Dean Students	Kiridaran Kanagaretnam
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Tenure & Promotions

Chair:	Moren Levesque
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Secretary	Sabine Friedrich
Core Members Continuing	
ACTG	Kiridaran Kanagaretnam
Acclaimed	
FINE	Moshe Milevsky
MKTG	Peter Darke

Ph.D. Rep	Hussein Fadlallah
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Noncore Members:	
ACTG	Sylvia Hsu, Sandy Qu
OMIS	Murat Kristal, Scott Yeomans
ORGS	Kevin Tasa, Ruodan Shao, Irene Henriques
MKTG	Eileen Fischer, Grant Packard
PROP	James McKellar, Jim Clayton

Tenure & Promotions Appeals

ACTG	Dean Neu
FINE	Mark Kamstra
MKTG	Russell Belk

Kellogg-Schulich Executive MBA Program Committee:

Chair:	Marcia Annisette
Secretary:	Ardene Harris
Academic Program Director	Matthias Kipping
ORGS	Mike Valente
OMIS	Moren Levesque
Associate Dean, Global Programs	TBD
Director EMBA Global Network (Kellogg)	Melissa Holland
Director, Academic Affairs	Chris Bray
Assistant Dean, Exec MBA Programs	Su-Lan Tenn

Ex Officio Member:	
Associate Dean Academic	Marcia Annisette
Student Members:	
1 st year EMBA rep.	Simon Quick
2 nd year EMBA rep.	TBD

SENATE AND SENATE COMMITTEES

Senators:

6 Faculty including the Dean	Marcia Anisette (July 1, 2023)
	Kevin Tasa (July 1, 2022)
	Dirk Matten (July 2022)
	Cameron Graham (July 1, 2023)
	Dean Neu (July 1, 2023)

Ex Officio	Interim Dean Detlev Zwick
Student Senators:	
Graduate Student rep.	Sean Miletelo
Undergraduate Student rep.	Shirin Dinyarian

Senate Committees:

(* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Linda Thorne
Tenure & Promotions Executive*	Anoop Madhok, Jeffrey Everett
Sub-Committee on Honorary Degrees*	Marcia Annisette
Sub-Committee on Honorary Degrees*	Robert Phillips
Academic Standards, Curriculum & Pedagogy (ASCP)	Tom Wesson
Sub-Committee on Coordination And Planning*	Tom Wesson
HPRC - Sub Committee of APPRC	TBD

FOR INFORMATION

Faculty of Grad Studies:

Ex Officio	Interim Dean Detlev Zwick
Program Directors & Representatives:	
Associate Dean Academic	Marcia Annisette
Ph.D.	Eileen Fischer
EMBA	Matthias Kipping
IMBA	Alex Campbell
MBA	Ashwin Joshi
MBAN	Murat Kristal
MAcc	Viswanath Trivedi
MFIN	Melanie Cao
MMKG	David Rice
MMGT	Kevin Tasa
MMAI	Murat Kristal
MSCM	Dave Johnston
MREI	Jim Clayton
Diploma Directors:	
Art, Media & Entertainment Management	Ken Rogers & Trina McQueen
Business and the Environment	Dirk Matten
Financial Engineering (Concurrent and Stand Alone)	TBD
Health Industry Management	Amin Mawani
Nonprofit Management and Leadership	Geoff Kistruck
Post-MBA Diploma in Advanced Management	Ashwin Joshi
Student Representatives:	
Ph.D.	Gulay Taltekin Guzel

EMBA	TBD
IMBA	Taslima Rashid
MBA	Michael Tabet
MBAN	Zareen Hossain
MAcc	Wang Mingyang
MFIN	Ketaki Gadre
MMAI	Shaoshi Zhang
MMGT	Masooma Munir
MMKG	Ahmad Shekib
MREI	Mohammad Saalik Soleja
MSCM	Pankaj Murali

Operating:

Chair:	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Associate Dean Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha
Program Directors:	
BBA/iBBA	Mike Valente
MBA	Ashwin Joshi
IMBA	Alexandra Campbell
PhD	Eileen Fischer
EMBA	Matthias Kipping
Area Coordinators:	
ACTG	Dean Neu
ECON	Irene Henriques
FINE	Lilian Ng
MKTG	Theodore Noseworthy
OMIS	Manus Rungtusanatham
ORGS	Kevin Tasa
PLCY	Tom Wesson

Management:

Chair:	Interim Dean Detlev Zwick
Secretary	Yvonne Massop
Ex Officio Members:	
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
AD Students	Kiridaran Kanagaretnam
Interim Executive Officer	Anwar Mustapha

IST Steering:

Chair:	Markus Biehl
Vice Chair	TBD
Secretary	Beverley Kelbert
Associate Dean Academic	Marcia Annisette
Associate Dean Research	Dirk Matten
Dean's Office	Sean Siddik
Alumni Relations	Aloma Gravel
Interim Executive Officer	Anwar Mustapha

Information Systems and Technology	Mark Orlan
CDC	Minoo Bhutani
Marketing	Don Woticky
SSIR	Lindsay Hillcoat
SEEC	Malcolm Cowan
Faculty Rep.	Sandy Qu

Area Coordinators / Specialization Directors

ACTG	Dean Neu
ARTM	Ken Rogers & Trina McQueen
BSUS	Dirk Matten
ECON	Irene Henriques
ENTR	Moren Levesque & Chris Carder
FINE	Lilian Ng
FNSV	James Darroch
HIMP	Joseph Mapa
IBUS	Farrokh Zandi
MINE	Richard Ross
MKTG	Theo Noseworthy
ORGS	Kevin Tasa
OMIS	Manus Rungtusanatham
PLCY	Tom Wesson
PROP	James McKellar
SOCM	Geoffrey Kistruck

Other Schulich/University Roles

MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	John Mueller
Centre for Global Enterprise	Atipol Bhanich-Supapol
Hennick Centre, Co-Director	Peter MacDonald
York University Pension Plan	Pauline Nolan-Shum
Executive Director, York Change	Ellen Auster

Other Academic Administrators

Associate Dean Academic	Marcia Annisette
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Dirk Matten
Exec. Director, External Relations	James McKellar
Director, Schulich Centre for Teaching Excellence	Peter MacDonald
Affirmative Action Coordinator	Ashwin Joshi

Area Affirmative Action Representatives

ACTG	Viswanath Trivedi
ECON	TBD
FINE	Pauline Shum-Nolan

MKTG	Ajay Sirsi
ORGS	Chris Bell
OMIS	TBD
PLCY	Justin Tan

YUFA Stewards

Jeff Everett
TBD

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Maxim Voronov, Ph.D., Professor of Organization Studies

Date: September 22, 2020

Re: New Course Proposal: ORGS 4100 3.00 – Resilience to Catastrophic Failure in Organizations

Motion:

That Faculty Council approve the proposal of New Course ORGS 4100 3.00 Resilience to Catastrophic Failure in Organizations.

Rationale:

This course is for students interested in understanding what makes modern organizations vulnerable to catastrophic failure and how strategic and organizational design choices can mitigate the risk of such failure and make organizations more resilient. This course extends and complements the micro- and macro- foundations of organizing introduced in ORGS 2100 3.00 and 2200 3.00 (BBA) or INTL 2300 3.00 (iBBA) by examining the role of organizing in both triggering and averting organizational crises. Understanding how to identify and respond to critical organizational weaknesses that can lead to catastrophic failure has become increasingly important for managers and organizational stakeholders in light of the numerous recent organizational and societal crises, and learning about this topic can be a strategic benefit to the students. There are no similar courses in the undergraduate curriculum, so this course fills an important gap. At the same time, the course connects to the themes and issues that are important in other Schulich undergraduate courses, including in strategy, supply chain management, and social media marketing.

1. Course Number and Credit Value:

ORGS 4100 3.00

2. Long Course Title:

Resilience to Catastrophic Failure in Organizations

3. Short Course Title:

Catastrophic Failure in Organizations

4. Effective Session:

Fall 2021

5. Course Description for the Undergraduate Course Registry and Calendar:

This course teaches students to recognize vulnerabilities of organizations to catastrophic failure, and to understand why such risk represents both a profound challenge and a potential opportunity, and to become more effective decision-makers in general. We examine how cognitive biases, organizational culture and institutions contribute to catastrophic failures; and consider how organizations can address these challenges and become more resilient.

6. Pre-requisites:

ORGS 2100 3.00 and ORGS 2200 3.00 (BBA) or INTL 2300 3.00 (iBBA)

7. Rationale:

This course is for students interested in understanding what makes modern organizations vulnerable to catastrophic failure and how strategic and organizational design choices can mitigate the risk of such failure and make organizations more resilient. This course extends and complements the micro- and macro- foundations of organizing introduced in ORGS 2100 3.00 and ORGS 2200 3.00 (BBA) or INTL 2300 3.00 (iBBA) by examining the role of organizing in both triggering and averting organizational crises. Understanding how to identify and respond to critical organizational weaknesses that can lead to catastrophic failure has become increasingly important for managers and organizational stakeholders in light of the numerous recent organizational and societal crises, and learning about this topic can be a strategic benefit to the students. There are no similar courses in the undergraduate curriculum, so this course fills an important gap. At the same time, the

course connects to the themes and issues that are important in other Schulich undergraduate courses, including in strategy, supply chain management, and social media marketing.

8. Instructors and Faculty Coordinator:

Initial Instructor

Maxim Voronov

Alternative Instructors

Thomas Medcof

Course Coordinator

Maxim Voronov

9. Specializations:

Primary Area or Specialization

ORGS

Secondary Areas or Specializations

N/A

10. What will be the structure of the contact hours of this course each week?

The contact hours per week is 3 hours and one class per week.

11. Maximum enrolment

45

12. Expected Student Enrolment:

25

13. Evidence for enrolment expectations:

ORGS electives average about 25 students

14. Human Participants Research

N/A

15. If any special computer facilities, teaching materials, or physical facilities are required, please list them.

N/A

16. Course Outline:

Attached

17. Library Statement:

Library statement is attached as a separate file.

Course Originator:

<u>Maxim Voronov</u>	<u>September 22, 2020</u>
Signature	Date

<u>Maxim Voronov</u>	<u>ORGS</u>
Name	Area or Specialization

Supporting Faculty Members:

(The course originator should consult with other interested parties and obtain their approval signatures.)

The undersigned have examined this course proposal and feel it is a worthwhile addition to the curriculum and does not, to our knowledge, significantly duplicate the content of existing course offerings.

<u>Chris Bell</u>	<u>ORGS</u>
<u>Eileen Fischer</u>	<u>Marketing</u>
<u>Robert Phillips</u>	<u>Policy</u>
<u>Charles Cho</u>	<u>Accounting</u>
<u>Brent Lyons</u>	<u>ORGS</u>
<u>Luke Zhu</u>	<u>ORGS</u>
<u>Dirk Matten</u>	<u>Policy</u>

Approvals:

Area or Specialization:

This Area/Specialization has reviewed this course proposal and supports the addition of this course to the BBA and/or iBBA curriculum.

Kevin Tasa
Signature

September 22, 2020
Date

Kevin Tasa
Name of Coordinator or Director

Organization Studies
Area or Specialization

Program:

The BBA/iBBA Program Committee recommends that this new course be added to the list of the courses specified for the program. Documentation attesting to the faculty member support for the change has been received and archived by the committee chair.

Mike Valente
Signature

October 9, 2020
Date

Mike Valente
Name of Program Director

ORGS 4100 3.00: RESILIENCE TO CATASTROPHIC FAILURE IN ORGANIZATIONS



Course Outline

Fall 2021

Days

Room: TBD, Seymour Schulich Building

Instructor

Dr. Maxim Voronov

Room N331, Seymour Schulich Building

mvoronov@schulich.yorku.ca

Office hours: by appointment

Assistant

Tammy Tam

N331, SSB

416-736-5096

ttam@schulich.yorku.ca

Course Description

This course teaches students to recognize vulnerabilities of organizations to catastrophic failure, and to understand why such risk represents both a profound challenge and a potential opportunity, and to become more effective decision-makers in general. We examine how cognitive biases, organizational culture and institutions contribute to catastrophic failures; and consider how organizations can address these challenges and become more resilient.

Prerequisite: ORGS 2100 3.00 and ORGS 2200 3.00 (BBA students) or INTL 2300 3.00 (iBBA students)

Detailed Course Description

Organizations of all types are vulnerable to catastrophic failure, but not all decision-makers are aware of this possibility or have developed organizational resilience to it. Numerous well publicized events – from BP’s Gulf of Mexico oil spill and the COVID-19 pandemic to various social media scandals – offer illustrations of human, organizational, and systemic factors that can severely damage and even destroy organizations. While cataclysmic events may be inevitable, organizational responses to them can be more or less effective. Developing sensitivity to catastrophic failure and the capability to diagnose and address key vulnerabilities is essential for developing resilience for businesses, governments and non-profits.

In this course, we conceptualize organizations as complex systems of interconnections and meaning that can become rigid, routinized and slow-to-detect and respond to potentially cataclysmic developments. We examine the roles of cognitive biases, sensemaking, organizational culture and institutions in preventing managers from thinking effectively about the risk of catastrophic failure. We also consider why even small errors can cascade and have devastating consequences in complex systems by disrupting the flows of communication and meaning-making. In addition, we examine how the very processes and tools that are meant to ensure safety and reliability can, paradoxically, create barriers to learning, resulting in catastrophic failure. Throughout the course, our aim will be to understand how organizations can address these challenges in order to pre-empt or recover from catastrophic failure. The course will also help to improve routine decision-making.

Course Learning Outcomes

The main goals of this course are to:

1. Develop sensitivity to human, organizational and systemic factors that can trigger catastrophic failure
2. Learn to identify constraints and opportunities for enhancing organizational resilience
3. Improve decision-making skills in general

Deliverables at a Glance

Your course grade is a weighted average of the following evaluation components. In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Course Contribution	1	15%	15%	Individual
Short Paper	1	25%	25%	Individual
Final paper	1	30%	30%	Individual
Presentation	1	5%	5%	Individual
Mid-Term Exam	1	25%	25%	Individual
			100%	

Course Material

You are expected to come to each class having completed the required readings.

1. Canvas: Your professor will post weekly readings to Canvas.

Classroom Expectations

Student Preparation

An important teaching vehicle is interactive reflection and discussion. Reading assignments, cases, debates and videos have also been chosen to expand your opportunities to learn, discuss and debate. You are expected to come to each class having read the assigned readings and contribute to the class discussion. You should also make an effort to connect the course material to your own personal experience and to your general knowledge, and be prepared to share those with the class.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. However, students should always refer to the Canvas for up to date information related to class preparation.

Introduction: Systems of Interconnections and their Breakdowns

Class 1

This session will introduce the learning objectives for the course and the approach that will be used throughout the semester. We will see organizations as systems of interconnections (both internal and external) that, when disrupted, can cause catastrophic failures. We will discuss how small errors, unintended consequences and unforeseen events can disrupt and endanger the very survival of an organization. The students will be given an overview of the course topics and introduced to the notion that risk sensitivity should be seen as a key preoccupation of organizational decision makers.

“Ready for Tomorrow: Seven Strategies for Climate-Resilient Infrastructure” The Hoover Institution

Small Errors, Big Failures

Class 2

This session will focus on understanding how seemingly small errors can cause communication breakdowns and loss of meaning, resulting in catastrophic failures. We will first examine how accumulation of small errors can result in breakdown of meaning. We will first explore this in the context of different business functions, such as strategic decision making, and operations. We will then conduct an extended analysis of the tragic Stockwell shooting in London with an eye on understanding contraction of meaning and failures of sensemaking, and how this can result in communication failure.

Castaldo, Joe. “The Last Days of TargetCanada.” Canadian Business

Case: Stockwell shooting, selections from: Cornelissen, J. P., Mantere, S., & Vaara, E. 2014. The Contraction of Meaning: The Combined Effect of Communication, Emotions, and Materiality on Sensemaking in the Stockwell Shooting. *Journal of Management Studies*, 51(5): 699-736.

Complexity, Coupling, Catastrophe

Class 3

This session will introduce the students to normal accident theory and highlight the paradox of tight coupling of systems as both necessary to effective organizational functioning and also likely to exacerbate failures, when they do occur. The Three Mile Island Documentary will be used to illustrate and analyze these dynamics.

Selections of readings on Normal Accident Theory (Canvas)

Activity: Three Mile Island Documentary

Normalization of Deviance and Hubris

Class 4

This session first examines the role of normalization of deviance, or gradual increase in collective acceptance of behaviour that is risky or transgressive, in contributing to catastrophic failures. To do so, we examine the analysis of the Challenger shuttle explosion

that reveals NASA engineers' gradual increase in tolerance for riskier choices, without explicitly disavowing the focus on safety. We then examine the role of hubris in contributing to several highly publicized business scandals that proved catastrophic for the respective organizations.

Vaughan, D. 1997. The Trickle-Down Effect: Policy decisions, risky work and the Challenger tragedy. *California Management Review*, 39(2).

"How Elizabeth Holmes's House of Cards Came Tumbling Down," Vanity Fair

"It's Not Just the Fyre Festival – This Is the Golden Age of the Social Media Con."
The Guardian.

Case: selections from video "The Smartest Guys in the Room"

Short paper due

Teams, Groups and Routines

Class 5

This session will focus on examining how groups and teams can fail by becoming overly-routinized and rigid, by examining the 1996 Mount Everest Disaster. We will also introduce the notion of bricolage, or making do with whatever is at hand, as a possible antidote to such problems. We will also discuss research findings revealing its utility in facilitating team coordination in high stakes contexts, such as SWAT teams.

Selections from: Bechky, B. A. & Okhuysen, G. A. 2011. Expecting the Unexpected? How SWAT Officers and Film Crews Handle Surprises. *Academy of Management Journal*, 54(2): 239-261.

"What Google Learned from Its Quest to Build the Perfect Team." The New York Times.

Case: Mount Everest—1996 (303061- PDF-ENG), HBS

Class 6

Midterm in class

Failures of Leaders or Failure of Leadership

Class 7

This session will focus on examining the role of leaders and leadership in dealing with disasters. Specifically, we will ask whether failure to avert (or at least mitigate) a disaster effectively results from poor quality leaders or from our over-confidence in leadership as a concept. In addition to discussing the research that supports and questions the importance of leaders and leadership, we will discuss the different governments' responses to the COVID-19 Pandemic and examine and debate whether the effectiveness is attributable to leadership or societal institutions.

Murphy, Bill, "The U.S. Navy SEALs Are Suddenly Facing Some Incredibly Hard Problems. Their Top Commander Says the Solution Comes Down to 1 Simple Word", Inc.

Gianpiero Petriglieri "Why leadership isn't a miracle cure for the COVID-19 crisis (and what can really help)", Fast Company

Decision Tools and Failure to Drop the Tools

Class 8

This session will focus on understanding how the very formal decision tools that are meant to help managers make informed and "rational" decisions can become constraining and prevent the managers from taking the steps needed to avoid a disaster. We will discuss the pros and drawbacks of formal decision tools and use the Mann Gulch disaster case to explore why it may be difficult for managers to "drop their tools", and how they can do it, if needed.

"Before You Make that Big Decision." Harvard Business Review

Case: Selections from Weick, K. E. 1993. The collapse of sensemaking in organizations: the Mann Gulch disaster. *Administrative Science Quarterly*, 38(4): 628-652.

Organizational Culture and Control

Class 9

The BP Oil Spill case will be used to better understand how the various regulatory and control mechanisms may fail. This session will focus on understanding the roles of errors and emotions in developing a safety culture that is needed for disaster prevention.

Selections from Catino, M. & Patriotta, G. 2013. Learning from Errors: Cognition, Emotions and Safety Culture in the Italian Air Force. *Organization Studies*, 34(4): 437-467.

Case: BP and the Gulf of Mexico Oil Spill (W11366-PDF-ENG), Ivey

Surprises and Social Media Meltdowns

Class 10

This session will focus on external communication and the possibility of severe reputational damage, and inability to effectively coordinate crisis responses that may result from poorly executed external communication. We will also aim to understand how the increased salience of social media presents challenges for organizations by exposing them to the risk of severe reputational damage and inability to effectively deal with key stakeholders.

Marco Clemente "Staying in grace: Why some people are immune from scandal – until they're not" Conversation

Toubiana, Madeline and Zietsma, Charlene (2017). *Social media echo chambers create serious issues for organisations*. LSE Business Review Blog (09 Nov 2017).

Case: Qantas Airlines: Twitter Nosedive (W12338-PDF-ENG), Ivey

Case: Domino's Pizza (W11159-PDF-ENG), Ivey

Institutions, Disasters and Societization

Class 11

This session will focus on examining the role of societal institutions in both triggering and preempting or mitigating disasters. We will also examine the idea of societization, or the process by which social problems become widely recognized. We will discuss this in the context of the impact of the COVID-19 pandemic on different communities in Toronto area, exacerbating various existing problems, such as healthcare inequities.

Stephen Brammer, Layla Branicki and Martina Linnenluecke "COVID-19, Societalization and the Future of Business in Society" Academy of Management Perspectives

Excerpts from Jeffrey Alexander's Oxford talk on societization.

Case/activity: "Toronto's COVID-19 divide: The city's northwest corner has been 'failed by the system'" Toronto Star

Presentations;

Class 12

Final Paper due 1 week after the last class

Evaluation of Written Assignments, Projects, Contribution, and Exams

Course Contribution – In-class Participation (15%)

The class participation grade rewards students who help our collective learning through their contributions to class discussions. High-quality interactive class discussions are critical to this course. Effective class comments can include responses to questions from others, spontaneous remarks, and new questions. High quality participation also involves knowing when to speak and when to listen or allow others to speak. The class participation grade reflects the quality of your comments in class, ranging from accurate contributions of facts that move the discussion along, to insightful or provocative comments that deepen, shift, expand or integrate other comments to substantially push the discussion forward. When you are absent, you miss the chance to contribute to class discussions. When you arrive late to class, or otherwise distract your classmates (such as, by texting, instant messaging, emailing, or web browsing), you disrupt class discussions, and therefore you lower your participation grade.

Short Paper: Small Errors (25%)

As we discuss in class "small errors" can contribute importantly to catastrophic failure in organizations. The purpose of this assignment is to help you improve your sensitivity to such small errors by learning by reflection on experience. You are expected to apply the concepts you have learned from the session on small errors to analyzing a decision situation (at work, school, community organization that you might be a part of, etc.) that you have witnessed, been a part of, or have deep knowledge about. You should explain how the small errors plausibly contributed to making a less-than-optimal decision. In identifying and analyzing the role of small errors in this situation, carefully explain why you reached your conclusions and provide specific

examples/observations/evidence to support your analysis.

The paper should be written in 12-point Times New Roman font, double spaced and left-aligned, with 1-inch margins on all sides. The word limit is 800 words (all inclusive). Please include the word count at the bottom of your document. Any text in excess of 800 words will not contribute to your grade. This is an individual assignment. While you may discuss the assignment with other students, your written report should reflect your own ideas and analysis.

Midterm Exam (25%)

The examination will be two hours in duration. The exam will be comprehensive and cover the course articles and the lecture material covered in class. The exam will occur during class 6 and is worth 25% of your final grade. The exam will be closed book.

Final Paper (30%) + Presentation (5%)

The final paper should be thought of as the last and the most important case study in the course. Its purpose is to help you improve your skills in identifying and addressing vulnerabilities to catastrophic failure in the industry and/or organization in which you plan to work after graduation or in which you have worked in the past. Using concepts, theories, and frameworks from the course, you are to identify and analyze critical vulnerabilities to catastrophic failure in this industry/organization and provide specific, actionable recommendations on how to think about and address these vulnerabilities more effectively. This will require that you research the focal organization/industry (e.g., using the business/popular press and/or first-hand information that you can access) to gain insight into its vulnerabilities as well as its current practices that are used to assess and manage the risk of catastrophic failure. Alternative approaches to this assignment will be discussed in class.

The paper should be written in 12-point Times New Roman font, double spaced and left-aligned, with 1-inch margins on all sides. The paper should not exceed 10 pages (excluding exhibits and the bibliography). All references used to prepare the analysis should be listed in a bibliography and appropriately cited (using APA style). This is an individual assignment. While you are encouraged to discuss the assignment with other students, your written report should reflect your own ideas and analysis.

For the presentation, you will need to give a 5-minute summary of the key learnings from your final paper that you will need to videotape and upload to Canvas by no later than 2-days before our last class. You will be assessed on the professionalism of your presentation and the ability to distill your report's most important insights into something that is compelling and comprehensible. We will then discuss the presentations in class, and you will have opportunity to answer additional questions from your classmates and the professor. We will also attempt, collectively, to connect the themes emerging from the presentations to the broader issues of catastrophic failure and organizational resilience that we have addressed throughout the course.

Calculation of Course Grade

For this course, students will receive numerical grades for their performance across all five evaluation components. The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades.

Consequently, conversions within this course will be as follows:

Letter Grade	A+	A	B+	B	C+	C	D+	D	F
Grade Points	9	8	7	6	5	4	3	2	0
Numerical Score	90-100	80-89	75-79	70-74	65-69	60-64	55-59	50-54	0-49

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for ORGS 4100 3.00
(undergraduate): Catastrophic Failure in
Organizations

FROM: Kris Joseph
Business Librarian

DATE: August 28, 2020

ORGS 4100 3.0: Catastrophic Failure in Organizations

York University Libraries (YUL) is pleased to be able to provide full support the proposed undergraduate course, *ORGS XXXX: Catastrophic Failure in Organizations*. The selected course readings cover a range of freely-available popular sources, academic sources covered by YUL subscriptions, and purchased business cases; in addition, research required for the final paper is well-served through YUL's collection of specialized databases.

1. Course Readings

The readings outlined in the course proposal are drawn from popular and academic sources and are all available online or through the Library's academic subscriptions. There is a possibility that some online publications (e.g. The Guardian, Vanity Fair) will remove articles in the future; in this case, content will likely be available in the Internet Archive's Wayback Machine (archive.org). Newspaper content will also be available through our subscription to the Factiva database.

The library does not purchase case studies for its collections. The course instructor will have the option of purchasing cases from Ivey and Harvard Business School along with permission to distribute them to students, or to ask students to purchase copies of the business cases directly.

2. Additional Resources

No other readings have been mentioned in the proposal, but the lecture topics and planned assignments for the course suggest some additional sources of information that the Libraries can provide:

Books, eBooks & Articles

Normal Accident Theory, corporate culture, leadership failure, governance and other course topics are well-covered by eBooks and databases in the YUL collection. Use of these terms in the library's online catalogue reveals a wide range of books and book chapters, journal articles, and trade publications that will support research for the cognitive biases paper or the course's final paper.

Recommended databases

The final paper for the course will require students to conduct company and industry research, with the aim of identifying and analyzing vulnerabilities that could leave organizations vulnerable to catastrophic failure. The York University Libraries has access to a number of databases that can facilitate this work, including:

- **BMI Research**, whose reports include country and project risk analyses for a wide variety of industries;
- **Sustainalytics**, which rates companies on their environmental, social and governance performance, including controversy reports, for about 4,500 medium to large market cap companies
- **Fitch Connect's** country risk reports, which assess economic, political, and financial risk in the short and long term;
- **Hoovers**, which provides assessments of signals and triggers, SWOT analysis, geographic reach, and more for companies and industries
- **Passport**, for in-depth reports and analysis for key industries
- **MarketLine Advantage**, which provides analyst research and SWOT analyses for more than 2500 public and private companies
- **IBISWorld**, which includes analyst reports for a broad range of industries as well as for a wide variety of specific NAICS codes
- **ProcurementIQ**, which can be used specifically for finding supply chain risk reports

Students would be encouraged to consult the Libraries' [industry research](#) and [company research](#) guides for information on how to access and use these databases. In addition, The York University Libraries is pleased to offer specialized support for students, which can include a tailored information session on the range of tools and databases that can facilitate research.

3. Research Help & Consultation Support

Students will have access to research help and consultation services through the Bronfman Business Library. Drop-in and online research support services, which include telephone, email, instant messaging, and in-person help, are offered six days a week. Additionally, students can book an in-depth consultation with a business librarian. More information about these services can be found on this webpage:

<https://www.library.yorku.ca/web/bbl/ask-a-question/>

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Umashanker Trivedi

Date: July 30, 2020

Re: Course change from elective to core in the Master of Accounting Program

Motion:

Request that Faculty Council approve to make ACTG 6650 3.0 Strategic Performance Evaluation a core course

Rationale:

The Master of Accounting Program (MAcc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends as described below.

Strategic Performance Evaluation and Strategic Management roles. There has been a dramatic shift in the career opportunities for newly qualified professional accountants with many securing Strategic Performance Evaluation and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased

The proposed program change therefore seeks to shift the current emphasis of the MAcc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by converting Strategic Performance Evaluation into a core course from its existing elective course status thereby ensuring that all MAcc students achieve competency in the areas of Management Accounting and Strategy.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Master of Accounting (MAcc)

2. Effective Session of Proposed Change(s): Summer 2021

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The program proposes to make ACTG 6650 3.0 Strategic Performance Evaluation a core course.

Rationale: The Master of Accounting Program (MAcc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends as described below.

Strategic Performance Evaluation and Strategic Management roles. There has been a dramatic shift in the career opportunities for newly qualified professional accountants with many securing Strategic Performance Evaluation and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of MAcc graduates in the disciplines of Management Accounting and Strategy has increased

The proposed program change therefore seeks to shift the current emphasis of the MAcc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by converting Strategic Performance Evaluation into a core course from its existing elective course status thereby ensuring that all MAcc students achieve competency in the areas of Management Accounting and Strategy.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The outline of the changes is shown in the table below. The students will have a stronger grasp of the techniques of Management Accounting and their link with Strategic Performance Evaluation. This directly supports the program’s objective which is to provide students with the relevant academic knowledge and skills they need to function as professional accountants.

Students Entering from the DIAC program:

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditing Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting MACC 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting Analysis	1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditing Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting MACC 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting Analysis
2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning	2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning
3	ACTG 6601 3.00 Management Accounting: Strategy & Performance ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6650 3.00 Strategic Performance Evaluation (Elective) ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Integrative Case Analysis – the Capstone	3	ACTG 6601 3.00 Management Accounting: Strategy & Performance ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6650 3.00 Strategic Performance Evaluation (Core) ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Integrative Case Analysis – the Capstone

Students Entering from the BBA/IBBA programs:

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6650 3.00 Strategic Performance Evaluation (Elective) ACTG 6730 3.00 Managerial Tax Planning	2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6650 3.00 Strategic Performance Evaluation (Core) ACTG 6730 3.00 Managerial Tax Planning
3	ACTG 6601 3.00 Management Accounting: Strategy & Performance ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Integrative Case Analysis – the Capstone	3	ACTG 6601 3.00 Management Accounting: Strategy & Performance ACTG 6801 3.00 Strategic Leadership Planning & Case Analysis ACTG 6401 3.00 Advanced Integrative Case Analysis ACTG 6501 3.00 Integrative Case Analysis – the Capstone

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

This change occurs in coordination with the Diploma in Advanced Accounting. Consultations occurred within the Schulich accounting area

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

This change involves converting an elective course that is already being taken by the vast majority of the MAcc students to a core course. Therefore, there are no resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Students currently enrolled in the program are already taking the course as an elective course. Therefore, students currently enrolled in the program are not affected by this change and thus no accommodation is required.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>MASTER OF ACCOUNTING</p> <p>DEGREE REQUIREMENTS Students must successfully complete:</p> <ul style="list-style-type: none"> • 45 credits of coursework, consisting of: • 33 credits of core courses, and, • 12 credits of electives from two out of four options. <p>All other requirements are identical to those of Schulich’s other master’s programs</p>	<p>MASTER OF ACCOUNTING</p> <p>DEGREE REQUIREMENTS Students must successfully complete:</p> <ul style="list-style-type: none"> • 45 credits of coursework, consisting of: • 36 credits of core courses, and, • 9 credits of electives from four set of electives. <p>All other requirements are identical to those of Schulich’s other master’s programs</p>

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
1. Breadth and Depth of Knowledge																	
Have high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance and Taxation	Students are required to take a minimum of 30.0 credit hours of courses that cover these four broad areas of accountancy practice. These courses are advanced in nature and build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.	The advanced technical knowledge gained in these courses is further enhanced through 10.5 credit hours of case based courses which cover all of this technical material in an integrative way.	•		•		•	•	•	•	•					•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
2. Research and Scholarship																	
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.	•	•			•	•		•	•			•		•	•	
Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.		•	•	•	•	•	•	•	•	•	•					•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
3. Level of Application and Knowledge																	
Make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 13.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply their knowledge to novel applications and contexts including different organizations and industries	Case courses of increasing complexity develop students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.	•	•			•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
4. Professional Capacity/ Autonomy																	
<p>Show the ability to respond effectively to the ethical dilemmas that accountants face;</p> <p>Be able to apply ethical frameworks and professional standards to resolve them;</p> <p>Demonstrate the ability to act with integrity, transparency and in the public interest.</p>	<p>In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision Environments</p> <p>Students take 13.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program's case based courses.</p> <p>Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.</p> <p>In addition Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis</p>	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
						•		•	•	•	•	•	•	•	•		
		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
5. Level of Communication Skills																	
Be able to write concise, well-structured and well researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•		•	•		•	•	•	•	•	•	•	•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.		•	•	•		•	•		•	•	•		•	•	•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3				
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG66160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0
6. Awareness of Limits of Knowledge																
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
In realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.	In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Course Outline Summer 2020

Dates / Times

May 4th – August 7th

Thursday 9.30 – 12.30 & Thursday 2.30 – 5.30

Instructor

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Matt Bamber is a Fellow of the Institute of Chartered Accountants in England and Wales (FCA). He spent a number of years in practice, working in both the UK and US. In 2004, Matt joined the university sector. He was awarded his PhD from University of Exeter (UK). Before coming to Toronto, Matt worked at the University of Bristol for almost a decade. He has joined Schulich from the Rotman School of Management. Matt has taught management accounting for over 10 years.

Brief Description

Strategic Performance Evaluation places an emphasis on strategic planning, performance assessment, and cost containment systems in organizations. Using an in-depth strategic planning case analysis approach, the course examines cost control methodologies, performance measurement and reward systems, governance and ethics in private and non-profit entities.

Prerequisite: MACC 5211 3.0

Contents

Course Learning Outcomes.....	11
Deliverables at a Glance.....	2
Course Material.....	11
Student Preparation for Class and Class Participation: Expectations.....	3
Evaluation of Written Assignments/Projects and Exams	13
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams	4
Quick Reference: Summary of Classes, Activities and Deliverables	5

Course Learning Outcomes

Strategic Performance Evaluation is designed to provide students with an in-depth understanding of the role of strategic planning, management accounting and costing information, and evaluation and reward systems. This in-depth, case-based course focuses extensively on how the professional accountant plays a role in developing, maintaining, and supporting organizational strategy, management decision-making, and performance to plan evaluation. A particular focus is on the Balanced Scorecard, cost management tools, corporate governance and the role of the board of directors. Individual and group participation, oral presentations, and debates will be central themes in the course.

The course has the following learning objectives:

1. Understand the strategic role of management accounting information and management accountants in the modern organization.
2. Analyze a company's strategic objectives, its internal and external environment, alignment with the entity's vision, mission, and values, and evaluate related performance measures and strategic alternatives.
3. Describe and discuss the management accountant's ethical responsibilities.
4. Analyze and predict the impact of strategic and operational decisions on financial results, using a variety of management accounting tools, techniques, and models.
5. Examine and report on management control problems related to cost management, budgeting, performance measurement, performance evaluation, compensation and reward systems, as well as governance and ethics in private and non-profit organizations.
6. Assess accepted evaluation measures, scorecards, and incentives. Critically evaluate the effectiveness of continuous improvement methods as they relate to performance and organizational profitability.
7. Produce well researched and justified solutions to complex management accounting problems.

Cases, although not exclusively, are the primary method to demonstrate achievement of above learning objectives/outcomes in this course.

Deliverables at a Glance

The final grade for the course will be based on the following items weighed as indicated:

Assignment/Task	Quantity	Total %	Author
In-Class Quiz 1	1	15%	Individual
In-Class Quiz 2	1	15%	Individual
Mid-Term	1	30%	Individual
Final exam (Cumulative)	1	40%	Individual
		100%	

Unless for any special pre-arrangement with the instructor, late assignments will not be accepted. E-mailed assignments are not acceptable.

For details, see "Evaluation of Written Assignments/Projects and Exams" (p.4).

Course Material

Required reading for this course includes the following book. This is available for purchase from the York University bookstore (<http://bookstore.blog.yorku.ca>):

Blocher, E.J., Stout, D.E., Juran, P.E., and Smith. S. (2019). Cost Management: A Strategic Emphasis. McGraw Hill, 8th Edition.

Support:

Student Support for Create eBooks: McGraw-Hill Technical Support: 1-800-962-9342 - www.mheducation.ca/college/helpticket/

Supplemental material to be posted on Canvas

A CANVAS page which contains general information for Schulich students and information and materials specific to this course has been created. Please ensure that you check it frequently.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

Student Preparation for Class and Class Participation: Expectations

This course will focus on advanced strategic management accounting topics. There will be a significant emphasis placed on case analysis. You are encouraged to take an active part in the course discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, so meaningful classroom contribution is expected.

Expectations:

You are expected to attend all the classes and take an active role in each class. You should come to each class ready to discuss the case work prescribed as well as any issues from the assigned readings for that day. This course demands hard work and dedication. A minimum of 8 to 10 hours of work outside class is required each week. Additional time is required to prepare for examinations and group work.

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. The instructor reserves the right to call on any student to discuss problems assigned for the week. In class, it requires active debate of the issues, including presentation of your position, and discussion of the points raised by the instructor and your peers. You will find your understanding of the material is enhanced through thorough preparation and active participation. Past students who performed well in this course not only attended classes faithfully, but came fully prepared. Thus, while some component of classes will involve a lecture, most of the course will involve a discussion of ideas, concepts, practices, and analysis that follow from the covered material and cases.

Evaluation of Written Assignments/Projects and Exams

In-class quizzes (individual, 15% each)

Two quizzes will be administered in-class during the course. Dates are specified in the schedule. The quizzes will comprise problems similar to those illustrated in the textbook. No make-up quiz will be provided. If a quiz is missed, you must notify your instructor in writing within 24 hours. Predicated on a documented and valid reason, the weight of the quiz will be added to that of the final exam.

Mid-Term (30%)

The midterm exam will cover all assigned readings, handouts, class discussions, lectures, labs, and homework assignments, whether discussed during class or not.

The exam is closed book. No notes or other aids are permitted in the exam, except for a calculator with only mathematical functions.

Final Exam (40%)

The final exam will last three hours and will be conducted during the final exam period. Final exams are cumulative and will examine all assigned materials from the start of the course.

Approximately 75% of the exam will be case-based and 25% will consist of multiple choice, short answer/technical-style questions.

The exam is closed book. No notes or other aids are permitted in the exam, except for a calculator with only mathematical functions.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.

Exams (Absence from). Within 24 hours of missing an examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the <Director of Student Services, Associate Director, Undergraduate Programs Unit> (SSB Room W262) within 48 hours of missing the final exam. Students who miss an exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+-MBA+Exam+Schedule?OpenDocument

If students miss the deferred exam with a legitimate reason as determined by Student Services, the student will be allowed to write the exam the next time the course is offered.

Class-by-Class Syllabus

Dates	Classes	Topic	Assigned Readings, Cases etc.	Assigned work due
May 7	1	Strategy: Part I <ul style="list-style-type: none"> • Company and Industry Analysis • Implementing Strategy 	Blocher et al. Chapters 1 & 2 In-class ‘exam-standard’ case available on Canvas	Case Study: Strategy Analysis
May 14	2	Strategy: Part II <ul style="list-style-type: none"> • Diversification • Decentralisation • ROI/RI/EVA • Transfer Pricing 	Blocher et al. Chapter 19 In-class ‘exam-standard’ case available on Canvas	Cases: (i) ROI / RI: Regis Steel Division (19-41) (ii) Transfer Pricing: Phoenix Inc. (19-49) (iii) EVA®: Nimrod, Inc. (19-44) (iv) Centralization versus Decentralization: RNB (18-54)

May 21	3	<p>Strategy: Part III</p> <ul style="list-style-type: none"> • Strategy and the Analysis of Capital Investments • Real Options • Management Compensation • Business Valuation 	<p>Blocher et al. Chapters 12 & 20</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Real Options: The Option to Abandon a Project (12-52)</p> <p>(ii) Capital Investment & Strategic Considerations: Devine Instrument Company (12-53)</p> <p>(iii) Environment Cost Management: Myers Manufacturing, Inc. (12-59)</p> <p>(iv) Management Compensation & Incentive Payments: Highland Inn (20-44)</p>
May 28	4	<p>In-Class Quiz 1 (15%)</p> <p>Strategic Cost Management: Part I</p> <ul style="list-style-type: none"> • Revision of Basic Cost Management Concepts <p>Strategic Cost Management: Part II</p> <ul style="list-style-type: none"> • Job Order Costing • Activity-Based Costing and Customer Profitability Analysis 	<p>Blocher et al. Chapters 3, 4 & 5</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) COGM: Norton Industries (3-58)</p> <p>(ii) Plantwide versus Departmental Overhead Rate: Ryan Corporation (4-41)</p> <p>(iii) ABC versus Traditional Costing: Coffee Bean, Inc. (5-42)</p> <p>(iv) Customer Profitability Analysis: X-Space Industries (5-49)</p>
Jun 4	5	<p>Strategic Cost Management: Part III</p> <ul style="list-style-type: none"> • Process Costing <ul style="list-style-type: none"> ○ Spoilage ○ Backflush costing • A Guide to Cost Allocation <ul style="list-style-type: none"> ○ Outsourcing ○ Joint Products 	<p>Blocher et al. Chapters 6 & 7</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Transferred-In Costs & Spoilage: APCO Company (6-49)</p> <p>(ii) Backflush Costing: Blue Water Sails, Inc. (6-53)</p> <p>(iii) Outsourcing: McKeoun Enterprises (7-36)</p> <p>(iv) Joint Products: Northwest Building Products (7-43)</p>
Jun 11	6	Mid-Term (30%)		
READING WEEK (JUNE 15 TO 19)				

Jun 25	7	<p>Strategic Planning & Control</p> <ul style="list-style-type: none"> • Cost Estimation <ul style="list-style-type: none"> ○ Learning Curves • CVP <ul style="list-style-type: none"> ○ Ethics ○ Uncertainty ○ Sensitivity Analysis • Strategy and the Master Budget <ul style="list-style-type: none"> ○ Profit Planning ○ What-If Analysis 	<p>Blocher et al. Chapters 8, 9 & 10</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Learning Curves: The Air Force Museum (8-51)</p> <p>(ii) CVP Analysis & Ethics: Lionel Corporation (9-43)</p> <p>(iii) CVP, Uncertainty and Sensitivity Analysis: Don Carson (9-44)</p> <p>(iv) Budgeting: Goldberg Company (10-49)</p> <p>(v) Profit Planning and What-If Analysis (10-54)</p>
Jul 2	8	<p>Strategic Decision-Making</p> <ul style="list-style-type: none"> • A Strategic Review of Decision-Making with Relevant Costs • Cost Planning for the Product Life Cycle 	<p>Blocher et al. Chapters 11 & 13</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Special Order: Award Plus Co. (11-32)</p> <p>(ii) Make vs Buy, Strategy & Ethics: Paibec Corporation (11-37)</p> <p>(iii) Constrained Resource Optimization, Linear Programming: Home Service Company (11-48)</p> <p>(iv) Life Cycle Costing: BioDerm (13-48)</p>
Jul 9	9	<p>In-Class Quiz 2 (15%)</p> <p>Operational Performance Measurement: Part I</p>	<p>Blocher et al. Chapters 14, 15 & 16</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Standard Costing & Variance Analysis: Dash Company (14-48)</p> <p>(ii) Standard Costing & Behavioural Implications: Mark-Wright Inc. (14-47)</p> <p>(iii) Capacity Levels & Fixed Overhead Rates: Yuba Machine Company (15-38)</p> <p>(iv) Partial Operational and Financial Productivity: Family Medical Care (16-49)</p> <p>(v) Market Size, Market Share, Price, Mix and Volume Variances: Tall Pines Brewery (16-55)</p>

Jul 16	10	Operational Performance Measurement: Part II	Blocher et al. Chapters 14, 15 & 16 In-class 'exam-standard' case available on Canvas	(see Week 9)
Jul 23	11	Strategic Performance Measurement: <ul style="list-style-type: none"> • The Management and Control of Quality • Cost Centres, Profit Centres, and the Balanced Scorecard, 	Blocher Chapters 17 & 18 In-class 'exam-standard' case available on Canvas	Cases: (i) Relevant Costs and Quality Improvement: Worrix Corporation (17-69) (ii) Cost of Quality Trade-Offs (17-76) (iii) Performance Measurement, Balanced Scorecard: Braxton Hospital and Health Care Services (18-59)
Jul 30	12	Review Class	In-class 'exam-standard' case available on Canvas	
Aug 6		Final Exam (40%) (during final exam period)		

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Umashanker Trivedi

Date: July 30, 2020

Re: Course change from elective to core in the Diploma in Advanced Accounting Program

Motion:

Request that Faculty Council approve to make ACTG 6650 3.0 Strategic Performance Evaluation a core course

Rationale:

The Diploma in Advanced Accounting (DAAC) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends as described below.

Strategic Performance Evaluation and Strategic Management roles. There has been a dramatic shift in the career opportunities for newly qualified professional accountants with many securing Strategic Performance Evaluation and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of DAAC graduates in the disciplines of Management Accounting and Strategy has increased

The proposed program change therefore seeks to shift the current emphasis of the DAAC, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by converting Strategic Performance Evaluation into a core course from its existing elective course status thereby ensuring that all DAAC students achieve competency in the areas of Management Accounting and Strategy.

Change to Program/Graduate Diploma Academic Requirements Proposal Template

The following information is required for all proposals involving a change to program/graduate diploma academic requirements, including admission requirements. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/Graduate Diploma: Diploma in Advanced Accounting (DAAc)

2. Effective Session of Proposed Change(s): Summer 2021

3. Proposed Change(s) and Rationale

The description of and rationale for the proposed change(s) should provide information with respect to each of the following points. Please provide:

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The program proposes to make ACTG 6650 3.0 Strategic Performance Evaluation a core course.

Rationale: The Diploma in Advanced Accounting (DAAc) was designed with the traditional role of the public accountant in mind. This role has seen a dramatic shift in emphasis in the competencies required and the proposed program change seeks to reflect that changed emphasis caused by the trends as described below.

Strategic Performance Evaluation and Strategic Management roles. There has been a dramatic shift in the career opportunities for newly qualified professional accountants with many securing Strategic Performance Evaluation and Strategic Management roles which require a stronger competency in the areas of Management Accounting and Strategy than traditionally required. Additionally, increased competency in these areas has also become a requirement of those newly qualified accountants who choose to follow the public accounting route. As a result, the expected competency level of DAAc graduates in the disciplines of Management Accounting and Strategy has increased

The proposed program change therefore seeks to shift the current emphasis of the DAAc, to better reflect this dramatic shift in the skill set required of newly qualified accountants. We do so by converting Strategic Performance Evaluation into a core course from its existing elective course status thereby ensuring that all DAAc students achieve competency in the areas of Management Accounting and Strategy.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The outline of the changes is shown in the table below. The students will have a stronger grasp of the techniques of Management Accounting and their link with Strategic Performance Evaluation. This directly supports the program’s objective which is to provide students with the relevant academic knowledge and skills they need to function as professional accountants. Most students who enter the DIAC program do so to eventually enter into the MAcc program. Therefore, the DAAC option is rarely chosen by these students and is offered only to those students who are unable to graduate into or complete their MAAC program.

Students Entering from the DIAC program:

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditing Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting MACC 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting Analysis	1	ACTG 6140 3.00 Intermediate Financial Accounting II ACTG 6600 3.00 Auditing Standards and Applications ACTG 6710 3.00 Introduction to Income Taxation ACTG 6550 1.50 Advanced Management Accounting MACC 6201 1.50 Multicompetency Case Analysis for Accountants ACTG 6250 3.00 Financial Reporting Analysis
2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning	2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6720 3.00 Advanced Income Taxation ACTG 6730 3.00 Managerial Tax Planning

Students Entering from BBA/iBBA

TERM	EXISTING CURRICULUM	TERM	PROPOSED CURRICULUM
2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6650 3.00 Strategic Performance Evaluation (Elective) ACTG 6730 3.00 Managerial Tax Planning	2	MACC 6301 3.00 Integrative Case Analysis for Accountants ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing ACTG 6650 3.00 Strategic Performance Evaluation (Core) ACTG 6730 3.00 Managerial Tax Planning

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas. (Where and as appropriate, the proposal must include statements from the relevant program/graduate diplomas confirming consultation/support.)

This change occurs in coordination with the Master of Accounting Program. Consultations occurred within the Schulich accounting area

d) A summary of any resource implications and how they are being addressed. (Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources are required. If new/additional resources are required, the proposal must include a statement from the relevant Dean(s)/Principal.)

This change involves converting an elective course that is already being taken by the vast majority of the DAAC students to a core course. Therefore, there are no resource implications.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

Students currently enrolled in the program are already taking the course as an elective course. Therefore, students currently enrolled in the program are not affected by this change and thus no accommodation is required.

4. Calendar Copy

Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.

This change does not affect the existing the Calendar copy of the program

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
1. Breadth and Depth of Knowledge																	
Have high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance and Taxation	Students are required to take a minimum of 30.0 credit hours of courses that cover these four broad areas of accountancy practice. These courses are advanced in nature and build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.	The advanced technical knowledge gained in these courses is further enhanced through 10.5 credit hours of case based courses which cover all of this technical material in an integrative way.	•		•		•	•		•	•	•				•	•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
2. Research and Scholarship																	
Can demonstrate their ability to conduct situation-based research using available financial and other information about business entities;	All required courses include an applied research component.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can generate well-structured and formatted reports on the basis of this research;	All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Can apply the results of academic research in accounting case situations;	Some courses, required readings include academic journal articles.	•	•			•	•		•	•			•		•	•	
Can demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.		•	•	•	•	•	•	•	•	•	•					•	

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
3. Level of Application and Knowledge																	
Make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 13.5 credit hours of case courses students learn to apply and integrate the knowledge from the various sub-fields of professional accountancy to complex business situations.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply their knowledge to novel applications and contexts including different organizations and industries	Case courses of increasing complexity develop students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.	•	•			•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3					
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
4. Professional Capacity/ Autonomy																	
<p>Show the ability to respond effectively to the ethical dilemmas that accountants face;</p> <p>Be able to apply ethical frameworks and professional standards to resolve them;</p> <p>Demonstrate the ability to act with integrity, transparency and in the public interest.</p>	<p>In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments</p> <p>Students take 13.5 credit hours of case courses to develop their critical thinking skills. Ethical decision making is a central theme of all of the program's case based courses.</p> <p>Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.</p> <p>In addition Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis</p>	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
								•	•	•	•	•	•	•	•		
		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2				TERM 3						
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0	ACTG6650 3.0
5. Level of Communication Skills																	
Be able to write concise, well-structured and well researched reports;	The majority of the program's courses require students to write reports and make individual or group presentations of their findings.	•	•	•		•	•		•	•	•	•	•	•	•	•	•
Demonstrate the ability to present and communicate their ideas clearly and effectively;	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to make effective and professional presentations and produce professionally formatted presentation slides and reports.		•	•	•		•	•		•	•	•		•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1					TERM 2					TERM 3				
		ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	MACC6201 1.5	ACTG6250 3.0	ACTG6720 3.0	MACC6301 3.0	ACTG66160 3.0	ACTG6610 3.0	ACTG6730 3.0	ACTG6801 3.0	ACTG6601 3.0	ACTG6401 3.0	ACTG6501 3.0
6. Awareness of Limits of Knowledge																
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
In realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.	In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Course Outline Summer 2020

Dates / Times

May 4th – August 7th

Thursday 9.30 – 12.30 & Thursday 2.30 – 5.30

Instructor

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Office hours: TBD

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Matt Bamber is a Fellow of the Institute of Chartered Accountants in England and Wales (FCA). He spent a number of years in practice, working in both the UK and US. In 2004, Matt joined the university sector. He was awarded his PhD from University of Exeter (UK). Before coming to Toronto, Matt worked at the University of Bristol for almost a decade. He has joined Schulich from the Rotman School of Management. Matt has taught management accounting for over 10 years.

Brief Description

Strategic Performance Evaluation places an emphasis on strategic planning, performance assessment, and cost containment systems in organizations. Using an in-depth strategic planning case analysis approach, the course examines cost control methodologies, performance measurement and reward systems, governance and ethics in private and non-profit entities.

Prerequisite: MACC 5211 3.0

Contents

Course Learning Outcomes.....	11
Deliverables at a Glance.....	2
Course Material.....	11
Student Preparation for Class and Class Participation: Expectations.....	3
Evaluation of Written Assignments/Projects and Exams	13
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	4
Quick Reference: Summary of Classes, Activities and Deliverables	5

Course Learning Outcomes

Strategic Performance Evaluation is designed to provide students with an in-depth understanding of the role of strategic planning, management accounting and costing information, and evaluation and reward systems. This in-depth, case-based course focuses extensively on how the professional accountant plays a role in developing, maintaining, and supporting organizational strategy, management decision-making, and performance to plan evaluation. A particular focus is on the Balanced Scorecard, cost management tools, corporate governance and the role of the board of directors. Individual and group participation, oral presentations, and debates will be central themes in the course.

The course has the following learning objectives:

1. Understand the strategic role of management accounting information and management accountants in the modern organization.
2. Analyze a company's strategic objectives, its internal and external environment, alignment with the entity's vision, mission, and values, and evaluate related performance measures and strategic alternatives.
3. Describe and discuss the management accountant's ethical responsibilities.
4. Analyze and predict the impact of strategic and operational decisions on financial results, using a variety of management accounting tools, techniques, and models.
5. Examine and report on management control problems related to cost management, budgeting, performance measurement, performance evaluation, compensation and reward systems, as well as governance and ethics in private and non-profit organizations.
6. Assess accepted evaluation measures, scorecards, and incentives. Critically evaluate the effectiveness of continuous improvement methods as they relate to performance and organizational profitability.
7. Produce well researched and justified solutions to complex management accounting problems.

Cases, although not exclusively, are the primary method to demonstrate achievement of above learning objectives/outcomes in this course.

Deliverables at a Glance

The final grade for the course will be based on the following items weighed as indicated:

Assignment/Task	Quantity	Total %	Author
In-Class Quiz 1	1	15%	Individual
In-Class Quiz 2	1	15%	Individual
Mid-Term	1	30%	Individual
Final exam (Cumulative)	1	40%	Individual
		100%	

Unless for any special pre-arrangement with the instructor, late assignments will not be accepted. E-mailed assignments are not acceptable.

For details, see "Evaluation of Written Assignments/Projects and Exams" (p.4).

Course Material

Required reading for this course includes the following book. This is available for purchase from the York University bookstore (<http://bookstore.blog.yorku.ca>):

Blocher, E.J., Stout, D.E., Juran, P.E., and Smith. S. (2019). Cost Management: A Strategic Emphasis. McGraw Hill, 8th Edition.

Support:

Student Support for Create eBooks: McGraw-Hill Technical Support: 1-800-962-9342 - www.mheducation.ca/college/helpticket/

Supplemental material to be posted on Canvas

A CANVAS page which contains general information for Schulich students and information and materials specific to this course has been created. Please ensure that you check it frequently.

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

Student Preparation for Class and Class Participation: Expectations

This course will focus on advanced strategic management accounting topics. There will be a significant emphasis placed on case analysis. You are encouraged to take an active part in the course discussions by providing thoughtful, constructive, worthwhile comments, questions and debate. Oral communication skills are a must for professionals, so meaningful classroom contribution is expected.

Expectations:

You are expected to attend all the classes and take an active role in each class. You should come to each class ready to discuss the case work prescribed as well as any issues from the assigned readings for that day. This course demands hard work and dedication. A minimum of 8 to 10 hours of work outside class is required each week. Additional time is required to prepare for examinations and group work.

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. The instructor reserves the right to call on any student to discuss problems assigned for the week. In class, it requires active debate of the issues, including presentation of your position, and discussion of the points raised by the instructor and your peers. You will find your understanding of the material is enhanced through thorough preparation and active participation. Past students who performed well in this course not only attended classes faithfully, but came fully prepared. Thus, while some component of classes will involve a lecture, most of the course will involve a discussion of ideas, concepts, practices, and analysis that follow from the covered material and cases.

Evaluation of Written Assignments/Projects and Exams

In-class quizzes (individual, 15% each)

Two quizzes will be administered in-class during the course. Dates are specified in the schedule. The quizzes will comprise problems similar to those illustrated in the textbook. No make-up quiz will be provided. If a quiz is missed, you must notify your instructor in writing within 24 hours. Predicated on a documented and valid reason, the weight of the quiz will be added to that of the final exam.

Mid-Term (30%)

The midterm exam will cover all assigned readings, handouts, class discussions, lectures, labs, and homework assignments, whether discussed during class or not.

The exam is closed book. No notes or other aids are permitted in the exam, except for a calculator with only mathematical functions.

Final Exam (40%)

The final exam will last three hours and will be conducted during the final exam period. Final exams are cumulative and will examine all assigned materials from the start of the course.

Approximately 75% of the exam will be case-based and 25% will consist of multiple choice, short answer/technical-style questions.

The exam is closed book. No notes or other aids are permitted in the exam, except for a calculator with only mathematical functions.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services.

For counseling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.

Exams (Absence from). Within 24 hours of missing an examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the <Director of Student Services, Associate Director, Undergraduate Programs Unit> (SSB Room W262) within 48 hours of missing the final exam. Students who miss an exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Enrolment+-MBA+Exam+Schedule?OpenDocument

If students miss the deferred exam with a legitimate reason as determined by Student Services, the student will be allowed to write the exam the next time the course is offered.

Class-by-Class Syllabus

Dates	Classes	Topic	Assigned Readings, Cases etc.	Assigned work due
May 7	1	Strategy: Part I <ul style="list-style-type: none"> Company and Industry Analysis Implementing Strategy 	Blocher et al. Chapters 1 & 2 In-class 'exam-standard' case available on Canvas	Case Study: Strategy Analysis
May 14	2	Strategy: Part II <ul style="list-style-type: none"> Diversification Decentralisation ROI/RI/EVA Transfer Pricing 	Blocher et al. Chapter 19 In-class 'exam-standard' case available on Canvas	Cases: (i) ROI / RI: Regis Steel Division (19-41) (ii) Transfer Pricing: Phoenix Inc. (19-49) (iii) EVA®: Nimrod, Inc. (19-44) (iv) Centralization versus Decentralization: RNB (18-54)

May 21	3	<p>Strategy: Part III</p> <ul style="list-style-type: none"> • Strategy and the Analysis of Capital Investments • Real Options • Management Compensation • Business Valuation 	<p>Blocher et al. Chapters 12 & 20</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Real Options: The Option to Abandon a Project (12-52)</p> <p>(ii) Capital Investment & Strategic Considerations: Devine Instrument Company (12-53)</p> <p>(iii) Environment Cost Management: Myers Manufacturing, Inc. (12-59)</p> <p>(iv) Management Compensation & Incentive Payments: Highland Inn (20-44)</p>
May 28	4	<p>In-Class Quiz 1 (15%)</p> <p>Strategic Cost Management: Part I</p> <ul style="list-style-type: none"> • Revision of Basic Cost Management Concepts <p>Strategic Cost Management: Part II</p> <ul style="list-style-type: none"> • Job Order Costing • Activity-Based Costing and Customer Profitability Analysis 	<p>Blocher et al. Chapters 3, 4 & 5</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) COGM: Norton Industries (3-58)</p> <p>(ii) Plantwide versus Departmental Overhead Rate: Ryan Corporation (4-41)</p> <p>(iii) ABC versus Traditional Costing: Coffee Bean, Inc. (5-42)</p> <p>(iv) Customer Profitability Analysis: X-Space Industries (5-49)</p>
Jun 4	5	<p>Strategic Cost Management: Part III</p> <ul style="list-style-type: none"> • Process Costing <ul style="list-style-type: none"> ○ Spoilage ○ Backflush costing • A Guide to Cost Allocation <ul style="list-style-type: none"> ○ Outsourcing ○ Joint Products 	<p>Blocher et al. Chapters 6 & 7</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Transferred-In Costs & Spoilage: APCO Company (6-49)</p> <p>(ii) Backflush Costing: Blue Water Sails, Inc. (6-53)</p> <p>(iii) Outsourcing: McKeoun Enterprises (7-36)</p> <p>(iv) Joint Products: Northwest Building Products (7-43)</p>
Jun 11	6	Mid-Term (30%)		
READING WEEK (JUNE 15 TO 19)				

Jun 25	7	<p>Strategic Planning & Control</p> <ul style="list-style-type: none"> • Cost Estimation <ul style="list-style-type: none"> ○ Learning Curves • CVP <ul style="list-style-type: none"> ○ Ethics ○ Uncertainty ○ Sensitivity Analysis • Strategy and the Master Budget <ul style="list-style-type: none"> ○ Profit Planning ○ What-If Analysis 	<p>Blocher et al. Chapters 8, 9 & 10</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Learning Curves: The Air Force Museum (8-51)</p> <p>(ii) CVP Analysis & Ethics: Lionel Corporation (9-43)</p> <p>(iii) CVP, Uncertainty and Sensitivity Analysis: Don Carson (9-44)</p> <p>(iv) Budgeting: Goldberg Company (10-49)</p> <p>(v) Profit Planning and What-If Analysis (10-54)</p>
Jul 2	8	<p>Strategic Decision-Making</p> <ul style="list-style-type: none"> • A Strategic Review of Decision-Making with Relevant Costs • Cost Planning for the Product Life Cycle 	<p>Blocher et al. Chapters 11 & 13</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Special Order: Award Plus Co. (11-32)</p> <p>(ii) Make vs Buy, Strategy & Ethics: Paibec Corporation (11-37)</p> <p>(iii) Constrained Resource Optimization, Linear Programming: Home Service Company (11-48)</p> <p>(iv) Life Cycle Costing: BioDerm (13-48)</p>
Jul 9	9	<p>In-Class Quiz 2 (15%)</p> <p>Operational Performance Measurement: Part I</p>	<p>Blocher et al. Chapters 14, 15 & 16</p> <p>In-class 'exam-standard' case available on Canvas</p>	<p>Cases:</p> <p>(i) Standard Costing & Variance Analysis: Dash Company (14-48)</p> <p>(ii) Standard Costing & Behavioural Implications: Mark-Wright Inc. (14-47)</p> <p>(iii) Capacity Levels & Fixed Overhead Rates: Yuba Machine Company (15-38)</p> <p>(iv) Partial Operational and Financial Productivity: Family Medical Care (16-49)</p> <p>(v) Market Size, Market Share, Price, Mix and Volume Variances: Tall Pines Brewery (16-55)</p>

Jul 16	10	Operational Performance Measurement: Part II	Blocher et al. Chapters 14, 15 & 16 In-class 'exam-standard' case available on Canvas	(see Week 9)
Jul 23	11	Strategic Performance Measurement: <ul style="list-style-type: none"> • The Management and Control of Quality • Cost Centres, Profit Centres, and the Balanced Scorecard, 	Blocher Chapters 17 & 18 In-class 'exam-standard' case available on Canvas	Cases: (i) Relevant Costs and Quality Improvement: Worrix Corporation (17-69) (ii) Cost of Quality Trade-Offs (17-76) (iii) Performance Measurement, Balanced Scorecard: Braxton Hospital and Health Care Services (18-59)
Jul 30	12	Review Class	In-class 'exam-standard' case available on Canvas	
Aug 6		Final Exam (40%) (during final exam period)		

Memorandum

To: Faculty Council

From: Yisong Tian

Date: September 2, 2020

Subject: SB/FNEN 6850 3.00 – Re-coding it as SB/FINE 6850 3.00; change to pre-requisite

Motion 1:

That the Faculty Council approve the recoding from: SB/FNEN 6850 3.00 to SB/FINE 6850 3.00

Motion 2:

That the Faculty Council approve dropping SB/FINE 6800 3.0 as a prerequisite for SB/FINE6850 (recoded from SB/FNEN 6850 3.00) and replacing it with a new prerequisite SB/FINE6200 3.00.

Rationale:

SB/FNEN 6850 3.00 was a required course in the Financial Engineering Diploma (FNEN) program, jointly run by the Schulich School of Business and York's Math Department. Each year, about 12 students each from the Schulich MBA/IMBA program, the Master of Mathematics program and the Schulich Stand-alone Financial Engineering program are admitted into the diploma program. It has been a very successful program for over two decades. Recently, interest in the program from MBA/IMBA students has declined significantly, however, and its long-term sustainability is in doubt. As a result, the FNEN program will be terminated after the 2020-2021 academic year.

Currently, there is no equivalent course in the MBA/IMBA program. The finance area recommends that we continue to offer SB/FNEN 6850 3.00 as an elective to meet our master's students' demands. We would like to re-code it as SB/FINE 6850 3.00. The course description and content will remain the same and is open to all MBA, IMBA, and other Schulich master students who have the required prerequisite (SB/FINE 6200 3.00). York's Math Department will continue to run its independent FNEN program, and students in that program (a maximum of 12 students per year) will still be allowed to take the re-coded course.

SB/FINE 6200 3.00 is a better prerequisite as its contents provide sufficient preparation for students taking SB/FINE 6850 (recoded from SB/FNEN 6850 3.00). The old prerequisite SB/FINE 6800 3.00 has overlaps with SB/FINE 6850 3.00 and is not an appropriate prerequisite.

Course Change Proposal Template

1. Program

Schulich FNEN (Financial Engineering Diploma) Program and MBA Program

2. Course Number and Credit Value

SB/FNEN 6850 3.00

3. Course Title

a) Long Course Title

Fixed Income Securities

b) Short Course Title

Fixed Income Securities

4. Existing Pre-requisites/Co-Requisites

Prerequisite: SB/FINE 6800 3.00

5. Type of Course Change (indicate all that apply)

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
X	in pre/co-requisite
	expire course
X	other (Change in rubric from FNEN to FINE)

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

Motion 1: That the Faculty Council approve the recoding from SB/FNEN 6850 3.00 to SB/FINE 6850 3.00

SB/FNEN 6850 3.00 was a required course in the Financial Engineering Diploma (FNEN) program, jointly run by the Schulich School of Business and York's Math Department. Each year, about 12 students each from the Schulich MBA/IMBA program, the Master of Mathematics program and the Schulich Stand-alone Financial Engineering program are admitted into the diploma program. It has been a very successful program for over two decades. Recently, interest in the program from MBA/IMBA students has declined significantly, however, and its long-term sustainability is in doubt. As a result, the FNEN program will be terminated after the 2020-2021 academic year.

Currently, there is no equivalent course in the MBA/IMBA program. The finance area recommends that we continue to offer SB/FNEN 6850 3.00 as an elective to meet our master's students' demands. We would like to re-code it as SB/FINE 6850 3.00. The course description and content will remain the

same and is open to all MBA, IMBA, and other Schulich master students who have the required prerequisite (SB/FINE 6200 3.00). York's Math Department will continue to run its independent FNEN program, and students in that program (a maximum of 12 students per year) will still be allowed to take the re-coded course.

Motion 2: That the Faculty Council approve dropping SB/FINE 6800 3.0 as a prerequisite for SB/FINE6850 (recoded from SB/FNEN 6850 3.00) and replacing it with a new prerequisite SB/FINE6200 3.00.

SB/FINE 6200 3.00 is a better prerequisite as its contents provide sufficient preparation for students taking SB/FINE 6850 (recoded from SB/FNEN 6850 3.00). The old prerequisite SB/FINE 6800 3.00 has overlaps with SB/FINE 6850 3.00 and is not an appropriate prerequisite.

8. Proposed Course Information

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>SB/FNEN 6850 3.00 Fixed Income Securities</p> <p>Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems</p> <p>Program: FNEN Prerequisite(s): FINE 6800 3.00</p>	<p>SB/FINE 6850 3.00 Fixed Income Securities</p> <p>Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems</p> <p>Program: MBA/IMBA Prerequisite(s): FINE6200 3.00</p>

9. Consultation

The required change has been consulted with the ADA office (Marcia Annisette), the Dean's office (Detlev Zwick), Finance Area (Lilian Ng), and Master of Finance program (Melanie Cao). Approval is granted by all parties.

Originator



Signature

09/01/2020

Date

Yisong Tian
Name

Finance
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.

Lilian Ng
Signature

09/02/2020
Date

Lilian
Name

Finance Area
Area or Specialization

Degree Program

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi
Signature

09/02/2020
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Program Committee

This course change has received the approval of the relevant Program Committee.

Marcia Annisette
Signature

September 17, 2020
Date

Marcia Annisette
Name of Committee Chair

MPC-PCC
Committee

Course Outline
Winter 2022

Instructor

Professor Yisong S. Tian

SSB N204E

416-736-2100 ext. 77943

ytian@schulich.yorku.ca or ytian@yorku.ca

Program Assistant

Stacey-Ann Filici

SSB N204A

416-736-5690

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Prof. Tian is an expert on derivative securities, financial risk management and CEO compensation. He has published extensively on these and other related topics in more than 18 finance journals. He joined Schulich in 1999 and has taught BBA, MBA, Financial Engineering, Master of Finance, and Ph.D. classes.

Brief Description

Provides an opportunity to learn the various features and unique characteristics of fixed income securities and markets, analyze and evaluate fixed income securities, and develop tools for managing interest rate risk and other applications. Computer assisted (e.g., Excel and VBA) applications are used throughout the course to enhance student learning experience, with both hands-on in-class exercises and assigned homework problems.

Prerequisites: FINE6200 3.00

Contents

Course Learning Outcomes.....	1
Deliverables at a Glance.....	2
Course Material.....	2
Student Preparation for Class and Class Participation: Expectations	3
Class-by-Class Syllabus.....	3
Written Assignments/Projects and Exam[s]: Descriptions.....	7
Evaluation of Written Assignments/Projects and Exams	8
Calculation of Course Grade	8
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	9
Quick Reference: Summary of Classes, Activities and Deliverables	11

Course Learning Outcomes

This is an introduction to fixed income markets and securities. After completing this course, students are expected to have a clear understanding of the institutional settings of the fixed income markets and instruments, have the ability to apply term structure theories to explain real world economic events and business cycles (e.g., upward-sloping yield curves), perform term structure estimations, use duration measures for bond portfolio immunization applications, understand and evaluate mortgage-backed securities, and have the ability to build arbitrage-free

binomial and trinomial interest rate trees and use them to evaluate interest rate contingent claims.

Deliverables at a Glance

Students are expected to read the assigned chapters and journal articles, actively participate in classroom discussions, work out the assigned end-of-chapter problems, complete written homework assignments, and prepare for the midterm and final exams. All homework assignments must be completed and submitted to the instructor on time. Failure to do so will result in a 20% penalty for each day overdue. Any submission that is one minute to 24 hours past the due date is considered one day overdue. Late penalty will be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof).

In the table below, the impact of each task on your final grade for the course is indicated in the “% weight” column.

Assignment/Task	Quantity	% Weight	Total %	Author
Homework Assignments	2	10	20	Individual
Midterm exam	1	30	30	Individual
Final exam	1	50	<u>50</u>	Individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation of Written Assignments/Projects and Exam” (p. 8).

Course Material

Reading material for the course has been organized in three locations: one required textbook, lecture notes and supplementary material posted on Canvas, and an optional but highly recommended textbook. Not every source is needed for each class. Every week, you should check the Class-by-Class Syllabus below for readings and their locations (see pp. 3-7).

Required reading for this course includes the following textbook. It is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

1. **Veronesi, Pietro, *Fixed Income Securities: Valuation, Risk, and Risk Management*, Wiley, 2011.**

Optional textbook:

1. **James F. Adams and Donald J. Smith, *Fixed Income Analysis*, 4th Edition, CFA Institute/Wiley, 2019.**

Canvas is an important resource for this class. Further required readings including lecture notes/slides, journal articles and other supplementary materials are posted on Canvas. You may access it via the Schulich Canvas portal or the following web link: <https://schulich.instructure.com/>. Check Canvas regularly for updates, corrections and announcements (at least twice a week).

Please note that:

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.

Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

Student Preparation for Class and Class Participation: Expectations

Preparation. Be prepared to put in at least 6 hours of prep work outside the classroom time each week. You are expected to have read all the assigned material listed in the Class-by-Class Syllabus for each class, including all assigned lecture notes, textbook chapters and journal articles, and have worked out the assigned end-of-chapters problems ahead of each class. Any course related announcements or updates will be posted on Canvas as soon as they are available. Students are expected check Canvas frequently for announcements and updates (at least twice a week).

Class Participation (contribution). Class participation is NOT graded in this course. Nevertheless, you are encouraged to actively participate in class discussions, ask questions, provide real world examples, or challenge the conventional or accepted viewpoints from the business media, your peers and even the instructor.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below:

Note: If any changes in this schedule become necessary, notifications will be posted on the course CMD, and when changes need to be announced between classes, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

Week 1 Introduction and Bond Pricing Review

Prep:

- Introduction
- Markets for fixed income securities
- Review of interest rates, yields and bond pricing
- Industry bond pricing conventions
- Chapter 2, Exercises 2, 4

Read:

1. Chapter 1
2. Chapter 2.1-2.2

Optional:

- New York Fed. “Fedpoints: Treasury Securities,” *Federal Reserve Bank of New York* (<http://www.ny.frb.org/aboutthefed/fedpoints.html>).
- Department of Finance, Canada. “Government of Canada Securities – Technical notes (<https://www.fin.gc.ca/invest/bondprice-eng.asp>).

Week 2 Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates

Prep:

- Discount factors and zero-coupon bonds
- The law of one price and no arbitrage
- Treasury stripping and reconstitution
- Yield curves and term structure of interest rates
- Spot rates, forward rates and par rates
- Term structure theories
- Chapter 2, Exercises 6, 7

Read:

1. Chapter 2.1-2.4

Week 3 Term Structure Estimation

Prep:

- Swap rate curve vs. treasury yield curve
- Alternative estimation methods
 - The bootstrapping method
 - Cubic splines
- Chapter 2, Exercise 7, 8

Read:

- Chapter 2.9

Optional:

- McCulloch, J. Huston. “The Tax-Adjusted Yield Curve,” *Journal of Finance* 30 (June 1975), pp. 811-830.
- Litzenberger, Robert H., and Jacques Rolfo. “An International Study of Tax Effects on Government Bonds,” *Journal of Finance* 39 (March 1984), pp. 1-22.
- Hagan, Patrick S., and Graeme West. “Interpolation Methods for Curve Construction,” *Applied Mathematical Finance* 13 (June 2006), pp.89-129.

Week 4 Duration and Immunization

Prep:

- Duration, convexity and other risk measures
- Classical immunization
- Immunization risks
- Immunizing multiple liabilities
- Chapter 3, Exercises 1, 2, 6, 7
- Chapter 4, Exercises 1, 2

Read:

1. Chapter 3.1-3.4
2. Chapter 4.1

Week 5 Non-Parallel Shift and Key Rate Durations

Prep:

- What's wrong with Macaulay's duration?
- Factor models and factor neutrality
- Key rate durations
- Factor durations
- Applications of key rate durations in immunization

Read:

1. Chapter 4.2

Optional:

- Ho, Thomas S.Y. "Key Rate Durations: Measures of Interest Rate Risks," *Journal of Fixed Income* 2 (September 1992), pp. 29-44.

First Written Assignment Due at Beginning of Class on February 13

Week 6 Mortgage Backed Securities

Prep:

- What are mortgage loans?
- Mortgage pass-through securities
- Collateralized mortgage obligations (CMOs)
- Other variations
- Chapter 8, Exercises 2-4

Read:

1. Chapter 8

Optional:

- Gorton, Gary. "The Subprime Panic," *European Financial Management* 15 (2009), pp. 10-46.
- McConnell, John J., and Stephen A. Buser. "The Origins and Revolution of the Market for Mortgage-Backed Securities," *Annual Review of Financial Economics* 3 (December 2011), pp. 173-192.

MIDTERM EXAMINATION (First half of class)

Week 7 READING WEEK – NO CLASS

Week 8 Interest Rate Forwards and Swaps

Prep:

- What are interest rate forward contracts?
- What are interest rate swaps?
- What are foreign currency swaps?

- Chapter 5, Exercises 1, 2, 4-6, 9, 10
- Chapter 6, Exercises 1, 3

Read:

1. Chapter 5.1-5.4
2. Chapter 6.1

Week 9 The Market Model and Interest Rate Options

Prep:

- The market model
- Options on bonds
- Interest rate caps, floors and collars
- Swaptions
- Chapter 6, Exercises 4-6, 10

Read:

1. Chapter 6.2
2. Chapter 20

Week 10 Interest Rate Dynamics, Yield Curves and Binomial Trees

Prep:

- Brownian motion
- Ito's Lemma
- No-arbitrage pricing in continuous time
- A simple binomial interest rate model
- Interest rate dynamics and yield curves

Read:

1. Chapter 9
2. Chapter 14
3. Chapter 15.4

Week 11 Equilibrium Interest Rate Models and Binomial Trees

Prep:

- Equilibrium interest rate models
- Building binomial interest rate trees
- Valuation of interest rate derivatives

Read:

- Nelson, D.B. and K. Ramaswamy, 1990, "Simple Binomial Processes as Diffusion Approximations in Financial Models," *Review of Financial Studies* 3, pp.393-430.
- Tian, Y., 1992, "A Simplified Binomial Approach to the Pricing of Interest Rate Contingent Claims," *Journal of Financial Engineering* 1, pp. 14-37.

Week 12 Applications of Binomial Interest Rate Models

Prep:

- Bonds with embedded options

- Interest rate caps, floors and collars
- Interest rate swaps and swaptions
- Mortgage backed securities
- Chapter 11, Exercises 2, 3, 6
- Chapter 12, Exercises 1-3

Read:

1. Chapter 11.2
2. Chapter 12

Second Written Assignment Due at Beginning of Class on April 2

Week 13 No-Arbitrage Interest Rate Models

Prep:

- No-arbitrage interest rate models
- The Ho-Lee binomial tree model
- The Hull-White trinomial tree models
- Chapter 11, Exercises 5

Read:

- 1 Chapter 11.1.1

Optional

- Hull, J. and A. White, 1994, "Numerical Procedures for Implementing Term Structure Models I: Single Factor Models," *Journal of Derivatives* 2(1), pp.7-16.
- Hull, J. and A. White, 1996, "Using Hull-White Interest Rate Trees," *Journal of Derivatives* (Spring), pp.26-36.

Week 14

FINAL EXAMINATION

Written Assignments/Projects and Exam[s]: Descriptions

There are two written homework assignments, and a midterm and a final exam. Details of these requirements are provided below.

Written Assignments

- Each written assignment has a number of questions that are similar to the problems or examples discussed in class. Some of these questions may also require the use of excel spreadsheets for computational help or assistance. They are designed to test your knowledge on the topics covered in the course and to make sure that you are keeping pace with the course and have digested all the materials we have covered in class.
- A hardcopy of the written assignment must be submitted to the instructor in person at the beginning of class on due date (as stated in the "Class-by-Class Syllabus"). Failure to do so will result in late penalty of a 20% loss of the total marks for each day overdue. Homework submitted one minute to 24 hours after the due date is considered one day overdue. Faxed or e-mailed assignments will not be accepted. If, under extenuating circumstances, you are unable to hand in the assignment personally, please make

arrangements for a classmate to hand it in for you or discuss alternate acceptable methods of delivery with the instructor ahead of time. Late penalty may be waived at the instructor's discretion if there are extenuating circumstances (e.g., illness with documented proof). Detailed information on the written assignments will be distributed during the term.

Examinations

- The midterm and final exams may consist of a combination of multiple choice questions, short essay questions (that usually require no numerical calculation), and longer questions (which usually require numerical calculation and analysis). The midterm and final exams will be 1.5 and 3 hours long, respectively. Both are closed-book exams, with all necessary formulas provided by the instructor.
- The midterm exam will take place during regular class hours. There will be no make-up exam if, for any reason, you cannot make it to the midterm exam. You will receive a grade of zero for the missed midterm exam unless you provide documentation substantiating the reason for the absence. If the instructor accepts your reason for the absence, the weight of the missed midterm exam will be moved to the final exam.
- The final exam will take place during the regularly scheduled examination period after the last day of class. Students should not make plans to be away from Toronto during *any* portion of the announced examination period until the dates for their specific examinations have been announced.

Due Dates

Feb. XX	First written homework assignment <i>Max Length: None</i> <i>Value: 10%</i>
Apr. XX	Second written homework assignment <i>Max Length: None</i> <i>Value: 10%</i>

Evaluation of Written Assignments/Projects and Exams

While all written assignments will be graded by a teaching assistant, both midterm and final exams will be graded by the instructor personally. The instructor provides the teaching assistant with the solution and marking guide for each written assignment. The teaching assistant is also instructed to write down a brief explanation for any deductions.

Marking Disputes: If you have a marking concern with the graded assignment or midterm, you must return it to the instructor no later than one week after the material has been returned to the class. Attach a typed or handwritten note indicating where the re-marking is required. Please keep in mind that the instructor may adjust your grade up or down, depending on the outcome of the re-marking.

Calculation of Course Grade

In this class, all graded components are marked numerically in percentages. These numerical component grades are then combined to calculate the overall numerical grades for the course, using the weights stated in the table below:

Assignment/Task	Quantity	% Weight	Total %	Author
Homework Assignments	2	10	20	Individual
Midterm exam	1	30	30	Individual
Final exam	1	50	<u>50</u>	Individual
			100%	

The overall numerical grades (from 0 to 100%) will be converted to letter grades (e.g., A+, A, etc.), and their associated Schulich grade points, using the conversion table below:

Letter Grade	Grade Point/Index Value	Percentage Points
A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-69
C+	3	60-64
C	2	55-59
C-	1	50-54
F	0	0-49

When translating numerical grade to letter grade, I reserve the right to round the decimals up or down. For example, I have the discretion to either round 89.5% up to A+ or down to A. However, consistency is maintained so that if one student with numerical grade 89.5% is rounded up to A+, then all other students with numerical grade in the range 89.5–89.9% will be rounded up to A+ as well. Likewise, if one student with numerical grade 89.4% is rounded down to A, then all other students with numerical grade in the range 89.1–89.4% will be rounded down to A as well.

Students are reminded that they must maintain a cumulative GPA of at least 4.2 to remain in good standing and continue in the program, and a minimum of 4.4 to qualify for their degree. Schulich grading guidelines mandate a section grade point average ['GPA'] of between 4.7 and 6.1 for core courses and a section GPA of between 5.2 and 6.2 for electives.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of elective courses are normally expected to have a mean grade between 5.2 and 6.2.

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Student Handbook or the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling and disability services, contact Student Services or see <http://www.yorku.ca/cds/>

Exams (Absence from)

Mid-term. Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file.

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an "Attending Physician's Statement." For more details, see:

http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+-+MBA+Exam+Schedule?OpenDocument

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. Introduction and Bond Pricing Review	Ch. 2, Exer. 2, 4	Chapters 1, 2.1-2.2	
2. Discount Factors, No-Arbitrage Pricing, and Term Structure of Interest Rates	Ch. 2, Exer. 6, 7	Chapters 2.1-2.4	
3. Term Structure Estimation	Ch. 2, Exer. 7, 8	Chapter 2.9	
4. Duration and Immunization	Ch. 3, Exer. 1, 2, 6, 7 Ch. 4, Exer. 1, 2	Chapters 3.1-3.4, 4.1	
5. Non-Parallel Shift and Key Rate Durations		Chapters 4.2	1 st written assignment due (beg. of class)
6. Mortgage-Backed Securities	Midterm exam Ch. 8, Exer. 2-4	Chapter 8	
7.	<i>NO CLASS (Reading Week)</i>		
8. Interest Rate Forwards, Futures and Swaps	Ch. 5, Exer. 1, 2, 4-6, 9, 10. Ch. 6, Exer. 1, 3	Chapters 5.1-5.4, 6.1	
9. The Market Model and Interest Rate Options	Ch. 6, Exer. 4-6, 10	Chapters 6.2, 20	
10. Interest Rate Dynamics, Yield Curves, and Binomial Trees		Chapters 9, 14, 15.4	
11. Equilibrium Interest Rate Models and Binomial Trees		Articles	
12. Applications of Binomial Interest Rate Trees	Ch. 11, Exer. 2, 3, 6 Ch. 12, Exer. 1-3	Chapters 11.2, 12	2 nd written assignment due (beg. of class)
13. No-Arbitrage Interest Rate Models	Ch. 11, Exer. 5	Chapters 11.1.1	

Course Outline

Fall 2020

Section A: Tuesdays, 11:30-14:30, beginning on September 15

Section U: Mondays, 19:00-22:00, beginning on September 14

Instructor

Dr. Pauline Shum Nolan
N222, Seymour Schulich Building
pshum@schulich.yorku.ca
Office hours: Mondays, 18:00-19:00

Assistant

Carolyn Potter
N204A
+1.416.736.5072
mfin@schulich.yorku.ca

Dr. Pauline Shum Nolan is a Professor of Finance at the Schulich School of Business over 20 years of experience teaching investments. She is the founding Director of the Master of Finance programme (2008-2015) and had served as the Director of the PhD programme (2001-2005). She also taught for the Mercer School of Pension Investment Management from 2008 to 2015. Dr. Shum has been a member of the investments committee of the York University Pension Plan since December 2004, and has sat on numerous portfolio manager searches, asset allocation, alternative investments, and performance sub-committees. Her research spans several areas, including ETFs, and has been presented at international industry and academic conferences. Dr. Shum Nolan has won prestigious awards for her research, including the Toronto CFA Society Hillsdale Investment Management Research Award twice. Dr. Shum Nolan is also a tech entrepreneur, and co-founded [Wealthscope](#), a FinTech company specializing in data-driven portfolio and retirement planning analytics.

Brief Description

The course begins with an overview of the investment environment in North America, followed by a more in-depth analysis of key investment topics. These topics include modern portfolio theory, asset pricing models, term structure of interest rates, stock and bond portfolio management, evaluation of portfolio performance, and behavioural finance. This course serves as a useful introduction to the Chartered Financial Analyst (CFA) curriculum, but also aim to provide students with hands-on empirical experience in financial market data analysis and strategies.

Prerequisite: FINE5200 3.0 (no exception unless you have passed CFA level I).

Course Learning Outcomes

By the end of the course, students can expect to have a good understanding of the North American investment environment, modern portfolio theory and its criticisms, equity portfolio management and performance evaluation, risk factors in equity markets, the relationship between long and short term

interest rates, the basics of fixed income portfolio management, and the influence of human judgement on investment decisions.

Please note: this course does not cover financial derivatives. Students are encouraged to complete the investments sequence by taking FINE6800 3.0 Options, Futures, and Other Derivatives.

Deliverables at a Glance

Assignment/Task	% Weight	Author
Stocktrak	5	Group
Midterm	35	Individual
Final exam	40	Individual
Research project and presentation	20	Group
	100%	

Course Material

Textbook: Bodie et al., Investments, 9th Canadian edition, McGraw-Hill Ryerson, 2019. (Referred to as B on the reading list.)

Articles and other short readings will be posted on the course CANVAS.

Student Preparation for Class and Class Participation: Expectations

Special online format. For the fall of 2020, classes will be held exclusively online, using a combination of synchronous (approximately two hours per week) and asynchronous sessions (approximately one hour per week). To increase engagement, I'd prefer that all students turn on their video during class. Please use a virtual background if you would rather not show your actual environment. For information on virtual background in Zoom, visit: <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>.

Preparation. To do well in the course, students should: i) prepare for and attend every class, ii) keep up with the assigned readings, iii) complete all of the assigned exercises, iv) be up-to-date on financial market developments, v) start the research project as early as possible.

Students are expected to know basic statistical concepts, such as mean, variance, covariance, and correlation coefficient. Students must make sure that they have a clear understanding of these concepts prior to the start of the term.

End-of-chapter appendices in the textbook can be excluded, unless otherwise stated. Additional material will be posted on the course Canvas.

Class Participation (contribution). While no marks are allocated to class attendance and participation, it is in students' best interest to attend every class and make the best of the learning experience (which you

are paying a lot of money for). Based on past experience, students who skipped classes very rarely did well in the course.

Project: Description

Week of **Group research project and presentation: Low/minimum volatility portfolios**
Nov 30

Construct a low or minimum volatility equity portfolio. Present your investment philosophy and rationale for this portfolio, as well as some data and evidence in support of the strategy. The results you present CANNOT be “fictitious”. I may ask you for your data and computer codes to prove that you actually constructed the portfolio.

The role that you should play is that of an equity portfolio manager for institutional clients.

Each group is allocated 25 minutes: 20 minutes for presentation, and 5 minutes for questions from the floor. All members of the group are responsible for presenting and answering questions from the audience.

Value: 20% (10% presentation and Q&A, 10% analysis and PPT)

Sept 28 to **Group Stocktrak project (Note: this project may be cancelled depending on how many**
Dec 4 **students are in the North American time zone.)**

Stocktrak is a stock market simulation game that requires students to follow financial news and the markets throughout the course of the term. Trading starts on Sept 28, and ends 10 weeks later on December 4. Each group should i) enter their group composition (student names) on Canvas, ii) devise their investment strategy, and iii) register their account on Stocktrak no later than Friday, September 25. I expect every account to be fully invested (no more than 10% cash) by the end of the first trading day and throughout the duration of the game, or there will be a penalty (20% of the project marks). The mark for this project will be based on the average of two class rankings: cumulative portfolio return and the Sharpe ratio.

Please register using the link provided in class.

Value: 5%

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Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact Student Services or see <http://www.yorku.ca/cds/>.

Exams (Absence from)

Mid-term. Students who miss a mid-term examination must contact their course instructor within 24 hours and provide the course instructor with documentation substantiating the reason for the absence. A copy of the documentation must also be submitted to Student Services; it will be placed in the student's file. **Note that there is NO make-up midterm in this course.** Students who miss the midterm due to medical reasons, must provide a doctor's note using the official Schulich Attending Physician's Statement", and will write a "comprehensive" final exam, to be explained in the first class.

Final. Within 24 hours of missing a final examination, students must contact the Director of Student Services at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the Director of Student Services (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete the official Schulich "Attending Physician's Statement".

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. As creator of those materials I am the exclusive copyright owner. You may take notes and make copies of course materials for your personal use. However, **you may not reproduce or distribute the course materials (e.g. uploading that content to a commercial website) without my express written permission.**

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Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Topic(s)	Reading Preparation	Written Preparation
1. Introduction and basic concepts	Course overview; the Investment Environment	B: Chapters 1, 2, 3, 4	
2. Portfolio concepts	Constructing Portfolios	B: Chapters 5, 6	
3. Asset allocation	The Markowitz model and its extensions	B: Chapter 7	
4. Asset pricing models	Single Index Model; CAPM,	B: Chapters 8, 9	
5. Portfolio Performance; equity portfolio strategies	Fund manager evaluation; equity funds – strategies and process	B: Chapter 24	
6. Equity portfolio strategies	Fama and French and other factor models	B: Chapters 10.5, 13.3	
7. Midterm + class	Midterm, followed by a class		
8. Fixed Income I	Bond Prices and Yields (review); term structure of interest rates	B: Chapters 14, 15	
9. Fixed Income II	Term structure of interest rates; duration	B: Chapters 15, 16.1	
10. Fixed Income III	Bond Portfolio Strategies	B: Chapters 16	
11 Group presentations			PPT deck due by 30 minutes before class – all groups
12. Group presentations and Behavioural Finance	Behavioural Finance	B: Chapter 12.1	

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Charles Cho

Date: October 5, 2020

Re: Changes to course description and learning outcomes

Motion: Request that Faculty Council approve changing the description and learning outcomes of BSUS 6300 3.00 Management Practices for Sustainable Business.

Rationale: Given the various changes in the current business and society context (e.g., BLM, other emerging social issues), I would like to modify/update some of the assignments and topics in the course. As a result, I propose to add specific session topics such as “Equity, Diversity and Inclusion” and “Modern Slavery”, and add/modify assignments to increase experiential learning by including the highly successful AIM2Flourish and the Social Audit/Assessment projects. Note that this course remains distinct from BSUS 6500 as it focuses on practice and operationalization whereas the latter focuses on strategy.

Course Change Proposal Template

1. Program

Schulich MBA Program

2. Course Number and Credit Value

BSUS 6300 3.00

3. Course Title

a) Long Course Title

Management Practices for Sustainable Business

b) Short Course Title

Management Practices for Sustainable Business

4. Existing Pre-requisites/Co-Requisites

5. Type of Course Change (indicate all that apply)

	in course number
	in credit value (provide course outline)
	in course title (provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces)
x	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
x	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
	expire course
	Other – retire course

6. Effective Session of Proposed Change(s)

Winter 2022

7. Academic Rationale

Given the various changes in the current business and society context (e.g., BLM, other emerging social issues), I would like to modify/update some of the assignments and topics in the course. As a result, I propose to add specific session topics such as “Equity, Diversity and Inclusion” and “Modern Slavery”, and add/modify assignments to increase experiential learning by including the highly successful AIM2Flourish and the Social Audit/Assessment projects. Note that this course remains distinct from BSUS 6500 as it focuses on practice and operationalization whereas the latter focuses on strategy.

8. Proposed Course Information

See attached course outline

Existing Course Information (Change from)	Proposed Course Information (Change to)
<p>Course description</p> <p>Provides a detailed review and analysis of the environmental and stakeholder management tools and techniques used by managers. The course considers how these techniques fit together to form management systems and examines their underlying assumptions, approach and role in managerial decision-making. Techniques include environmental management systems and audits; product life cycle analysis; and design for the environment; social and environmental reporting; sustainability and organizational change and stakeholder approaches to management. Prerequisites: All 5100-series Required Foundations of Management Core Courses or with permission of the Instructor.</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • Build an understanding of key principles, management techniques and frameworks for operationalizing sustainability such as stakeholder management, sustainability measurement and reporting, sustainability strategy development, green marketing and sustainable supply chain management. • Bridge theory and practice by highlighting current issues and collaborative approaches. • Leverage opportunities for experiential learning through case studies, industry guest speakers, and in-class exercises that spotlight current events and emerging market trends. 	<p>Course description</p> <p>This course situates corporate activity within the wider context of Sustainability. In particular, it provides an overview of important management trends, tools and frameworks for integrating environmentally and socially progressive practices into organizational practice. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • explain the nature of sustainability and its implications for organizational life; • discuss the importance of sustainability and what might be necessary for its achievement; • understand the various perspectives on sustainability; • explain the limitations, definitions and possibilities of sustainability; • locate corporate sustainability within a wider political and economic context; • critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting; • critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs; • effectively work in groups/teams; • produce a clear and effective written report and present findings to peers.

9. Consultation

For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Originator

Charles Cho
Signature

October 2, 2020
Date

Charles Cho
Name

Accounting/COERB
Area or Specialization

Approvals:

Area or Specialization

I have reviewed this change form and I support the proposed changes to the course.



Signature

Oct 5, 2020

Date

Dirk Matten

Name

BSUS Program Director

Area or Specialization

Degree Program

I have reviewed this change form and I support the proposed changes to the course.

Ashwin Joshi

Signature

October 2, 2020

Date

Ashwin Joshi

Name of Program Director

MBA

Program

Program Committee

This course change has received the approval of the relevant Program Committee.

Marcia Annisette

Signature

October 8, 2020

Date

Marcia Annisette

Name of Committee Chair

October 8, 2020

Committee

Course Outline

Winter 2022

Class day and time: TBD in classroom TBD, beginning TBC.

Instructor

Charles H. Cho, PhD, CPA
(416) 736-2100 extension 33677
McEwen Building – G322
ccho@schulich.yorku.ca

Assistant

Menglin (Mary) Bai
(416) 736-5268
McEwen Building – G324
mbai@schulich.yorku.ca

Office hours:

TBD

Dr. Charles H. Cho is Professor of Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

Brief Description

This course situates corporate activity within the wider context of Sustainability. In particular, it provides an overview of important management trends, tools and frameworks for integrating environmentally and socially progressive practices into organizational practice. This course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands, and emphasizes experiential learning through case studies, guest speakers, and applied assignments and in-class exercises

Prerequisites: All 5100- series Required Foundations of Management Core Courses or with permission of the Instructor.

Corequisite: N/A

Contents

Course Learning Outcomes.....	2
Deliverables at a Glance	2
Course Material.....	2
Student Preparation for Class and Class Participation: Expectations	3
Written Assignments/Projects: Description and Evaluation	4
Calculation of Course Grade	6
General Academic Policies: Grading, Academic Honesty, Accommodations and Exams.....	7
Quick Reference: Summary of Classes, Activities and Deliverables	8

Course Learning Outcomes

The course is designed to provide students with a practical and theoretical understanding of the growing field of **sustainability**. At the conclusion of this course, it is expected that students should be able to:

- explain the nature of sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability within a wider political and economic context;
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

Deliverables at a Glance

Deliverable	Weight	Format
Class Participation/Activities	15%	Individual
Company Assessment Report	10%	Groups of 3 or 4
Reflection Essay	10%	Individual
Aim2Flourish Project	25%	Individual
Social Audit Project	40%	Groups of 3 or 4
	100%	

For details, see “*Written Assignments/Projects and Exam[s]: Descriptions*” (p. 4) and “*Evaluation of Written Assignments/Projects and Exams*” (p. 5).

Course Material

Required reading for this course includes the following:

1. Articles
Required articles are available at <https://www.library.yorku.ca/> (Passport York ID required).
2. Cases
Required cases for the course are available for purchase at www.iveycases.com. Instructions will be sent via e-mail.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/group projects. It will adopt a largely *interactive style* as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce the most significant points. There will also be a number of guest speakers (to the extent of availabilities) throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read all assigned materials and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. It is expected that you will address these situations professionally. Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes. If absent, students are still responsible for all contents, assignments and information covered in class.

During class, please focus on the lesson at hand. Please refrain from private discussions with your classmates as this may be distracting to those around you. Share your insights and thoughts with the whole class.

In the business world, punctuality is one of key factors of success and good ethics. Therefore, students are expected to come to class on time to avoid disturbing the instructor and the rest of

the class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

Students are also expected to turn off any cell phone, beeper and/or other electronic device during class time. This is also part of business ethics and to avoid/reduce disturbing the instructor and the rest of the class.

Overall, please conduct yourselves with the professionalism, respectfulness and courtesy expected of students at the Schulich School of Business. This is an important part of developing yourself as a human being.

Contacting the Instructor

The best way to reach the instructor is via e-mail.

Disclaimer

The instructor reserves the right to make changes to some of the topics covered. These changes, if any, will be announced in class. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Written Assignments/Projects: Description and Evaluation

Class Participation/Activities (15% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above.

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

Company Assessment Report (10% -- Groups of 3 or 4)

The Company Assessment Report assignment must be completed in groups (TBD) and will be due **on Class 5**. Each group will prepare a short analysis and make a **presentation** to the class. Further details will be provided at the beginning of the semester.

This assignment will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded for quality of analysis, presentation and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Reflection Essay (10% -- Individual)

Students will be required to write a one-page (single space) reflection essay on a specifically assigned class session. Essays must be e-mailed to the instructor before the following class session, by 11 AM at the latest. Late submissions will be **penalized**. The essays should not consist of merely summarizing the class but **provide an analysis, critique and reflection** on the topics discussed during that class session. Students should also be prepared to briefly present and verbally share the content of their essay.

Essays will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis and the reflection (as well as timeliness, writing and conciseness).

AIM2Flourish Project (25% -- Individual)

The AIM2Flourish Project must be completed individually and will be due **on Class 7**. Each student will make a **short presentation** to the class. The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

This project will be graded for creativity, originality and suitability to submit to AIM2 Flourish. Writing skills will also be evaluated.

Social Audit Project (40% -- Groups of 3 or 4)

The Social Audit Project must be completed in groups (TBD) and will be due **on Class 12**. Each group will prepare a written report and make a presentation to the class. Further details will be provided at the beginning of the semester.

This project will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded for quality of analysis, presentation and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Turnitin

Turnitin is a web-based service that checks for passages in your document that match work submitted by other students or that matched online sources. Note that certain phrases in the assignment will always be flagged as similar to other students, so a percentage of commonality indicated by Turnitin is not necessarily an indication of academic misconduct. The instructor will review the Turnitin results and notify you if there are any concerns.

Students are encouraged to login to <http://turnitin.com> to create an account, if they do not already have one, and to attach themselves to this section early in the course. Do not wait until the assignment is due. Use the following Class ID and Enrollment Password information to set up the account and to post assignments:

Section	Class ID	Enrollment Password
xx	XXXXXXXXXX	XXXXXXXXXX

Late Projects: Please make sure the written report is submitted on the due date indicated on the course outline. No late assignments will be accepted.

Calculation of Course Grade

In this class, *final course grades* will be determined by the following process:

Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average calculation as outlined in the “*Deliverables at a Glance*” section above. The resulting percentage grade will then be converted to a letter grade as follows:

Grade	Grade Point / Index Value	Percentage Points (Guideline)	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49%	Failing

These letter grades correspond to the Schulich’s 9- value index system as discussed below.

General Academic Policies: Grading, Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (see [Graduate Policy Handbook](#)).

To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2.

For more details on the index, grading policy, and grade point average (GPA) requirements, see the [Graduate Policy Handbook](#) or the [Student Services & International Relations](#) website.

Academic honesty is fundamental to the integrity of university education and degree programs and applies in every course offered at Schulich. Students should familiarize themselves with York University’s policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website: <http://schulich.yorku.ca/current-students/academic-honesty/>.

Accommodations. For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counseling & disability services, contact [Student Accessibility Services](#).

Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on Canvas.

Session Date	Topic and Assigned Readings/Cases
Class 1 TBD	<p>Class Introduction, Overview and Setting the Context</p> <p>Topic: Sustainability – Planetary issues and the <i>Ecological Crisis</i></p> <ul style="list-style-type: none"> • The 2018 Living Planet Report https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/ • Global Footprint Network https://www.footprintnetwork.org/
Class 2 TBD	<p>Topic: Business and the Natural Environment: Managing Environmental Responsibility</p> <ul style="list-style-type: none"> ✓ How does the natural environment matter for business? ✓ How can a company best manage its environmental responsibility? <p><u>Case to read and prepare:</u> TBD</p>
Class 3 TBD	<p>Topic: Sustainable Supply Chain Management</p> <ul style="list-style-type: none"> • Brammer, S., Hoejmose, S., and Millington, A. (2011). Managing Sustainable Global Supply Chains: Framework and Best Practices. Network for Business Sustainability. Retrieved from: http://nbs.net/wp-content/uploads/NBS-Executive-Report-Supply-Chains.pdf <p><u>Case to read and prepare:</u> TBD</p> <p><u>Guest speaker:</u> TBD</p>
Class 4 TBD	<p>Topic: Modern Slavery</p> <ul style="list-style-type: none"> • TBD <p><u>Case to read and prepare:</u> TBD</p>
Class 5 TBD	<p>Topic: Sustainability Accounting and Reporting</p> <ul style="list-style-type: none"> • Moerman, L. and Van Der Laan, S. (2015). Exploring Shadow Accountability: The Case of James Hardie and Asbestos. <i>Social and Environmental Accountability Journal</i>, 35(1), 32-48. • Boiral, O. (2013). Sustainability Reports as Simulacra? A Counter-Account of A and A+ GRI Reports. <i>Accounting, Auditing & Accountability Journal</i>, 26(7), 1036-1071. • Parsa, S., Roper, I., Muller-Camen, M., and Szigetvari, E. (2018) Have Labour Practices and Human Rights Disclosures Enhanced Corporate Accountability? The Case of The GRI Framework. <i>Accounting Forum</i>, 42(1), 47-64.

Session Date	Topic and Assigned Readings/Cases
Class 6 TBD	<p>Topic: Sustainability Assurance</p> <ul style="list-style-type: none"> • Michelon, G., Patten, D.M., and Romi, A.M. (forthcoming). Creating Legitimacy for Sustainability Assurance Practices: Evidence from Sustainability Restatements. <i>European Accounting Review</i>. • O'Dwyer, B., Owen, D., and Unerman, J. (2011). Seeking Legitimacy for New Assurance Forms: The Case of Assurance on Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 36(1), 31-52. • Rivière-Giordano, G., Giordano-Spring, S., and Cho, C.H. (2018). Does the Level of Assurance Statement on Environmental Disclosure Affect Investor Assessment? An Experimental Study. <i>Sustainability Accounting, Management and Policy Journal</i>, 9(3), 336-360. <p><u>Guest speaker:</u> TBD</p>
TBD	Reading Week – No Class
Class 7 TBD	<p>Topic: “Measuring” CSR</p> <ul style="list-style-type: none"> • Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. <i>Strategic Management Journal</i>, 37(8), 1597-1614 <p><u>Case to read and prepare:</u> TBD</p> <p><u>Guest speaker:</u> TBD</p> <p><u>Due: AIM2Flourish Project</u></p>
Class 8 TBD	<p>Topic: Climate Change, Astroturfing and Environmental Politics</p> <ul style="list-style-type: none"> • Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn't Always Green on the Other Side of the Fence. <i>Journal of Business Ethics</i>, 104(4), 571-587. • Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability Reporting: Evidence from the Arctic National Wildlife Refuge Bill. (2018). <i>Journal of Business Ethics</i>, 152(3), 865-886.
Class 9 TBD	<p>Topic: Equity, Diversity and Inclusion</p> <p><u>Case to read and prepare:</u> TBD</p> <p><u>Guest speaker:</u> TBD</p>
Class 10 TBD	<p>Topic: Business Ethics</p> <p><u>Guest speaker:</u></p> <p><u>In-class exercise:</u> TBD</p>

<p>Class 11 TBD</p>	<p>Topic: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting</p> <ul style="list-style-type: none"> • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. • Hahn, T., Pinkse, J., Preuss, L., and Figge, F. (2015). Tensions in Corporate Sustainability: Towards an Integrative Framework. <i>Journal of Business Ethics</i>, 127(2), 297-316. • http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy • https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/ • https://councilcommunity.com/2016/03/10/how-hypocrisy-and-facades-can-be-good-for-people-planet-and-profit/
<p>Class 12 TBD</p>	<p><u>Due: Social Audit Project</u></p> <p>Group Presentations</p>

<p>Class 11 TBD</p>	<p>Topic: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting</p> <ul style="list-style-type: none"> • Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. <i>Accounting, Organizations and Society</i>, 40(1), 78-94. • Hahn, T., Pinkse, J., Preuss, L., and Figge, F. (2015). Tensions in Corporate Sustainability: Towards an Integrative Framework. <i>Journal of Business Ethics</i>, 127(2), 297-316. • http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy • https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/ • https://councilcommunity.com/2016/03/10/how-hypocrisy-and-facades-can-be-good-for-people-planet-and-profit/
<p>Class 12 TBD</p>	<p><u>Due: Social Audit Project</u></p> <p>Group Presentations</p>

Executive Committee Schulich School of Business Meeting Minutes

A regular meeting of the Executive Committee of Schulich Faculty Council for the 2020-2021 academic year was held via Zoom on Friday September 18th 2020 from 11:30am – 1:00pm.

In Attendance:

Chair: C. Graham

Secretary: E. Rush

Administrative Support: L. Da Silva

Members of Executive Committee Present:

M. Anisette (Associate Dean Academic)	D. Matten (Associate Dean Research; Chair, Research & Library Committee)
M. Cao (Director, MF)	A. Mustapha (Interim Executive Officer)
J. Clayton (Director, MREI)	L. Pan (guest)
B. Durrani (President, UBS)	R. Ricer (guest)
E. Fischer (Director, PhD Program)	A. Samji (President, GBC)
D. Johnston (Director, MSCM)	R. Shao (Vice-Chair, Faculty Council)
K. Kanagaretnam (AD Students; Chair, Master's Admissions Committee)	K. Tasa (Director, MMgt)
M. Kipping (Director, EMBA)	P. Tebasi Nejad (PhD Students' Association)
M. Kristal (Director, MBAN)	V. Trivedi (Director, MAcc)
M. Levesque (Chair, Tenure & Promotions Committee)	M. Valente (Director, BBA/iBBA)

Members of Executive Committee Absent/Regrets:

A. Campbell (Director, IMBA)	A. Joshi (Director, MBA; Chair, Nominating Committee)	H. Kim (Chair, Student Affairs Committee)	D. Rice (Director, MMKG)	D. Zwick (Interim Dean)
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1. Call to Order

Chair C. Graham called the meeting to order at 11:38am and welcomed committee members. The agenda was reviewed, then moved by M. Kipping, seconded by M. Levesque. All were in favour.

2. Faculty Council Agenda Items

The committee discussed the following agenda items:

- a) **Motion:** Removal of Summer Authority of Executive Committee
Not needed, to be brought to Council.

b) **Dean's Remarks**

No remarks, to be made at Council.

c) **PhD/GBC/UBS Initiatives**

No remarks, to be made at Council.

d) **Appeals**

Confidential details removed.

e) **Agenda for Special Meeting of Faculty Council on September 25th** (Schulich Budget Presentation by Interim Dean Detlev Zwick)

C. Graham provided an overview for the purpose of transparency.

- 1) Motion to revoke summer authority
- 2) Budget presentation

C. Graham opened the discussion on what processes the members would like to use. The committee recommended the following:

- Having documentation prepared beforehand would be useful
- To not use breakout rooms during discussion
- It was inquired as to what the intention of the presentation is, M. Annisette informed the members that the intention is to create transparency and for collective decision making
- At the start of the conversation there should be discussion on inflows, outflows and understanding of the challenges
- To be informed of what the initial process is of forming the budget
- It was asked what is the philosophy behind it? It is not about money, but who gets what kind of decision-making power, autonomy, control of which part of the budget etc. Perhaps avoiding discussion about SEEC or India and broader and more philosophical.
- To think about new governance mechanisms and responsibility for budgets. More decentralized.

f) **Agenda for Regular Meeting of Faculty Council on October 2nd**

The committee discussed the following agenda items:

C. Graham opened the discussion with what the committee's role is with regards to the consent agenda items. How can we ensure they are vetted and what process should be followed? Should they be read through, should committee chairs speak to each item, etc.

The following comments were made:

- Faculty members need to be responsible and speak up
- Executive committee's job is to ensure items are ready for council.
- The Chair needs to make clear that consent agenda is up for deconstruction
- Clear rules are needed for what goes on the consent agenda
- Chair and Secretary to determine process for dealing with consent agenda items

The committee agreed that the Chair, Co-Chair and Secretary would draft guidelines about what should be on the consent agenda.

It was also decided that all MPC items be moved to the regular agenda moving forward.

g) **Discussion re Dean Search in Preparation for Special Meeting of Executive Committee on September 23rd**

C. Graham voiced that preparation is needed. Launching another round of search without preparation will lead to the same failed result. He then opened the discussion to what should be raised at the meeting. The following suggestions were made:

- The decisions should go to FC not EC. EC can hear what needs to be said but not decided.
- C. Graham inquired if the members wanted the meeting on September 23rd. If the members preferred to have the President attend FC that can be relayed.
- Some members preferred for them only to attend FC, others voiced that there will be value in meeting them at EC before FC as long as it is made clear that EC does not make decisions.
- C. Graham confirmed he would talk to the President to determine whether the special meeting is needed.

3. Faculty Council Consent Agenda Items

The following items were approved for the consent agenda with no changes:

Nominating Committee (A. Joshi)

- a) Updated Nominating Slate for 2020-2021

EMBA Program Committee (M. Kipping / M. Annisette)

- a) New Course Proposals
1. EMBA 6155 2.00 Leader Development Models and Practice
 2. EMBA 6165 2.00 Selling Yourself and Your Ideas
 3. EMBA 6215 2.00 Strategy and Structure
- b) Course Changes
1. EMBA 6560 4.00 Strategies for Growth (reduction in credit value)
 2. EMBA 6600 2.00 Human and Machine Intelligence (title)

Master Programs Committee (M. Annisette)

- a) Program Changes
1. Graduate Diploma in Nonprofit Management & Leadership (title) (G. Kistruck)
 2. Master of Business Analytics (admission requirements) (M. Kristal)
 3. Master of Management in Artificial Intelligence (admission requirements) (M. Kristal)
- b) MBA / IMBA Specializations
1. Digital Transformation (new specialization) (A. Joshi / A. Campbell)
 2. Social Sector Management (title change) (G. Kistruck)
- c) Course Changes (A. Joshi / M. Kristal)
1. MBAN 5140 3.00 Visual Analytics and Modelling (cross-listing to MBA & IMBA programs for Winter 2021)
 2. MMAI 5100 3.00 (cross-listing to MBA & IMBA programs for Fall 2021)
 3. MBAN 6200 3.00 (cross-listing to MBA & IMBA programs for Fall 2021)
 4. MBAN 6500 3.00 (cross-listing to MBA & IMBA programs for Fall 2021)

Other Business

a) Schulich Committee Work Plans 2020-2021

1. BBA/iBBA Program Committee
2. Master Programs Committee/Programs Coordinating Committee
3. EMBA Program Committee
4. PhD Program Committee
5. Masters Admissions Committee
6. Nominating Committee
7. Student Affairs Committee
8. Tenure & Promotions Committee
9. Research & Library Committee

b) Updates to Master Programs Committee (MPC) Mandate (membership) (M. Annisette)

4. Adjournment

The meeting adjourned at 12:57pm; Moved by K. Tasa, seconded by M. Levesque. All were in favour.