

EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2023-24 academic year will be held remotely (via Zoom) on Friday, January 19 at 11:30 am.

AGENDA

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1. Welcome & Chair's Remarks	
2. Review of February Faculty Council Agenda and Documentation	2-149
3. Other Business	
4. Adjournment	

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.

1. Minutes of the last meeting: 11.24.2023	150
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Upcoming Meeting Dates for 2023-2024:

Schulich Executive Committee:

Friday, February 23, 2024
Friday, April 5, 2024
Friday, May 24, 2024

Schulich Faculty Council:

Friday, February 2, 2024
Friday, March 8, 2024
Friday, April 19, 2024
Friday, June 7, 2024

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2023-24 academic year will be held via Zoom on **Friday, February 2, 2024** from **11:30am - 1:00pm**.

AGENDA

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1. Welcome and Chair's Remarks (5 minutes)	
2. Dean's Remarks (5 minutes)	
3. PhD/GBC/UBS Updates (10 minutes)	
4. Motion: a) MAcc Major Modification Proposal	3-23
i) MAcc/DIAc Merger	
ii) Promotional Standard	
b) DIAc Major Modification Proposal (Diploma Type Change)	24-48
5. Consultation on Graduate Supervisory Support Hub (20 minutes) (<i>C. van Daalen-Smith</i>)	
6. Presentation on CCD and Experiential Education Office Initiatives (20 minutes) (<i>H. Sinker & M. Cernea</i>)	
7. Other Business	
8. Adjournment	

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 their request to debate it.

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1. Master Programs Committee (<i>K. Tasa</i>)	
a) Master of Finance (MF) (<i>M. Cao</i>)	
i) Motion: Program Change Proposal (Change to admission requirements)	49-54
b) Master of Business Administration (MBA) (<i>M. Valente</i>)	
i) Motion: ENTR Specialization (Change to required credits, required and elective courses) (<i>M. Levesque</i>)	55-89
c) Master of Health Industry Administration (<i>A. Mawani</i>)	
i) Motion: Program Change Proposal (Change to core course rubrics)	90-120
2. BBA/IBBA Committee (<i>B. Eberlein</i>)	
a) Motion: ENTR Specialization Change (<i>M Levesque</i>)	121-124
b) Motion: Course Change Proposal (ACTG 2020 delivery mode) (<i>A. Rahaman</i>)	125-139
3. PhD Committee (<i>P. Darke</i>)	
a) Motion: Program Change Proposal (<i>acceptable dissertation formats</i>)	140-146
4. Minutes of the Last Meeting: 2023.12.08	147-149

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Viswanath (Shanker) Trivedi, Program Director DIAC & MAcc Programs
Date: 4th January 4, 2024
Re: Merger of the Diploma in Intermediate Accounting (DIAC) & Master of Accounting (MAcc) Programs

Motion:

That Faculty Council approves the main proposal to merge the DIAC & MAcc programs and the introduction of a promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term (Term 1) of the new merged program, and the subsidiary and ensuring proposals to i) convert the DIAC from a stand-alone Type 3 diploma to a Type 1 exit diploma and ii) change the Diploma in Advanced Accounting (DAAC) from a two-term 30 credits program to a three-term 45 credits program.

Rationale:

The current DIAC and MAcc programs prepare students to successfully pass the Common Final Exam (CFE), the pathway to the CPA designation of the Chartered Professional Accountants (CPA) of Canada and thus become CPAs. The current DIAC program prepares students to enter the MAcc program. Virtually all students who join the current DIAC program eventually complete their MAcc program. More importantly, all students joining the current DIAC program are attracted to the program since it prepares them not only for the CFE, but also earns students a master's degree at the end of their academic journey.

Structure:

The current DIAC/MAcc structure poses significant hurdles to the recruitment team at Schulich for the following reasons:

- The program's design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. The existence of a term denoted as "Term 0" also creates confusion.
- Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.
- The division between the DIAC and MAcc also poses immigration challenges. The DIAC's program length often precludes students from obtaining the relatively longer post-qualification work permit of

three years. It is only when the duration of the DIAC and MAcc programs are taken together (16 months in total) that students become eligible to obtain a three-year work permit.

The proposed new four term MAcc will remove the hurdles mentioned above and thus should help attract a wider pool of eligible and qualified students.

The merger also means that students will be admitted directly to the MAcc and will no longer be admitted to the DIAC. Therefore, the DIAC is no longer necessary as a stand-alone diploma but is only required as an exit diploma that will be awarded to students who successfully complete the first two terms/semesters of the MAcc but who do not wish or are unable to continue in the MAcc program. Therefore, it is proposed to change the DIAC from a Type 3 stand-alone program to a Type 1 exit diploma.

The expanded nature of the proposed merged MAcc also means that going forward the DAAC will act as an exit diploma at the end of the third term/semester of the MAcc as opposed to being an exit diploma awarded at the end of the second term/semester of the existing MAcc. Another proposal is therefore being submitted to change the DAAC to be awarded to students who complete 45 credits at the end of the third term/semester of the MAcc from the existing program that is being awarded to students who complete 30 credits at the end of the second term/semester of the MAcc program.

Promotional Standard:

The absence of a promotional standard at the end of the first term of the current DIAC program means that marginal students are allowed to enroll and continue taking courses in their second term. Such students have a high probability of not meeting the 5.0 minimum CGPA requirement at the end of the second term. Therefore, we propose the introduction of an additional promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term of the proposed MAcc program. This will ensure that only sufficiently capable students continue past the first term of the MAcc term. Many of these students are international and pay relatively high tuition. The additional requirement of meeting the 4.2 CGPA floor at the end of the first term of the proposed MAcc program may help those at the margin and thus in danger of not eventually meeting the 5.0 minim CGPA requirement at the end of the second term to reflect on their performance at the end of their first term and make an appropriate decision at that time.

Major Modifications Proposal

Faculty: Schulich School of Business

Department: Accounting Area

Program: Master of Accounting

Degree Designation: MAcc

Type of Modification:

1. To combine and merge the Diploma in Intermediate Accounting (two terms/semesters comprised of Term 0 in summer and Term 1 in fall) with the Master of Accounting program (three terms/semesters comprised of Term 1 in fall (equivalent to Term 1 of DIAC) Term 2 in winter and Term 3 in the ensuing summer) to create a single Master of Accounting program with four terms/semesters (currently Terms 0 through 3), to be renamed Terms 1 through 4.
2. Introduction of a promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term (Term 1) of the new merged program.

Location:

Hyderabad and Keele campuses for Term 1 (currently Term 0), and Keele campus for Terms 2-4 (currently Terms 1-3).

Effective Date:

May 1, 2024, starting with the 2024-2025 academic year.

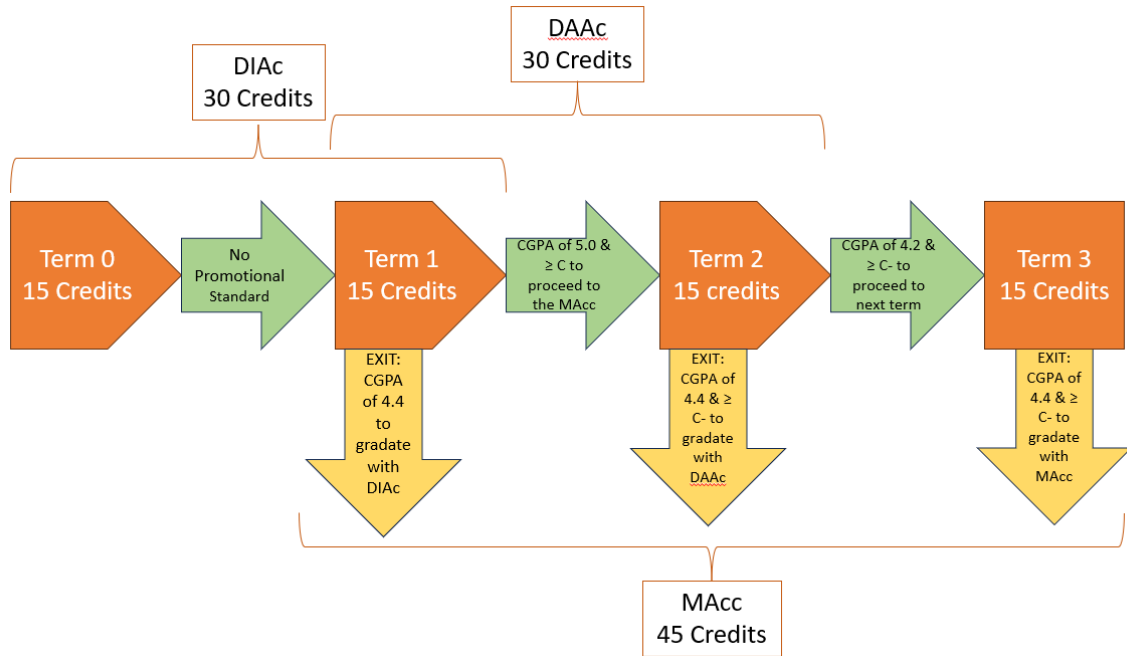
Overview

1. Provide a brief summary of the proposed changes to the program.

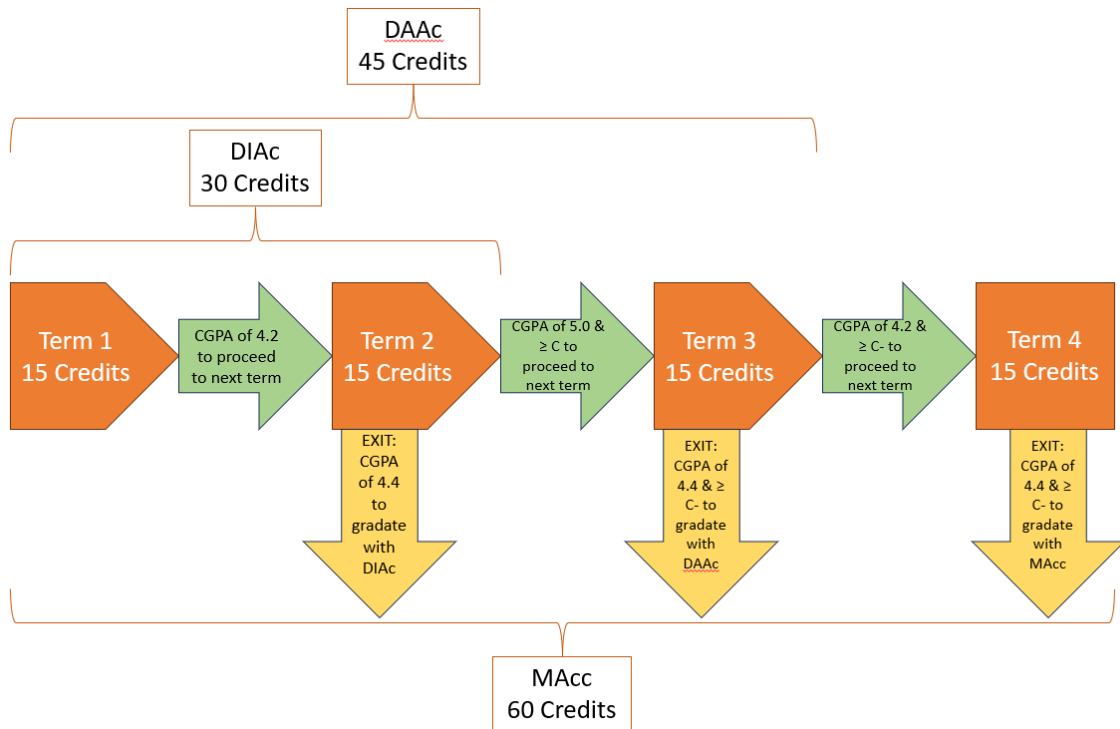
The learning outcomes will remain unchanged and will be identical to those relating to the current Diploma in Intermediate Accounting (DIAC) and Master of Accounting (MAcc) programs. The learning outcomes for the existing DIAC program are identical to those for the existing MAcc program, however, they are achieved at the introductory/lower level. The assessments of the learning outcomes will also remain unchanged and will be identical to those currently being employed in the DIAC and MAcc programs.

Given that Term 1 of the existing DIAC is the same as Term 1 of the existing MAcc, the MAcc will change from being a 3 term/semester 45 credit program to a four term/semester 60 credits program, i.e., increase exactly by 1/3rd the existing program's length.

Current Structure:



Proposed Structure:



In some rare cases, students may not be able to meet the promotional standard of CGPA 5.0 at the end of Term 2 requiring them to exit the program. It is proposed to retain the DIAC program as an exit diploma that can be awarded to these students. Consequently, the DIAC program will become a Type 1 diploma that will be awarded to students admitted to the MAcc program but who leave the program after completing the second term of the proposed MAcc program. Currently, the DIAC is a stand-alone, direct entry diploma program (Type 3) that is a precursor to the MAcc program. The separate proposal to convert the DIAC to a Type 1 diploma provides further details about this change.

We plan on retaining the Diploma in Advanced Accounting (DAAC), a Type 1 exit diploma, which will, consequent to the changes proposed here, change from being a two term 30 credits program to a three term 45 credits program. See the separate proposal to this effect.

We also propose the introduction of an additional promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term of the proposed MAcc program.

2. Provide the rationale for the proposed changes.

The current DIAC and MAcc programs prepare students to successfully pass the Common Final Exam (CFE), the pathway to the CPA designation of the Chartered Professional Accountants (CPA) of Canada and thus become CPAs. The current DIAC program prepares students to enter the MAcc program. Virtually all students who join the current DIAC program eventually complete their MAcc program. More importantly, all students joining the current DIAC program are attracted to the program since it prepares them not only for the CFE, but also earns students a master's degree at the end of their academic journey.

Structure:

The current DIAC/MAcc structure poses significant hurdles to the recruitment team at Schulich for the following reasons:

- The program's design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. The existence of a term denoted as "Term 0" also creates confusion.
- Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.

- The division between the DIAC and MAcc also poses immigration challenges. The DIAC's program length often precludes students from obtaining the relatively longer post-qualification work permit of three years. It is only when the duration of the DIAC and MAcc programs are taken together (16 months in total) that students become eligible to obtain a three-year work permit.

The proposed new four term MAcc will remove the hurdles mentioned above and thus should help attract a wider pool of eligible and qualified students.

Promotional Standard:

The absence of a promotional standard at the end of the first term of the current DIAC program means that marginal students are allowed to enroll and continue taking courses in their second term. Such students have a high probability of not meeting the 5.0 minimum CGPA requirement at the end of the second term. Therefore, we propose the introduction of an additional promotional standard of meeting a minimum CGPA of 4.2 at the end of the first term of the proposed MAcc program. This will ensure that only sufficiently capable students continue past the first term of the MAcc term. Many of these students are international and pay relatively high tuitions. The additional requirement of meeting the 4.2 CGPA floor at the end of the first term of the proposed MAcc program may help those at the margin and thus in danger of not eventually meeting the 5.0 minim CGPA requirement at the end of the second term to reflect on their performance at the end of their first term and make an appropriate decision at that time.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

Given that the proposed program changes involve the merger of the existing DIAC and MAcc programs into one expanded MAcc program, without change in any course content or requirement, the proposed program changes will have zero impact on the alignment of the program with faculty and university academic plans/objectives.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

It is proposed to admit students directly into the MAcc at different levels/terms depending on whether or not they are accorded advanced standing instead of the current practice of being admitted either into the MAcc or the DIAC depending on their prior academic background. Consequently, the DIAC as it stands will no longer be required. Rather, the DIAC will be used going forward as an exit diploma that will be awarded to

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

students who do not want to continue beyond the first two terms. Consequently, the DIAC will be converted from a Type 3 stand-alone diploma to a Type 1, exit diploma. A separate proposal to that effect is also being submitted.

The proposed merger of the existing DIAC and MAcc programs to form an expanded MAcc program will have the following effects:

- The MAcc program will expand from being a three terms/semesters 45 credits program to a four terms/semester 60 credits program.
- Currently, of the 45 total credits, 36 core credits are required and nine credits are made up of elective courses from three sets of electives. The proposed expanded MAcc program of 60 total credits will be made up of 51 required credits and 9 elective credits from three sets of electives.

A detailed comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar is provided in Appendix A.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

Given that the existing DIAC program prepares students for the MAcc degree, the learning outcomes of both programs are identical, with the difference being that in the DIAC these learning outcomes are achieved partially and at the introductory/basic and intermediate levels. In contrast, in the existing MAcc program, these same learning outcomes are achieved fully and at the advanced level. Courses will remain identical. Therefore, the merging of the two existing programs will not lead to a change in the program learning outcomes that will apply to the merged proposed program. Consequently, the learning outcomes, the manner in which these learning outcomes are achieved, and the courses that map onto individual learning outcomes presented in Appendix B for the proposed expanded MAcc program represent the amalgamation of these elements relating to the two existing programs respectively. Appendix C provides a map of the different courses by term/semester in the MAcc program.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

The proposed merger of the two programs will not lead to any modifications that will impact how the program learning outcomes will be achieved. Students will continue to take the same courses as they do now in the different terms.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The assessment of the achievement of the program learning outcomes and the related documentation will remain identical to those being used currently in the two programs sought to be merged.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Currently students are admitted either to the DIAC or the MAcc with different levels of advanced standing depending on their prior academic background. Going forward, given that the DIAC program is going to be merged with the MAcc, students will no longer be admitted to the DIAC, but to the MAcc. However, the basis of determining whether and the extent of advanced standing that will be accorded to individual students admitted to the MAcc and the “level” or term of the MAcc to which they will be admitted will remain unchanged. In brief:

- Applicants with a non-Canadian or non-business degree will not be accorded any advanced standing and will be admitted to Term 1 of the proposed expanded MAcc program. These students typically lack elementary/basic proficiency in the technical competency areas of accountancy and in some of the prerequisite knowledge areas of Canadian Business Law, Finance, and Operation Management and Information Systems. Term 1 courses are aimed to impart such foundational knowledge and competencies.
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for being accorded advanced standing and for being admitted to Term 2 of the proposed expanded MAcc program. While these students are expected to possess the requisite foundational/basic technical competency in accounting and the requisite prerequisite knowledge to be admitted to the program, they typically lack intermediate level technical competencies and the ability to apply such knowledge in business situations and professional practice contexts. Term 2 courses are aimed to impart such technical knowledge and application skills.
- Schulich BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for being accorded advanced standing and for being admitted to Term 3 of the proposed

expanded MAcc program. These students possess both intermediate level technical competencies and the ability to apply these competencies in simple business situations and professional practice contexts. Term 3 courses provide advanced technical competencies and introduce students to the application of such competencies in relatively more complicated business situations and professional practice contexts.

- Term 4 courses teach students to apply technical competencies to highly complex business situations and professional practice contexts. Students are not admitted with advanced standing to Term 4 of the MAcc.
- All applicants other than: i) those with eligible three-year degrees from India who have been admitted to Term 1 of their MAcc program at either the Schulich campus in India or at the Keele campus; or ii) those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who have been admitted to Term 1 of the MAcc program at the Keele campus, should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich students should also have a minimum B (6.0) average in all CPA courses.
- Post-graduate work experience is recommended but not required.
- Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian University within the last five years.
- Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5.

Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

N/A since no revision to the mode(s) of delivery is proposed.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

N/A since no changes to the methods of assessment is being proposed.

Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed change is expected to have zero resource implications. Courses taught will remain the same. Prospective students will continue to have their transcripts and profiles evaluated for entry into the appropriate levels of the proposed MAcc, consistent with the current practice in the DIAC and MAcc programs. However, the streamlined process will reduce inefficiencies of recruitment personnel and will also make the program more attractive to prospective students, including international students.

Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

The proposed change has no implications on other academic units or programs. The proposed change was initiated by the input received from the Executive Director of Student Services based on the experiences of the recruitment personnel and the challenges to date in trying to explain the current DIAC/MAcc structure to prospective students.

The Associate Deans Academic, Programs, and Student Services within Schulich have been informed of the proposal and are in support. The Dean has also indicated his approval of the proposed change by signing the related Notice of Intent, which has received the assent of the Vice-Provost Academic. The program director of the BBA program at Schulich, and the chair of the accounting area within Schulich have also been consulted and they have expressed their support either via email or orally. The emailed statements of support are attached. CPA Ontario, the accreditation body for the MAcc has also provided a letter in support of the change.

13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

No consultations were undertaken with current or recent graduates since the proposed change will have no impact on the academic side of the program, either in terms of the number of courses required to be taken or the course content. Furthermore, the proposed change will have zero impact on current students and thus there is not need for offering accommodations to them.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

Appendix A: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar

<p>Master of Accounting (Current Program)</p>	<p>Master of Accounting (Proposed Program)</p>
<p>The Graduate Program in Accounting is a professional master’s degree program designed to develop students’ academic and intellectual abilities in all fields of professional accountancy.</p>	<p>The Graduate Program in Accounting is a professional master’s degree program designed to develop students’ academic and intellectual abilities in all fields of professional accountancy.</p>
<p>The 12-month (three term), 45-credit program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p>	<p>The 16-month (four term), 60-credit program is accredited by the Chartered Professional Accountants of Ontario. Successful graduates will have acquired in-depth knowledge in all of the subdisciplines that constitute the broad field of accounting and will have also deepened their expertise in two chosen areas. They may proceed to write the Common Final Examination immediately following graduation from the program.</p>
<p>The program places heavy emphasis on developing students’ critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis. Cases also help to develop students’ appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p>	<p>The program places heavy emphasis on developing students’ critical thinking abilities and their capacity to operate in decision environments characterized by high degrees of ambiguity through applied case analysis. Cases also help to develop students’ appreciation of multiple viewpoints and perspectives. This program is designed to provide a strong foundation for initial career placement (also through an optional internship in Term 3) and long-term career growth.</p>
<p>Admission to the Master of Accounting is open to graduates from business programs. Non-business graduates are encouraged to apply for the Graduate Diploma in Intermediate Accounting.</p>	<p>Admission to the Master of Accounting is open to both graduates from business and non-business programs.</p>
<p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p>	<p>The Graduate Program in Accounting can be completed on a full-time basis. Entry is fall or summer term.</p>
	<p>Please visit http://schulich.yorku.ca for more information.</p>

Please visit <http://schulich.yorku.ca> for more information.

ADMISSION REQUIREMENTS

- Applicants with a non-Canadian or non-business degree must first complete the Diploma in Intermediate Accounting (DIAC), which is an eight-month graduate diploma to bring internationally educated and non-business students up to speed on accounting principles and tax practices for the MAcc.
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 1 of the MAcc.
- Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 2 of the MAcc.
- All applicants other than those with eligible three-year degrees from India who have completed Term 0 of their DIAC program at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and who have completed Term 0 of their DIAC program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level.

ADMISSION REQUIREMENTS

- Applicants with a non-Canadian or non-business degree **will be admitted to Term 1 of the MAcc. Terms 1 and 2** bring internationally educated and non-business students up to speed on accounting principles and tax practices **and prepare them for later terms of the MAcc.**
- Applicants with CPA accredited business degrees from Canadian institutions, Schulich i/BBA students/graduates with non-accounting specializations, registered CPA students who have completed Core 1 of the PEP may be eligible for admission to Term 2 of the MAcc.
- Schulich i/BBA students/graduates with an accounting specialization, applicants with an accounting specialization from CPA accredited business programs, registered CPA students who have completed CPA-accredited Core 2 of the PEP may be eligible for admission to Term 3 of the MAcc.
- All applicants other than those with eligible three-year degrees from India who **are admitted to Term 1 of the MAcc program** at either the Schulich campus in India or at the Keele campus, or those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities and **who are admitted to Term 1 of the MAcc** program at the Keele campus should possess a four-year undergraduate degree from a recognized university with a minimum B average in the last two full years (or equivalent) of academic work. Candidates are also required to have completed prerequisite courses at the undergraduate level. Schulich students should also have a

<p>Schulich students should also have a minimum B (6.0) average in all CPA courses.</p> <ul style="list-style-type: none"> • Post-graduate work experience is recommended but not required. • Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years. • Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. <p>Master of Accounting</p> <p>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 sets of electives. <p>All other requirements are identical to those of Schulich's other master's programs.</p>	<p>minimum B (6.0) average in all CPA courses.</p> <ul style="list-style-type: none"> • Post-graduate work experience is recommended but not required. • Applicants are required to submit essays, résumé, references, and take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE) with acceptable scores on all measures thereof. These requirements will be waived if the applicant graduated from Schulich or from another Canadian university within the last five years. • Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. <p>Master of Accounting</p> <p>Students must successfully complete:</p> <ul style="list-style-type: none"> • 60 credits of coursework, consisting of: • 51 credits of core courses, and, • 9 credits of electives from three sets of electives. • C- or greater grade in each course. <p>All other requirements are identical to those of Schulich's other master's programs.</p>
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Appendix B: MAcc Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					TERM 3				TERM 4						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 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 demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	Students are required to take a minimum of 40.5 credit hours of courses that cover these six broad areas of accountancy practice. Furthermore, students are also provided a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis. The advanced courses in later terms build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic, intermediate and advanced technical knowledge gained in these courses is further enhanced through 13.5 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				TERM 4							
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 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.				•	•			•	•		•	•		•		•		•	•
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•	•	•	•	•						•
3. Level of Application and Knowledge																				
Be able to make sound decisions in different and complex situations, including different organizations and industries, 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 and professional practice concepts.					•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					TERM 3				TERM 4						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 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																				
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	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.								•		•	•	•	•	•	•	•	•	•	
Can demonstrate the ability to act with integrity, transparency and in the public interest.	Ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses. In addition, Professional and Ethical Behaviour is a core element of ACTG 6801 Strategic Leadership Planning and Case Analysis	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3				TERM 4							
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 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	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
6. Awareness of Limits of Knowledge																				
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Appendix C: Curriculum Map of the Proposed MAcc Program

Proposed Master of Accounting (MAcc): Students Other than Schulich BBA Accounting Students			
Hyderabad, India or Toronto, Canada	Toronto, Canada		
Term 1: Summer (15:00 credits)	Term 2: Fall (15:00 credits)	Term 3: Winter (15:00 credits)	Term 4: Summer (15:00 credits)
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II	ACTG 6301 3.00 Integrative Case Analysis for Accountants	ACTG 6401 3.00 Advanced Integrative Case Analysis
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis	ACTG 6720 3.00 Advanced Income Taxation	ACTG 6501 3.00 Integrative Case Analysis: the Capstone
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting	Assurance* ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing	ACTG 6601 3.00 Management Accounting: Strategy and Performance
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications	Tax* ACTG 6730 3.00 Managerial Tax Planning	ACTG 6801 3.00 Strategic Leadership Planning and Case Analysis
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation	Performance Management* SGMT 6000 3.00 Strategic Management	ACTG 6650 3.00 Strategic Performance Evaluation
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants		
			Core Courses
			Elective Courses

Appendix C (Continued): Curriculum Map of the Proposed MAcc Program

Proposed Master of Accounting (MAcc): Schulich BBA Accounting Students	
Toronto, Canada	
Term 3: Summer (15:00 credits)	Term 4: Summer (12:00 credits)
ACTG 6301 3.00 Integrative Case Analysis for Accountants	ACTG 6401 3.00 Advanced Integrative Case Analysis
ACTG 6650 3.00 Strategic Performance Evaluation	ACTG 6501 3.00 Integrative Case Analysis: the Capstone
Assurance* ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing	ACTG 6601 3.00 Management Accounting: Strategy and Performance
Tax* ACTG 6730 3.00 Managerial Tax Planning	ACTG 6801 3.00 Strategic Leadership Planning and Case Analysis
Performance Management* SGMT 6000 3.00 Strategic Management	
	Core Courses
	Elective Courses

* Students normally choose and TWO (2) sets of electives subject to the availability of course offerings that term. Students pursuing public accounting must complete Tax and Assurance.



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November 27, 2023

Dr. Detlev Zwick
Dean, Schulich School of Business
York University – Schulich School of Business
4700 Keele Street Room N302C, SSB
Downsview, ON M3J 2R6

RE: Amendment Regarding the Letter of Agreement dated October 1, 2021, between Chartered Professional Accountants of Ontario and York University Schulich School of Business (the “Agreement”)

Dear Dr. Detlev Zwick,

This letter is further to the abovementioned Agreement. This letter is to confirm the approval of the new four-term Master of Accounting program (the “four-term MAcc”) effective for cohorts starting in May 2024. This approval allows graduates of the four-term MAcc to enter directly into the Common Final Examination (“CFE”) of the CPA Professional Education Program (“CPA PEP”) and provides them with full exemptions from the Core 1, Core 2, Taxation Elective, Assurance Elective, Performance Management Elective, Capstone 1 and Capstone 2 of the CPA PEP. Graduates must complete all electives as part of the four-term MAcc. Based on the above, the parties agree to amend Appendix A of the Agreement and fully replace it with the attached Appendix A which set out the specified courses that make up the accredited stream with this amending taking effective on May 2024. No course changes have been made to Appendix B of the abovementioned Agreement, but it is included in this letter for ease of reference to all existing streams.

The review was performed by CPA Ontario’s management team and an independent accreditation review consultant. The review followed the standards as set out in the CPA National Recognition and Accreditation Standards for Post-Secondary Institutions publication (“the Standards”).

Except as set forth in this letter, all other terms and conditions as outlined in the Agreement remain unchanged and in full force and effect and apply to the approval of this change in the accredited stream.

This approval marks the continuation of our longstanding, strong and vital partnership.

Should you have any questions, please do not hesitate to contact me. Please review and sign this letter in the space indicated below and return a signed copy to CPA Ontario.

Sincerely,

Jacquie Mulligan, CPA, CA
Vice-President, Education
Chartered Professional Accountants of Ontario

We agree to and accept the terms and conditions of this agreement as set out in this letter.

December 5, 2023

Dr. Detlev Zwick, Dean Schulich School of Business
York University

Date

Major Modifications Proposal

Faculty: Schulich School of Business

Department: Accounting Area

Program: Diploma in Intermediate Accounting

Degree Designation: DIAC

Type of Modification:

Merger of two programs: Changing the DIAC from a stand-alone, direct entry program (Type 3), that is a precursor to the existing MAcc program, to a Type 1 diploma that will be awarded to students, who, after being admitted to the proposed expanded MAcc program, want to exit the DIAC prior to completing all requirements relating to the expanded MAcc program.

Location:

Hyderabad and Keele campuses for Term 1 (currently Term 0), and Keele campus for Term 2 (currently Term 1).

Effective Date:

May 1, 2024, starting with the 2024-2025 academic year.

Overview

1. Provide a brief summary of the proposed changes to the program.

A separate proposal is being made to combine and merge the Diploma in Intermediate Accounting (two terms/semesters comprised of, Term 0 in summer and Term 1 in fall) with the Master of Accounting program (three terms/semesters comprised of, Term 1 in fall, which is identical to Term 1 of the DIAC, Term 2 in winter and Term 3 in the ensuing summer) to create a single expanded Master of Accounting program with four terms/semesters (currently Terms 0 through 3), to be renamed Terms 1 through 4. Consequently, students will be admitted directly to the expanded MAcc program. No student will henceforth be admitted to the DIAC program. Therefore, the DIAC is no longer required as a direct entry, stand-alone (Type 3) program. However, some students admitted to the proposed expanded MAcc program may want to exit that program before completing all the related requirements. Therefore, the DIAC will be used going forward only as an exit diploma that will be awarded to students who do not want to continue

beyond the first two terms of the MAcc program. Consequently, it is proposed to convert the DIAC from a Type 3 stand-alone diploma to a Type 1, exit diploma.

The learning outcomes will remain unchanged and will be identical to those relating to the current Diploma in Intermediate Accounting (DIAC).

The DIAC will remain a two term/semester 30 credit program, except that while the two terms are currently termed Term 0 and Term 1, it is proposed to term them Term 1 and Term 2 respectively. The current use of Term 0 to refer to the first term of the DIAC is difficult to explain to prospective students and creates unnecessary confusion.

2. Provide the rationale for the proposed changes.

The current DIAC and MAcc programs prepare students to successfully pass the Common Final Exam (CFE), the pathway to the CPA designation of the Chartered Professional Accountants (CPA) of Canada and thus become CPAs. The current DIAC program prepares students to enter the MAcc program. Virtually all students who join the current DIAC program eventually complete their MAcc program. More importantly, all students joining the current DIAC program are attracted to the program since it prepares them not only for the CFE, but also earns students a master's degree at the end of their academic journey.

The current DIAC/MAcc structure poses significant hurdles to the recruitment team at Schulich for the following reasons:

- The program's design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. The existence of a term denoted as "Term 0" also creates confusion.
- Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.
- The division between the DIAC and MAcc also poses immigration challenges. The DIAC's program length often precludes students from obtaining the relatively longer post-qualification work permit of three years. It is only when the duration of the DIAC and MAcc programs are taken together (16 months in total) that students become eligible to obtain a three-year work permit.

The separate proposal to create a new and expanded four term MAcc will remove the hurdles mentioned above and thus should help attract a wider pool of eligible and qualified students.

The creation of the proposed expanded MAcc will mean that no students will henceforth be admitted to the DIAC program. At the same time, some students admitted to the proposed expanded MAcc program may wish to exit that program prior to completing all related requirements. Therefore, the DIAC will be used going forward only as an exit diploma that will be awarded to students who do not want to continue beyond the first two terms of the MAcc program.

3. Comment on the alignment of the program changes with Faculty and/or University academic plans.¹

Given that the proposed program changes involve the conversion of the existing direct entry, standalone DIAC (Type 3) to an exit diploma (Type 1), without any change to course content or requirements, the proposed program changes will have zero impact on the alignment of the program with faculty and university academic plans/objectives.

4. Provide a detailed outline of the changes to the program. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Students will no longer be admitted to the DIAC program. Rather, it will be used as an exit diploma that will be awarded to those students who are already admitted to the MAcc program but who choose not to complete all required requirements. To be awarded the DIAC diploma students have to satisfactorily complete both Terms 1 and 2 (Terms 0 and 1 currently) and meet the graduation standards of Schulich of achieving a minimum CGPA of 4.4. A side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar is provided in Appendix A.

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

Learning Outcomes and Program Requirements

5. If applicable, provide the current and/or updated Learning Outcomes.² Identify and map how these Learning Outcomes meet Ontario's [Degree Level Expectations](#). Include an additional curriculum map showing how courses map onto to the Program Learning Outcomes.

The change from a Type 3 to a Type 1 diploma will not change the required courses to be taken, the content of the courses, the method of evaluation. Therefore, the change in the diploma type will not lead to a change in the related program learning outcomes. Consequently, the learning outcomes, the manner in which these learning outcomes are achieved, and the courses that map onto individual learning outcomes presented in Appendix B for the proposed Type 1 DIAC remain the same as before. Appendix C provides a map of the courses by term/semester in the DIAC program.

6. If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The proposed change in diploma type will not lead to any modifications that will impact how the program learning outcomes will be achieved. Students will continue to take the same courses as they do now in the different terms.

7. If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The assessment of the achievement of the program learning outcomes and the related documentation will remain identical to those being used currently in existing DIAC.

8. If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

As mentioned previously, students will no longer be admitted directly to the DIAC program. Rather, it will be used as an exit diploma that will be awarded to those students who are already admitted to the MAcc program but who choose not to complete all required requirements. Given that the existing DIAC program prepares students for the

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

MAcc degree, the learning outcomes of both programs are identical, with the difference being that in the DIAC these learning outcomes are achieved partially and at the introductory/basic and intermediate levels. In contrast, in the existing MAcc program, these same learning outcomes are achieved fully and at the advanced level. This structure, courses and course content will remain the same under the proposed expanded MAcc program. See the separate proposal to combine and merge the existing Type 3 DIAC with the MAcc program to create a single expanded MAcc program. Therefore, the change in the admission requirements will not lead to a change in the program learning outcomes that will apply to the proposed Type 1 DIAC diploma.

Teaching and Learning

9. If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

N/A since no revision to the mode(s) of delivery is proposed.

10. If applicable, describe changes to assessment and the appropriateness of the revised forms of assessment to the achievement of the Program Learning Outcomes.

N/A since no changes to the methods of assessment is being proposed.

Resources

11. Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed change is expected to have zero resource implications. Courses taught will remain the same. Prospective students will continue to have their transcripts and profiles evaluated for entry into the appropriate levels of the proposed MAcc, consistent with the current practice in the DIAC and MAcc programs. However, the streamlined process will reduce inefficiencies of recruitment personnel and will also make the program more attractive to prospective students, including international students.

Consultation

12. Summarize the consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support.

The proposed change has no implications on other academic units or programs. The proposed change was initiated by the input received from the Executive Director of Student Services based on the experiences of the recruitment personnel and the challenges to date in trying to explain the current DIAC/MAcc structure to prospective students.

The Associate Deans Academic, Programs, and Student Services within Schulich have been informed of the proposal and are in support. The Dean has also indicated his approval of the proposed change by signing the related Notice of Intent, which has received the assent of the Vice-Provost Academic. The program director of the BBA program at Schulich, and the chair of the accounting area within Schulich have also been consulted and they have expressed their support either via email or orally. The emailed statements of support are attached. CPA Ontario, the accreditation body for the MAcc has also provided a letter in support of the change.

13. Summarize the consultation regarding the changes that has been undertaken with current students and recent graduates. Include in this summary how students currently enrolled in the program will be accommodated.

No consultations were undertaken with current or recent graduates since the proposed change will have no impact on the academic side of the program, either in terms of the number of courses required to be taken or the course content. Furthermore, the proposed change will have zero impact on current students and thus there is not need for offering accommodations to them.

ENSURE THE FOLLOWING APPENDICES ARE INCLUDED:

- A side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.
- A curriculum map
- Consultation and support letters

Appendix A: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar

<p>Graduate Diploma in Intermediate Accounting (Current Structure)</p>	<p>Graduate Diploma in Intermediate Accounting (Proposed Structure)</p>
<p>The Graduate Diploma in Intermediate Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three -year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation and those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich’s Master of Accounting (advanced standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>	<p>The Graduate Diploma in Intermediate Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 2 of the degree program.</p> <p>The Graduate Diploma in Intermediate Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. This includes courses that are fundamental to accounting as well as basic and intermediate courses in accounting. The program is suitable for graduates of four-year non-business programs and graduates of four-year business programs not accredited by CPA Ontario and graduates of three -year business or non-business programs from Indian universities assessed as being equivalent to four-year degrees by CPA Canada, and who meet the minimum 120 credit hour requirement of CPA Canada based on a course-by-course evaluation and those with eligible three-year degrees from other foreign countries assessed by WES as having degrees that are equivalent to four-year degrees from Canadian universities. The curriculum is academically rigorous and comprises 30 credits over two terms.</p> <p>After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in basic and intermediate accounting, covering the Core 1 and Core 2 of the CPA qualification path. Graduates may proceed to complete their education necessary for professional certification through pursuing Schulich’s Master of Accounting (advanced</p>

	<p>standing will be provided to successful graduates) or enter the CPA professional certification stream.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>
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Appendix B: DIAC Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
1. Breadth and Depth of Knowledge										
Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	All students are required to take a minimum of 30 credit hours related to the different areas of accountancy practice including financial accounting, management accounting, auditing, and taxation. Furthermore, students are also provided with a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis.	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic and intermediate technical knowledge gained in these courses is further enhanced through a 1.5 credit hours case-based course which cover all of this technical material in an integrative way.	•		•	•		•		•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 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.				•	•			•	•
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•
3. Level of Application and Knowledge										
Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives	The required six-week case course also ensures that students learn to apply and integrate knowledge from the various sub-fields of professional accountancy to complex business situations. The 1.5-credit hour case course develops 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					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0
4. Professional Capacity/ Autonomy										
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	Students in the program take one six-week 1.5-credit hour case course which develops their critical thinking skills.	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	Ethical decision making is a central theme of all of the program's technical and case-based courses.								•	
Can demonstrate the ability to act with integrity, transparency and in the public interest.	In addition to the 12-week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit and Assurance, Finance and Taxation courses.	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2					
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 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	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•		•	•
6. Awareness of Limits of Knowledge										
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•

Appendix C: Curriculum Map of the Proposed DIAC Program

Proposed Diploma in Intermediate Accounting	
Hyderabad, India or Toronto, Canada	Toronto, Canada
Term 1: Summer (15:00 credits)	Term 2: Fall (15:00 credits)
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants
Core Courses	

York University

Non-Major Modification to Existing Programs

TEMPLATE

Program: Schulich School of Business

Degree Designation: DAAC (Diploma in Advanced Accounting)

Type of Modification:

To align the DAAC with the expanded Master of Accounting program consequent to the merger of the Diploma in Intermediate Accounting program with the Master of Accounting Program, thereby increasing the graduation requirements for the DAAC from 30 credit hours to 45 credit hours.

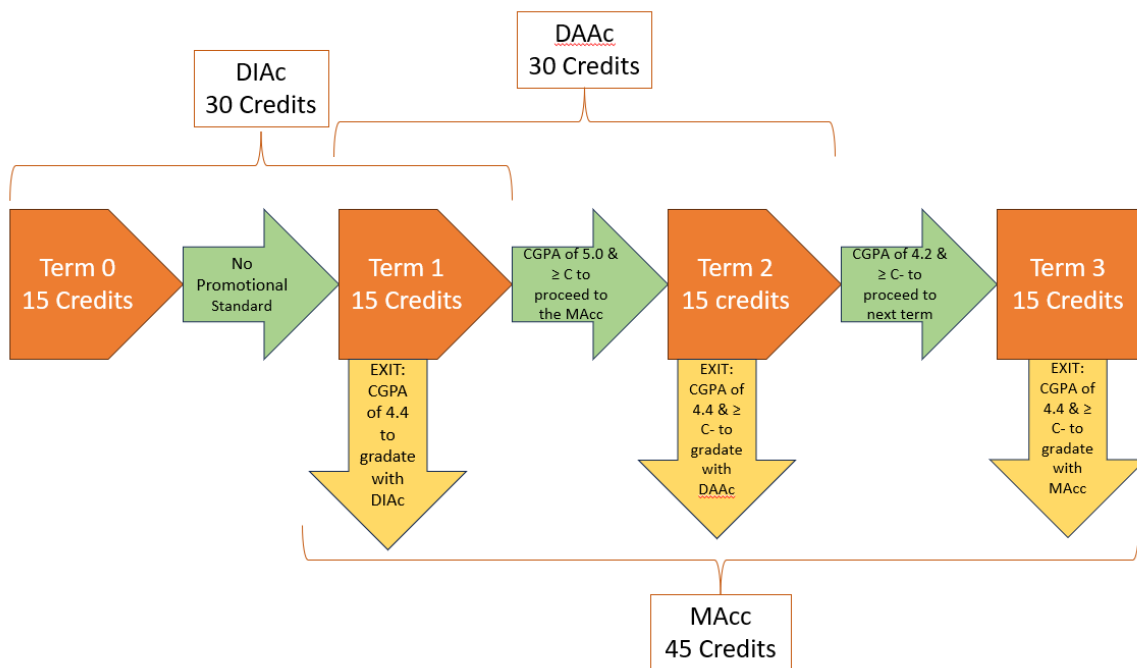
Effective Date:

May 1, 2024, starting with the 2024-2025 academic year.

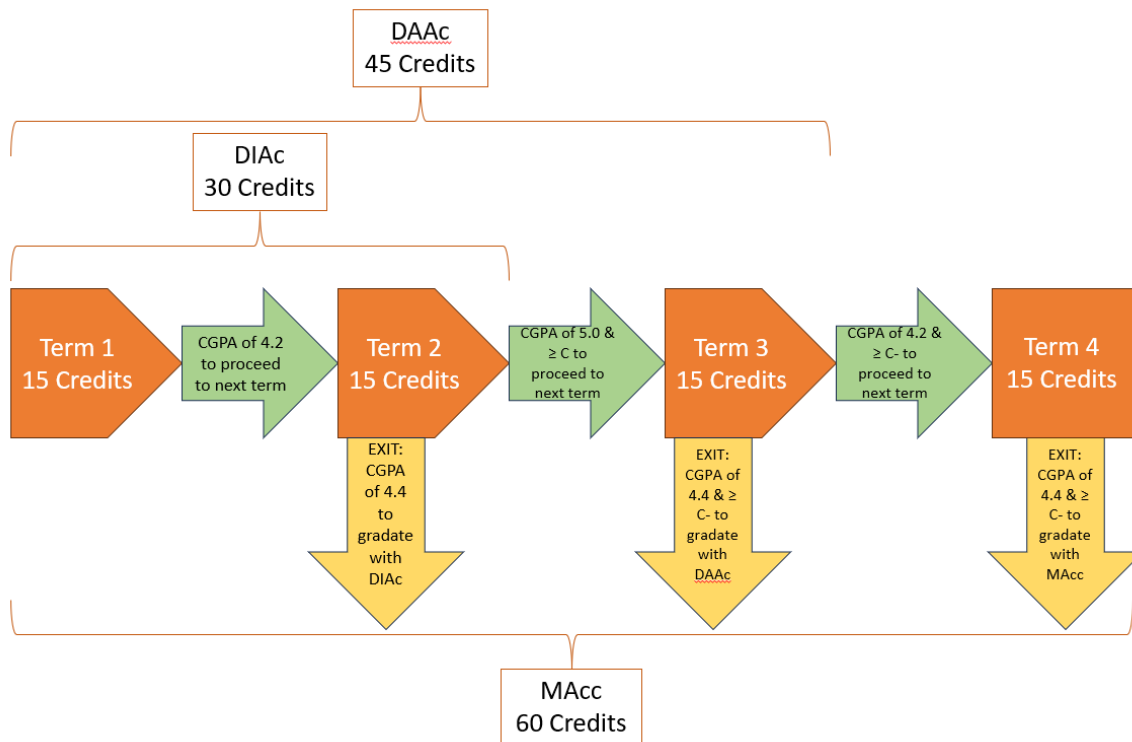
1. State what the changes are (Example: increase / decrease to the number of major credits)

Currently, the DAAC is awarded as an exit diploma to students admitted to the MAcc program and who have completed 30 credits of course work but who choose not to continue with the MAcc program. Separate proposals have been submitted to i) merge the current Diploma in Intermediate Accounting (DIAC) program with the Master of Accounting (MAcc) program to create an expanded MAcc program and ii) convert the DIAC from a direct entry stand-alone Type 3 diploma to a Type 1 exit diploma conferred on students exiting the MAcc program at the end of the first two terms and after completing 30 credits of coursework. Under the proposed expanded MAcc structure, the DIAC program will not act as an entry point for certain students, all students will be admitted to the MAcc with different levels of advanced standing. Consequently, students will complete 45 credits of coursework by the end of their third term in the program at which time they will be eligible to earn the DAAC. Hence, there is a need to change the requirements needed to be fulfilled to earn the DAAC from 30 credits of course work by the end of two terms to 45 credits of coursework by the end of three terms. The current proposal changes the DAAC from a two-term 30 credits program to a three-term 45 credits program. The current and proposed structure of the three related programs, DIAC, DAAC and MAcc are provided below.

Current Structure:



Proposed Structure:



2. Provide the rationale for the proposed changes that is rooted in the program learning outcomes.

The current DIAC and MAcc programs prepare students to successfully pass the Common Final Exam (CFE), the pathway to the CPA designation of the Chartered Professional Accountants (CPA) of Canada and thus become CPAs. The current DIAC program prepares students to enter the MAcc program. Virtually all students who join the current DIAC program eventually complete their MAcc program. More importantly, all students joining the current DIAC program are attracted to the program since it prepares them not only for the CFE, but also earns students a master's degree at the end of their academic journey.

Structure:

The current DIAC/MAcc structure poses significant hurdles to the recruitment team at Schulich for the following reasons:

- The program's design is confusing to many applicants and requires significant time and resources devoted to explaining program details to prospective students. All students are attracted to the MAcc program, not the DIAC; thus, many students are confused as to why a requirement to first complete the DIAC exists. The existence of a term denoted as "Term 0" also creates confusion.
- Prospective students, many of whom are foreign graduates with foreign designations and or considerable work experience, are hesitant to join a diploma program prior to being admitted into the master's program, since they feel that they are overqualified to be admitted to a diploma program. Competitor programs in the US and Canada admit these students directly into their master's programs, therefore, the requirement to first join the diploma program is a deterrent for many.
- The division between the DIAC and MAcc also poses immigration challenges. The DIAC's program length often precludes students from obtaining the relatively longer post-qualification work permit of three years. It is only when the duration of the DIAC and MAcc programs are taken together (16 months in total) that students become eligible to obtain a three-year work permit.

The proposed new four term MAcc will remove the hurdles mentioned above and thus should help attract a wider pool of eligible and qualified students. At the same time, in some rare cases, students may not want to complete their MAcc but to exit the program at the end of Term 3. It is proposed to retain the DAAC program as an exit diploma that can be awarded to these students.

The learning outcomes will remain unchanged and will be identical to those relating to the current DAAC program.

3. Provide an updated mapping of the program requirements to the program learning outcomes to illustrate how the proposed requirements will support the achievement of program learning objectives.

The mapping of the program requirements to the program learning outcomes applicable to the proposed DAAC program is provided in Appendix A. Appendix B provides a map of the courses by term/semester in the DAAC program.

4. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The proposed change has no implications on other academic units or programs. The proposed change was initiated by the input received from the Executive Director of Student Services based on the experiences of the recruitment personnel and the challenges to date in trying to explain the current DIAC/MACc structure to prospective students.

The Associate Deans Academic, Programs, and Student Services within Schulich have been informed of the proposal and are in support. The Dean has also indicated his approval of the proposed change by signing the related Notice of Intent, which has received the assent of the Vice-Provost Academic. The program director of the BBA program at Schulich, and the chair of the accounting area within Schulich have also been consulted and they have expressed their support either via email or orally. The emailed statements of support are attached. CPA Ontario, the accreditation body for the MACc has also provided a letter in support of the change.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The proposed change is expected to have zero resource implications. Courses taught will remain the same. Prospective students will continue to have their transcripts and profiles evaluated for entry into the appropriate levels of the proposed MACc, consistent with the current practice in the DIAC and MACc programs. However, the streamlined process will reduce inefficiencies of recruitment personnel and will also make the program more attractive to prospective students, including international students. Note that DAAC is and will continue to be an exit diploma available to students admitted to the MACc program. Students cannot be admitted directly to the DAAC.

6. Provide a summary of how students currently enrolled in the program will be accommodated.

The proposed change will have no impact on the academic side of the program, either in terms of the number of courses required to be taken or the course content since students, depending upon their background will be admitted with different levels of advanced standing. Furthermore, the proposed change will have zero impact on current students and thus there is not need for offering accommodations to them.

7. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Appendix C provides a side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar.

Appendix A: DAAC Program Learning Outcomes

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 61 20 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
1. Breadth and Depth of Knowledge															
Have demonstrated levels of proficiency in all of the technical competency areas of accountancy including Financial Reporting, Management Accounting, Audit and Assurance, Strategy and Governance, Finance, and Taxation	Students are required to take a minimum of 45 credit hours of courses that cover these six broad areas of accountancy practice. Furthermore, students are also provided a strong foundation in management information systems, and either one of managerial finance or business administration and the law depending on the background of the student and prerequisite credits already earned. Students also obtain a strong foundation in financial reporting and analysis. The advanced courses in later terms build on prior knowledge in these fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate a thorough knowledge and understanding of all of the standards that govern the preparation and audit of financial statements for public and private companies.	The basic, intermediate and advanced technical knowledge gained in these courses is further enhanced through 4.5 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						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 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.				•	•			•	•		•	•		
Demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.	Some courses, required readings include academic journal articles.				•	•	•	•	•	•	•	•	•	•	•
3. Level of Application and Knowledge															
Be able to make sound decisions in different and complex situations, including different organizations and industries, by applying a mix of evidence, reason, and judgment while considering multiple perspectives	Through 4.5 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 and professional practice concepts.					•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 3.0
4. Professional Capacity/ Autonomy															
Can demonstrate an ability to respond effectively to the ethical dilemmas that accountants face;	In projects and assignments students are exposed to various scenarios in which the accountant is required to make informed decisions in complex decision environments	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Be able to apply ethical frameworks and professional standards to resolve ethical dilemmas;	Students take 4.5 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.								•			•	•	•	•
Can demonstrate the ability to act with integrity, transparency and in the public interest.	In addition to the 12-week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit and Assurance, Finance and Taxation courses.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Expected Learning Outcomes	How are Learning Objectives Achieved?	TERM 1			TERM 2				TERM 3						
		ACTG5101 3.0	ACTG5211 3.0	ACTG 6120 3.0	ACTG6140 3.0	ACTG6550 1.5	ACTG6600 3.0	ACTG6710 3.0	ACTG6201 1.5	ACTG6250 3.0	ACTG6720 3.0	ACTG6301 3.0	ACTG6160 3.0	ACTG6610 3.0	ACTG6730 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	Written reports are evaluated on content and clarity of exposition. In the oral presentation of findings communication and presentation skills are honed.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
6. Awareness of Limits of Knowledge															
Demonstrate an awareness of the limitations of financial data as a basis for decision making	Case based teaching illustrates the limits of accounting as a basis of decision making and emphasizes the need for multiple perspectives in decision making.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Demonstrate an awareness of different schools of thought that govern financial reporting practice and can demonstrate their ability to distinguish between problems that may be resolved versus those whose risks can be mitigated using available knowledge / by requesting additional information	In all courses students are exposed to the multiple theoretical perspectives that underpin debates within accounting, audit, and related fields	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Appendix B: Curriculum Map of the Proposed DAAC Program

Proposed Diploma in Advanced Accounting		
Hyderabad, India or Toronto, Canada	Toronto, Canada	
Term 1: Summer (15:00 credits)	Term 2: Fall (15:00 credits)	Term 3: Winter (15:00 credits)
ACTG 5101 3.00 Financial Accounting Fundamentals	ACTG 6140 3.00 Intermediate Financial Accounting II	ACTG 6301 3.00 Integrative Case Analysis for Accountants
ACTG 5211 3.00 Management Accounting Fundamentals	ACTG 6250 3.00 Financial Reporting & Analysis	ACTG 6720 3.00 Advanced Income Taxation
ACTG 6120 3.00 Intermediate Financial Accounting I	ACTG 6550 1.50 Advanced Management Accounting	Assurance ⁺ ACTG 6160 3.00 Advanced Financial Accounting ACTG 6610 3.00 Advanced Auditing
OMIS 6710 3.00 Management Information Systems	ACTG 6600 3.00 Auditing Standards & Applications	Tax ⁺ ACTG 6730 3.00 Managerial Tax Planning
PLUS: FINE 5200 3.00 Managerial Finance OR: MGMT 6200 3.00 Business Administration and the Law	ACTG 6710 3.00 Introduction to Income Taxation	Performance Management ⁺ SGMT 6000 3.00 Strategic Management
	ACTG 6201 1.50 Multi-Competency Case Analysis for Accountants	
		Core Courses
		Elective Courses

Appendix C: Side-by-side comparison of the existing and proposed program requirements as they will appear in the Graduate Calendar

<p>Graduate Diploma in Advanced Accounting</p>	<p>Graduate Diploma in Advanced Accounting</p>
<p>The Graduate Diploma in Advanced Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 2 of the degree program.</p>	<p>The Graduate Diploma in Advanced Accounting will be awarded to students who, after being admitted to the Master of Accounting, elect to leave the program upon successful completion of Term 3 of the degree program.</p>
<p>The Graduate Diploma in Advanced Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy. Students deepen their expertise through the selection of electives in at least two areas of professional practice. The program is academically rigorous, involving 30 credit-hours over two terms.</p>	<p>The Graduate Diploma in Advanced Accounting develops students’ academic and intellectual abilities in the core competency areas that constitute the field of accountancy, building on courses that are fundamental to accounting as well as basic and intermediate courses in accounting. Students deepen their expertise through the selection of electives in at least two areas of professional practice. The program is academically rigorous, involving 45 credit-hours over three terms.</p>
<p>The emphasis given to case-based instruction in the program’s accounting, audit and tax courses as well as an overall commitment to developing students’ proficiency in case analysis ensures that students graduate with highly developed critical thinking skills and are well prepared for real world situations characterized by imperfect information, ambiguity and complexity. After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in two fields of professional practice.</p>	<p>The emphasis given to case-based instruction in the program’s accounting, audit and tax courses as well as an overall commitment to developing students’ proficiency in case analysis ensures that students graduate with highly developed critical thinking skills and are well prepared for real world situations characterized by imperfect information, ambiguity and complexity. After completing the program, graduates will have acquired in-depth learning of all of the field’s competency areas and expertise in two fields of professional practice.</p>
<p>Completion of the graduate diploma satisfies the Chartered Professional Accountants’ requirements for its core and elective modules. Students who successfully complete the CPA academic requirements through the Master’s in Accounting may complete the remaining academic requirements to sit for</p>	<p>Completion of the graduate diploma satisfies the Chartered Professional Accountants’ requirements for its core and elective modules. Students who successfully complete the CPA academic requirements through the Diploma in Advanced Accounting may complete the remaining academic</p>

<p>the Common Final Examination through CPA Ontario.</p> <p>Candidates must apply to the Graduate Program in Accounting to enter the Graduate Diploma in Advanced Accounting.</p> <p>Please visit http://schulich.yorku.ca for more information.</p>	<p>requirements to sit for the Common Final Examination through CPA Ontario.</p> <p>Candidates must apply to the Graduate Program in Accounting to enter the Graduate Diploma in Advanced Accounting.</p> <p>Diploma in Advanced Accounting</p> <p>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 three sets of electives. • C- or greater grade in each course. <p>Please visit http://schulich.yorku.ca for more information.</p>
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Melanie Cao, Director of the Master of Finance

Date: November 14, 2023

RE: Obtaining B+ or higher grade on university-level calculus, statistics, algebra, or probability theory can be accepted as an alternative to the GMAT or GRE requirement for the Master of Finance admission

Motion: That Faculty Council approves that obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory be accepted as an alternative to the GMAT or GRE requirement for the Master of Finance admission.

Rationale:

The financial industry has evolved rapidly in recent years. The notable trends include the application of machine learning, the use of big data in financial decisions, and developments of FinTech. As a result, our MF curriculum has added Machine learning and FinTech courses which require more analytical and quantitative skills. To ensure admitted students with better analytical and quantitative training, the MF program proposes that obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory be accepted as an alternative to the GMAT or GRE requirement for the Master of Finance admission.

It is obvious that obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory imposes a higher standard than the minimum GMAT or GRE requirement, hence this change does not affect the curriculum and there is no implications for learning objectives and outcomes.

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to undergraduate and graduate program/ diploma/certificate academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/ Diploma/Certificate: Master of Finance

2. Effective Term/Calendar Year of Proposed Change(s): admission cycle for the 2024-2025 class

3. Proposed Change(s) and Rationale:

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

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

The MF program proposes that the obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory be accepted as an alternative to the GMAT or GRE requirement for the Master of Finance admission.

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

The financial industry has evolved rapidly in recent years. The notable trends include the application of machine learning, the use of big data in financial decisions, and developments of FinTech. As a result, our MF curriculum has added Machine learning and FinTech courses which require more analytical and quantitative skills. To ensure admitted students with better analytical and quantitative training, the MF program proposes that obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory be accepted as an alternative to the GMAT or GRE requirement for the Master of Finance admission.

It is obvious that obtaining B+ or a higher grade on university-level calculus, statistics, algebra, or probability theory imposes a higher standard than the minimum GMAT or GRE

(Revised: October 20, 2022)

requirement, hence this change does not affect the curriculum and there is no implications for learning objectives and outcomes.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

The MF program has consulted this proposal with the executive director of the Students Services, Ms. Lindsay Hillcoat and the director for Admission, Ms. Susan Calahan. Both strongly support this proposal.

This proposal will not affect other academic unit at Schulich School of Business.

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.

N/A

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

N/A

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant undergraduate, graduate program/diploma/certificate requirements as they will appear in the Schulich Undergraduate and Graduate Academic Handbooks.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire program/ diploma/certificate section, not just text that is being revised. Please clearly and visibly indicate how the information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
<p>Title</p> <p>Requirement Checklist</p> <p>The general admission requirements for the MF are listed below. Meeting the</p>	<p>Title</p> <p>Requirement Checklist</p> <p>The general admission requirements for the MF are listed below. Meeting the</p>

(Revised: October 20, 2022)

minimum admission requirements does not guarantee admission, as space in each program is limited. A holistic approach is taken during the application review process and all components of the application are thoroughly reviewed.

1. An undergraduate degree from a recognized post-secondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
 - Applicants with 3-year degrees may be considered for admission with one year of work experience
2. A strong quantitative background
 - Applicants may demonstrate the required level of quantitative skills via the completion of at least two 3-credit courses at recognized institutions from these fields: calculus, statistics, economics, linear algebra, probability theory, or other quantitative courses.
 - A 3-credit course consists of at least 36 hours of instruction. Both courses must be 2000-level courses (i.e. second year courses) or higher.
3. Graduate Management Admission Test ([GMAT](#)) or Graduate Record Examination ([GRE](#))
 - Acceptable scores on all measures of the GMAT or GRE
 - To send your GMAT or GRE test scores to the Schulich School of Business, please use the following process:

minimum admission requirements does not guarantee admission, as space in each program is limited. A holistic approach is taken during the application review process and all components of the application are thoroughly reviewed.

1. An undergraduate degree from a recognized post-secondary institution with a minimum B+ average in the last two full years (or equivalent) of academic work.
 - Applicants with 3-year degrees may be considered for admission with one year of work experience
2. A strong quantitative background
 - Applicants may demonstrate the required level of quantitative skills via the completion of at least two 3-credit courses at recognized institutions from these fields: calculus, statistics, economics, linear algebra, probability theory, or other quantitative courses.
 - A 3-credit course consists of at least 36 hours of instruction. Both courses must be 2000-level courses (i.e. second year courses) or higher.
3. Graduate Management Admission Test ([GMAT](#)) or Graduate Record Examination ([GRE](#))
 - Acceptable scores on all measures of the GMAT or GRE
 - To send your GMAT or GRE test scores to the Schulich School of Business, please use the following process:

<ul style="list-style-type: none"> • GMAT: Use the search function within your GMAT/GMAC account to search for the Schulich School of Business when selecting your score recipients. <ul style="list-style-type: none"> – Example of how our name appears: York University, Schulich School of Business, Program Name (ie. Master of Business Administration, Master of Finance, Master of Supply Chain Management, etc.) • GRE: Send your score using the following code: 5697 <ul style="list-style-type: none"> ▪ Candidates who have completed CFA Level 1 or higher, candidates who have completed FRM Part I or higher, and graduates from the Schulich School of Business BBA program with a B+ or higher GPA in the last two years of the program are exempt from this requirement. <div style="background-color: #e0e0e0; height: 80px; width: 100%; margin: 10px 0;"></div> <p>4. Work Experience</p> <ul style="list-style-type: none"> ▪ Post degree work experience is recommended but not required ▪ 	<ul style="list-style-type: none"> • GMAT: Use the search function within your GMAT/GMAC account to search for the Schulich School of Business when selecting your score recipients. <ul style="list-style-type: none"> – Example of how our name appears: York University, Schulich School of Business, Program Name (ie. Master of Business Administration, Master of Finance, Master of Supply Chain Management, etc.) • GRE: Send your score using the following code: 5697 <ul style="list-style-type: none"> ▪ Candidates who have completed CFA Level 1 or higher, candidates who have completed FRM Part I or higher, candidates who have obtained B+ or a higher grade on university-level calculus, statistics, algebra or probability theory, and graduates from the Schulich School of Business BBA program with a B+ or higher GPA in the last two years of the program are exempt from this requirement. <p>4. Work Experience</p> <ul style="list-style-type: none"> ▪ Post degree work experience is recommended but not required
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<ul style="list-style-type: none">▪ One year of full-time, post-graduate work experience required for applicants holding 3-year degrees <p>5. Completion of the online application which requires:</p> <ul style="list-style-type: none">▪ Essays (2 written, 1 timed written, 2 videos)▪ An up-to-date resume▪ Two references▪ Unofficial copies of transcripts from all previously attended post-secondary institutions*▪ Unofficial copies of GMAT or GRE scores*	<ul style="list-style-type: none">▪ One year of full-time, post-graduate work experience required for applicants holding 3-year degrees <p>5. Completion of the online application which requires:</p> <ul style="list-style-type: none">▪ Essays (2 written, 1 timed written, 2 videos)▪ An up-to-date resume▪ Two references▪ Unofficial copies of transcripts from all previously attended post-secondary institutions*▪ Unofficial copies of GMAT or GRE scores*
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Schulich School of Business Memorandum

To: MBA Program Committee, Schulich School of Business
From: Moren Lévesque, Co-director, Entrepreneurial Studies
Date: 21st December 2023
Re: Changes to the specialization for Entrepreneurial Studies (ENTR)

MOTION:

That Faculty Council approve changes to the specialization for Entrepreneurial Studies (ENTR).

RATIONALE:

The proposed changes are to make the ENTR specialization more similar to other area specializations. In particular, some credits from the ENTR stream would become mandatory while others would be at a minimum (i.e., a minimum of 3 credits from a list of ENTR courses). The rationale for these changes is to avoid obtaining an ENTR specialization while taking no ENTR courses, which is possible under the current setting of that specialization. Another rationale for revamping the ENTR specialization is that some courses no longer exist, others are new, and some have changed their rubric.

Thank you very much for your kind attention to this request.

Specialization/Stream Change Proposal Form

Schulich School of Business

The following information is required for all specialization/stream proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:
MBA

2. Responsible Unit:
ENTR Entrepreneurial Studies

3. Type of Specialization/Stream Change(s) (indicate all that apply):

X	changes to list of required credits
X	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (please specify)

4. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

5. Rationale for Change:

The proposed changes are to make the ENTR specialization more similar to other area specializations. In particular, some credits from the ENTR stream would become mandatory while others would be at a minimum (i.e., a minimum of 3 credits from a list of ENTR courses). The rationale for these changes is to avoid obtaining an ENTR specialization while taking no ENTR courses, which is possible under the current setting of that specialization. Another rational for revamping the ENTR specialization is that some courses no longer exist, others are new, and some have changed their rubric.

6. Proposed Specialization/Stream Information:

Please insert the current, approved specialization/stream information as it appears in the handbook on the left, and proposed specialization/stream information on the right. Please clearly and visibly indicate the changes using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Entrepreneurial Studies</p> <p>Minimum 12.00 credits total of elective courses:</p> <ul style="list-style-type: none"> • ENTR 6400 3.00 Field study: Innovating with entrepreneurs, unlocking new venture potential • ENTR 6605 3.00 Entrepreneurship and new firm creation • ENTR 6645 3.00 Corporate entrepreneurship • ENTR 6655 3.00 Social entrepreneurship • ENTR 6910 3.00 Venture capital and private equity • ENTR 6960 6.00 Mentorship match: Learning to innovate with venture leaders • HIMP 6180 3.00 Entrepreneurship and innovation in healthcare • MGMT 6800 3.00 Innovation through technology and design • MGMT 6810 3.00 Creativity and innovation: Techniques for a rapidly changing world • MKTG 6440 3.00 New products • MKTG 6570 3.00 Strategic professional selling • OMIS 6700 3.00 Managing new technology • SGMT 6050 3.00 Mergers and acquisitions • SGMT 6060 3.00 The art of the deal • SGMT 6400 3.00 Strategic thinking and action in turbulent environments • SGMT 6800 3.00 Strategic management of technology-based firms 	<p>Title: Entrepreneurial Studies</p> <p>Minimum 12.00 credits total of elective courses with minimum of 3.00 credits of Required Courses, minimum 3.00 credits from the list of ENTR Courses, and remaining credits, if applicable, from the list of other Electives.</p> <p>Minimum 3.00 credits from Required Courses:</p> <ul style="list-style-type: none"> • ENTR 6605 3.00 Entrepreneurship and new firm creation • ENTR 6910 3.00 Venture capital and private equity <p>Minimum 3.00 credits from the following ENTR courses:</p> <ul style="list-style-type: none"> • ENTR 6400 3.00 Field study: Innovating with entrepreneurs, unlocking new venture potential • ENTR 6645 3.00 Corporate entrepreneurship • ENTR 6500 3.00 Startup lab: The together mission • ENTR 6605 3.00 Entrepreneurship and new firm creation • ENTR 6905 3.00 Intelligent innovation ecosystem design (summer short course for MBA) • ENTR 6910 3.00 Venture capital and private equity • ENTR 6960 6.00 Mentorship match: Learning to innovate with venture leaders <p>Remaining credits, if applicable, from the following elective courses:</p> <ul style="list-style-type: none"> • HIMP 6180 3.00 Entrepreneurship and innovation in healthcare • MGMT 6800 3.00 Innovation through technology and design • MGMT 6810 3.00 Creativity and innovation: Techniques for a rapidly changing world • MKTG 6440 3.00 New products • MKTG 6570 3.00 Strategic professional selling • OMIS 6700 3.00 Managing new technology • SGMT 6050 3.00 Mergers and acquisitions • SGMT 6060 3.00 The art of the deal • SGMT 6400 3.00 Strategic thinking and action in turbulent environments • SGMT 6800 3.00 Strategic management of technology-based firms • SUST 6152 3.00 Scaling climate innovation • SUST 6350 3.00 Orchestrating sustainability initiatives • (From Lassonde) MECH 6503 3.00 Disruptive and exponential technology innovations

7. Consultation:

For changes that include deletions or additions of courses across areas please provide evidence that appropriate consultation has taken place.

Consultations with MBA Program Director was conducted. Many non-ENTR courses are no longer necessary in the list of elective courses because we have new ENTR courses. And unlike before, the ENTR specialization now requires a minimum of 6 credits of ENTR courses, which also means that less non-ENTR courses are needed as elective courses.

Originator:



Signature

19 December 2023

Date

Moren Lévesque

Name

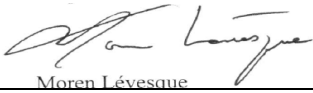
OMIS and ENTR

Area or Specialization

Approvals:

Area or Specialization

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



Signature

19 December 2023

Date

Moren Lévesque

Name

OMIS and ENTR

Area or Specialization

Degree Program:

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

Mike Valente

Signature

December 21, 2023

Date

Mike Valente

Name of Program Director

MBA

Program

Program Committee:

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

V. Dec. 2023

Signature

Kevin Tasa

Name of Committee Chair

Date

MPC-PCC

Committee

last updated: Dec 16 5:12pm EST.

**ENTR6605 W2024 CREDITS: 3.00**

ENTR 6605 F - ENTREPRENEURSHIP & NEW FIRM CREATION

🕒 WED 11:30-14:30 🏠 SSB E112

Office Hours

Scheduled on Request

INSTRUCTOR

Dan Tzotzis

✉️ dtzotzis@schulich.yorku.ca

📞 416.736.2100 Ext. 77960

🏠 N305P SSB

ADMIN

Clara Kan

✉️ ckan@schulich.yorku.ca

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🏠 N305A SSB

BRIEF DESCRIPTION

Explores various dimensions of the creation of new ventures, including family enterprises. It is concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. The course examines the nature of entrepreneurs and what they do. It identifies the nature of opportunities and considers how new venture ideas can successfully be screened. The course provides the opportunity to develop a cohesive and affective business plan for a start-up venture.

Prerequisites: All 5100-series Required Foundations of Management Core Courses.

COURSE LEARNING OUTCOMES

The purpose of this course is to explore various dimensions of new venture creation. As most new businesses fail within their first five years of operation, this course focuses on one core element - NEW VENTURE SURVIVAL. We will be concerned with content and process questions as well as with formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures, and the many pitfalls that entrepreneurs may encounter. We will explore the situationally dependent nature of starting a new business and share real-life learnings from those that have both succeeded, and failed, in the past. Core Topics include:

- Opportunity identification, screening and selection
- Preparing a cohesive, and effective Pitch Deck & Data Room (Diligence Materials) to:
 - Help persuade stakeholders outside the venture to invest their time and/or money into a speculative venture without operating history
 - Help the entrepreneur decide on whether to move forward with the venture
 - Benchmark and manage the venture's growth
- Capital Fundraising - strategies, types, tactics and pitfalls
- The Entrepreneur and Emotion
- Understanding the end game of your startup

COURSE MATERIAL

Harvard Business Review Articles – Exception









Exception: Harvard Business Review articles cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information: <http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/> (Links to an external site.)  (<http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/>)

Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: <http://researchguides.library.yorku.ca/HBR> (Links to an external site.)  (<http://researchguides.library.yorku.ca/HBR>)

Or type in “Harvard Business Review” under “eResources” search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.


Canvas contains general information for Schulich students and information and materials specific to this course. Check it frequently.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Pitch Deck & Presentation #1 20%			
Pitch Deck - Submission #1		10%	Tue Jan 30, 2024 at 11:59pm EST
New Venture Pitch #1		10%	Wed Jan 31, 2024 at 11:30am EST
Pitch Deck and Presentation #2 20%			
Pitch Deck - Submission #2		10%	Tue Mar 5, 2024 at 11:59pm EST
New Venture Pitch #2		10%	Wed Mar 6, 2024 at 11:30am EST
Comprehensive Slide Deck - Final 15%			
Data Room - Diligence Materials Submission		15%	Wed Mar 20, 2024 at 11:30am EDT
Pitch Deck & Presentation - Final 20%			
Pitch Deck - Final Submission		10%	Tue Apr 2, 2024 at 11:59pm EDT
New Venture Pitch- Final		10%	Wed Apr 3, 2024 at 11:30am EDT
Class Participation 15%			
Class Participation		15%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Pitch Deck - Submission #1

 **Due Date:** Tue Jan 30, 2024 at 11:59pm EST


New Venture Pitch Deck - Submission #1

Slide Deck Due Date: Your team's slide deck must be emailed to Dan Tzotzis **no later than 11:59pm on Tuesday, January 30, 2024**

Description of Deliverable: Presentation Slide Deck for the business concept being presented by the team.

Max length: Slide deck suitable for a presentation time limit that will be confirmed by professor closer to due date.

New Venture Pitch #1

 **Due Date:** Wed Jan 31, 2024 at 11:30am EST

New Venture Pitch #1

Due Date: Class #4

The Pitch - Description

Pitch your new venture concept.

Assume that this is your first in-person meeting with a prospective investor. Your pitch deck materials will serve as leave-behind material for prospective investors to evaluate whether to invest in your startup.

This is NOT about regurgitating your slides. This is about PERSUADING an expert investor to invest their time/money into your venture. SELL! SELL! SELL!

Strength in Q&A session is factored into final grade

Max length: Plan for 15 minutes + Q&A (these times may change due to class size)

Value: 10% (team)

Pitch Deck - Submission #2

 **Due Date:** Tue Mar 5, 2024 at 11:59pm EST

New Venture Pitch Deck - Submission #2

Slide Deck Due Date: Your team's slide deck must be emailed to me (Dan Tzotzis) **no later than the Tuesday, March 5, 11:59pm**

Description of Deliverable: The slide deck must demonstrate clear progress in advancing your venture. Refining the materials & pitch, enhancing core elements of the business plan, incorporating feedback.

Max length: Slide deck suitable for a presentation time limit that will be confirmed by professor closer to due date.

New Venture Pitch #2

 **Due Date:** Wed Mar 6, 2024 at 11:30am EST

New Venture Pitch #8

Due Date: Class #8

The Pitch - Description

Pitch your new venture concept.

Assume that this is your first in-person meeting with a prospective investor. Your pitch deck materials will serve as leave-behind material for prospective investors to evaluate whether to invest in your startup.

This is NOT about regurgitating your slides. This is about PERSUADING an expert investor to invest their time/money into your venture. SELL! SELL! SELL!

While the pitch should be positioned as presenting to prospective investors for the first time, a clearly demonstration of the startup's advancement and the achievement of business milestones in prepping the business for launch will be factored into the group's grade for this assignment.

Strength in Q&A session is also factored into final grade

Max length: Plan for 15 minutes + Q&A (these times may change due to class size)

Value: 10% (team)

Data Room - Diligence Materials Submission

 **Due Date:** Wed Mar 20, 2024 at 11:30am EDT

Comprehensive Slide Deck- Final

Deadline: Before the beginning of Class 10. 11:30am. Late submissions will not be accepted.

Description:

This submission is the grand prize of your semester long work, framed up with all the well articulated details and slides that you need to convince your founding team (and outsiders) that your idea is a winner.

Think of this "DATA ROOM" as the collection of your work / analytics / business plan. Your pitch deck in week 12 is the deck that you would use to initially circulate to stakeholders to stimulate interest, and this deck would be your "**DATA ROOM**", prepared in a presentation friendly format for all stakeholders that are interested in taking a deeper look into your business.


The contents in this deck should tie closely to the summarized materials / presentation you will be sharing in your final pitch in week 12.

An email copy must be **submitted by the beginning of Class #10.**

This is NOT a data dump. There must be evidence of robust research, insight-based material, with clear logic and presentation flow. Details on each slide should be relevant, concise and well articulated

Value: 25% (team)

Pitch Deck - Final Submission

 **Due Date:** Tue Apr 2, 2024 at 11:59pm EDT


New Venture Presentation Slides- Final

Slide Deck Due Date: Your team's slide deck must be emailed to Dan Tzotzis **no later than 11:59pm on Tuesday, April 2, 2024**

Description of Deliverable: Presentation Slide Deck for the business concept being presented by the team.

Max length: Slide deck suitable for a presentation time limit that will be confirmed by professor closer to due date.

New Venture Pitch- Final

 **Due Date:** Wed Apr 3, 2024 at 11:30am EDT

New Venture Pitch - Final Presentation

Due Date: Class #12

Description: This is the final presentation surrounding your new venture. Presentations should be carefully designed to include key elements that shows your audience that you have thoroughly researched the concept, the opportunity, the industry, and consumer, and that you have positioned your business idea / venture in a way that capitalizes on those key elements. Each business venture should represent a tie to the real world, especially as it pertains to financial modelling and consumer acquisition. The best presentations will include those that have limited the leaps in assumptions, and demonstrate that the team is capable of turning the concept into a successful business enterprise and a value-added market offering.

Strength in Q&A session will be factored into your final presentation grade.

Class Participation

You are expected to be in class and participate in the discussions. **15%** (individual) of your grade is reserved for class participation.

Quality of participation is far more important than Quantity.

What does quality mean?

You should be prepared to make contributions from your own background and entrepreneurial awareness.

Examples include:

Paralleling your own experiences with the subject matter being discussed in class

10 out of the 15 participation grade points evaluated based on quality of your individual contributions to class discussions.

5 out of 15 participation grade points based on attendance.

Show up to class, get 5 out of 5. Miss more than 1 class, get 0 out of 5..

CALCULATING COURSE GRADE

The final grade will be determined as follows:

ASSIGNMENT/TASK	% WEIGHT	AUTHOR
Self Introduction (Class #1)	2.5%	Individual
Elevator Pitch (Class #2)	5.0%	Individual
New Venture Pitch- Initial (Class #5/6)	10.0%	Team
Presentation Slide Deck- Initial (Class #5/6)	10.0%	Team
Comprehensive Slide Deck- Final (Class #10)	15.0%	Team
New Venture Pitch- Final (Class #12)	15.0%	Team
Presentation Slide Deck- Final (Class #12)	15.0%	Team
Questions as VC Team (Class 5/6)	5.0%	Team
Case Presentation (TBD)	7.5%	Team
Class Participation	15.0%	Individual

GRADING SCHEME

A+	100% to 90%
A	< 90% to 85%
A-	< 85% to 80%
B+	< 80% to 75%
B	< 75% to 70%
B-	< 70% to 65%
C+	< 65% to 60%
C	< 60% to 55%
C-	< 55% to 50%
F	< 50% to 0%

CLASS-BY-CLASS SYLLABUS

Class 1 - INTRODUCTION

Jan 10/24

Overview: Week 1 - INTRODUCTION

Introduction to the course

Students "sell" themselves as potential group members in a 1 minute presentation.


Prep:

A well-thought, creative, persuasive & well timed 1 minute self-presentation.

Read:

Bhide, 1996. **The question every entrepreneur must answer** 

(<http://researchguides.library.yorku.ca/HBR>) . *Harvard Business Review*. Nov/Dec96, Vol. 74 Issue 6, p120-130.

Mouchawar, 2017. **Souq.com's CEO on Building an E-Commerce Powerhouse in the Middle East**  (<http://researchguides.library.yorku.ca/HBR>) . *Harvard Business Review*. Sep/Oct2017, Vol. 95 Issue 5, p35-38.

Heyward, 2020. **So You Want to Be an Entrepreneur?** 

(<http://researchguides.library.yorku.ca/HBR>) *Harvard Business Review*. Jul 23, 2020.

Watch:

<https://www.entrepreneur.com/video/297509>  (<https://www.entrepreneur.com/video/297509>)

Character Defects of Great Entrepreneurs  (<https://www.youtube.com/watch?v=dvCswVZrmEo>)



(<https://www.youtube.com/watch?v=dvCswVZrmEo>)

Class 2 - OPPORTUNITY RECOGNITION

Jan 17/24

Overview: Week 3, Part 1 - OPPORTUNITY RECOGNITION

OPPORTUNITY RECOGNITION

Creativity and the business idea

Where should we search for ideas?

When is an idea an opportunity?

Read:

Baron, R. A. 2006. **Opportunity Recognition as Pattern Recognition: How Entrepreneurs "Connect the Dots" to Identify New Business Opportunities**  (<http://ezproxy.library.yorku.ca/login?url=https://www.jstor.org/stable/4166221?Search=yes&resultItemClick=true&searchText=Opportunity&searchText=Recognition&searchText=as&searchText=Pattern&>)

searchText=Recognition&

searchUri=%2Faction%2FdoBasicSearch%3FQuery%3DOpportunity%2BRecognition%2Bas%2BPattern%2BRecognition%26
refreqid=search%3A85b319d5a8256bae3f1582875474665c&seq=1#metadata_info_tab_contents) .

Academy of Management Perspectives. Feb2006, Vol. 20 Issue 1, p104-119. (library access)

Kimberly D Elsbach. 2003. **How to pitch a brilliant idea** ↗

(<http://researchguides.library.yorku.ca/HBR>) . **Harvard Business Review**. Sep2003, Vol. 81 Issue 9, p117-123.

Popomaronis, Tom, 2020. **Tips for Recognizing Business Opportunities**, ↗

(<https://www.entrepreneur.com/growing-a-business/5-tips-for-recognizing-a-meaningful-business-opportunity/349668>) Entrepreneur, May2020

Gottlieb, Joshua, Townsend, Richard, Xu, Ting. 2022. **Does Career Risk Deter Entrepreneurs?**

↗ (<http://ezproxy.library.yorku.ca/login?url=https://doi.org/10.1093/rfs/hhab105>) **The Review of Financial Studies**. Sep2022, Vol. 35 Issue 9, p3973-4015. 43p.

Watch:

<https://www.entrepreneur.com/video/295451> ↗ (<https://www.entrepreneur.com/video/295451>)

Class 3 - BUILDING YOUR PLAN (Part 1)

Jan 24/24

Overview: Week 2 - BUILDING YOUR DETAILED PLAN (DATA ROOM DECK)

BUILDING YOUR VENTURE'S HOLY GRAIL - DATA ROOM DECK

READINGS THEME - THE BUSINESS PLAN

Read:

Hopp & Greene. 2017. **Research: Writing a Business Plan Makes Your Start-up More Likely to Succeed** (<http://researchguides.library.yorku.ca/HBR>) . **Harvard Business Review Digital Articles**. 7/14/2017, p2-4. 3p.

Class 4 - BUILDING YOUR PLAN (Part 2)

Jan 31/24

Overview: Week 3, Part 2 - THE ENTREPRENEUR & THEIR TEAM

THE ENTREPRENEUR & THEIR TEAM

Surviving the Struggles of building out a high performance team.

When is the right time to expand your team

How do you build out a team

Where do you source talent from?

Read:

Davis, Darreonna. 2023. **What is an Entrepreneur & How you can become one** . ↗

(<https://www.forbes.com/sites/darreonnadavis/2023/06/23/heres-what-an-entrepreneur-isand-how-you-can-become-one/?sh=5e0218911948>) **Forbes**. Jun 2023.

Founder Institute. 2018. <https://fi.co/insight/how-to-build-an-all-star-startup-team>. **Founder Institute**. May 2018

Class 5 - OBTAINING THE NEEDED RESOURCES

Feb 7/24

Overview: Week 5, Part 2- OBTAINING THE NEEDED RESOURCES

CLASS THEME- OBTAINING THE NEEDED RESOURCES

Resource requirements
 Bootstrapping strategies
 Obtaining outside resources
 Financing the new venture
 Determining capital requirements
 Angels and VCs

Read:

Levesque & Maxwell. 2011. How to Tame a Dragon. ***The Entrepreneurial Effect: Waterloo***. p153-160. (on Canvas) ***How to tame a dragon-1 (1).pdf*** (<https://schulich.instructure.com/courses/10658/files/1098894/download?wrap=1>) ↓ (https://schulich.instructure.com/courses/10658/files/1098894/download?download_frd=1)

Champion, David. 2000. **A Stealthier Way to Raise Money**.  (<http://researchguides.library.yorku.ca/HBR>) ***Harvard Business Review***. Sep/Oct2000, Vol. 78 Issue 5, p18-19.

Diane Mulchy, 2013. **Six Myths About Venture Capitalists**  (<http://researchguides.library.yorku.ca/HBR>) . ***Harvard Business Review***. May2013, Vol. 91 Issue 5, p80-83.

Mullins, John, 2013. **Use Customer Cash to Finance Your Start-Up**  (<http://researchguides.library.yorku.ca/HBR>) . ***Harvard Business Review***. Jul/Aug2013, Vol. 91 Issue 7/8, p19-21.

Lazarow, A. 2020. Beyond Silicon Valley: How Start-Ups Succeed in Unlikely Places. ***Harvard Business Review***, 98(2), 126-133.

Watch:

Startup Funding Explained: Everything You Need to Know  (<https://www.youtube.com/watch?v=677ZtSMr4-4>)



(<https://www.youtube.com/watch?v=677ZtSMr4-4>)

Entrepreneur Joe Stump on Learning the Startup Investing Game  (https://www.youtube.com/watch?v=DF8sxnrrD_I)



(https://www.youtube.com/watch?v=DF8sxnrrD_I)

Why VCs and Angel Investors Say "No" to entrepreneurs | Alicia Syrett | TEDxFultonStreet [↗ \(https://www.youtube.com/watch?v=IK7HkSp1KBI\)](https://www.youtube.com/watch?v=IK7HkSp1KBI)



(<https://www.youtube.com/watch?v=IK7HkSp1KBI>)

Class 6 - NEW VENTURE PITCH - MIDTERM

Feb 14/24

Overview: Week 4 - PITCH PRESENTATION #1

VENTURE PITCH #1- GROUPS WILL PITCH THE FIRST CUT OF THEIR VENTURE

THE DECK

Your team's slide deck must be emailed to Dan Tzotzis **no later Tuesday, January 30, 2024, 11:59pm**

Max length: Deck suitable for a 15 minute presentation (this time may change due to class size)

THE PITCH

Pitch your new venture concept.

Assume that this is your first in-person meeting with a prospective investor and/or advisor.

This is NOT about regurgitating your slides. This is about PERSUADING an expert investor to invest their time/money into your venture. SELL! SELL! SELL!

Strength in Q&A session is factored into final grade

Max length: 15 minutes + Q&A (these times may change due to class size)

Reading Week - No Class - Feb 21

Class 7 - BUILDING A SHAREHOLDERS AGREEMENT

Feb 28/24

Overview: Week 7, Part 2 - BUILDING A SHAREHOLDER AGREEMENT

BUILDING A SHAREHOLDERS AGREEMENT

Is this even an important step early on?

Where are the pitfalls?

Types of financial subscription tools available & when each type makes sense to pursue

How structured and detailed should the agreement be?

GUEST SPEAKER- ANA REBRO, MANAGING PARTNER, FARNHAM & CO.

Read:

Consult professor for list of available articles & documents on this subject.

Class 8 - PROGRESS REPORT

Mar 6/24

Overview: Week 8 - PITCH PRESENTATION #2

VENTURE PITCH #2- GROUPS WILL PITCH THEIR VENTURE FOR THE SECOND TIME.

Assumption still remains that you are pitching prospective investors / stakeholders for the first time.

THE DECK

Your team's slide deck must be emailed to Dan Tzotzis **no later Tuesday, March 5, 2024, 11:59pm**

Max length: Deck suitable for a 15 minute presentation (this time may change due to class size)

THE PITCH

Pitch your new venture concept.

Class 9 - ENTRANCE STRATEGIES

Mar 13/24

Overview: Week 9, Part 2 - ENTRANCE STRATEGIES

IT'S NOT JUST ABOUT INVENTION - HOW TO GET INTO THE STARTUP SPACE

Buying a business
Franchising

Read:

Ruback & Yudkoff, 2017. **Buying Your Way into Entrepreneurship**  (<http://researchguides.library.yorku.ca/HBR>) . **Harvard Business Review**. Jan/Feb2017, Vol. 95 Issue 1, p149-153.

Class 10 - EMOTION

Mar 20/24

Overview: Week 10 - EMOTION

Prep:

Come prepared to discuss the most difficult emotional struggle that you've faced in your life. It can be related to your professional life or personal life. It could have happened to you at any point. It could be happening to you now. Who did you turn to? Keep in mind that this is not a job

interview, so we're not looking for political answers. To get the full benefit of this class, we're looking for your raw emotion.

READINGS THEME: THE ROLLER COASTER OF ENTREPRENEUR EMOTIONS

Bruder, Jessica. 2013. **The Psychological Price of Entrepreneurship** 
(<https://www.inc.com/magazine/201309/jessica-bruder/psychological-price-of-entrepreneurship.html>) . *Inc Magazine*. Sep 2013 Issue.

Class 11 - SELLING YOUR BUSINESS PLAN TO INVESTORS

Mar 27/24

Overview: Week 11, Part 2 - EXIT STRATEGIES

EXIT STRATEGIES. UNDERSTANDING THE END GOAL BEFORE IT ALL BEGINS

Why would you care?

How can exits be orchestrated?

Where can buyers come from?

Types of Sales - Asset vs Equity

Class 12 - NEW VENTURE PITCH - FINAL

Apr 3/24

Overview: Week 12 - FINAL PITCH PRESENTATIONS

Groups will pitch their venture for the third and final time. Third party judges will be present for this final pitch presentation.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

In this class you are asked to get out of the habit of being a receiver of ideas, facts, concepts and techniques, and get into the habit of generating ideas, identifying problems, analyzing and evaluating alternatives, and formulating workable action plans, thus putting knowledge into practice.

Students are expected to read the assigned case before each class.

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. 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.

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last updated: Dec 18 3:12pm EST.

**ENTR6910 W2024 CREDITS: 3.00**

ENTR 6910 F - VENTURE CAPITAL AND PRIVATE EQUITY

🕒 TUE 14:30-17:30 🏠 SSB E115

INSTRUCTOR

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🏠 N305P SSB

ADMIN

Clara Kan✉️ ckan@schulich.yorku.ca

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🏠 N305A SSB

THIS COURSE IS OPEN TO MASTER OF FINANCE (MF) STUDENTS ONLY

STUART BROWNE BIOGRAPHY

Stuart Browne is the CEO of Pycap Venture Partners and a Director of Pycap Corporation, a Venture Capital and Corporate Finance Firm. He is also an Expert Reviewer for the Ontario Centres of Excellence and an Instructor for a venture finance course he created for the University of Toronto. In addition, Stuart is a member of the Board of Advisors for the Upside Foundation, the City of Toronto's Startup Here initiative, and TorontoStarts. Stuart has been a guest speaker at numerous international investor conferences within Toronto, Ottawa, Mexico City, Ulaanbaatar (Mongolia), Beijing, Tianjin, Shenzhen, Foshan, Nansha, Guangzhou (China), Maribor (Slovenia), and Klagenfurt (Austria). He has also been featured on Bloomberg TV, BNN, the Financial Post, the Toronto Star, and published five articles for Techvibes. Stuart holds an MBA from the Schulich School of Business.

BRIEF DESCRIPTION

This course is primarily geared to students interested in working in venture capital or other private equity organizations at some point in their careers. It is also valuable for those who intend to work alongside venture capitalists as managers of firms being financed by such investors and for students interested in applying aspects of private equity investing to established organizations. The course is divided into four modules focusing on the venture capital cycle including fundraising, investing, and exiting. In the final module the course explores new frontiers in venture capital including corporate venturing. Throughout the course we touch on career issues with respect to private equity. Prerequisite: all 5000-series Required Foundations of Management Core Courses.

COURSE LEARNING OUTCOMES

The objective of this course is to provide an advanced analysis of the major issues associated with venture capital and private equity. We will discuss issues such as the structure and governance of venture capital funds, differences between venture capital, private equity, fundraising, financial contracts between investors and entrepreneurs, valuation of entrepreneurial firms, and exiting (initial public offerings, acquisitions, secondary sales, buybacks and liquidations). Public policy towards venture capital and private equity in Canada and other countries will be studied

as part of the course. International differences across venture capital and private equity markets on various other dimensions will be addressed.

COURSE MATERIAL

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

Dermot Berkery, **Raising Venture Capital for the Serious Entrepreneur**, The McGraw-Hill Companies, 2nd Edition/2007.

The text (3 copies) is also available through the library:

https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6236325370005164&institutionId=5164&customerId=5150 ↗ (https://ocul-yor.primo.exlibrisgroup.com/view/action/uresolver.do?operation=resolveService&package_service_id=6236325370005164&institutionId=5164&customerId=5150)

HBR readings at the library - go to <http://www.library.yorku.ca> ↗ (<http://www.library.yorku.ca/>)






Harvard Business Review Articles - Exception

Exception: Harvard Business Review cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information: <http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/> ↗ (<http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/>)

Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: <http://researchguides.library.yorku.ca/HBR> ↗ (<http://researchguides.library.yorku.ca/HBR>)


Or type in "Harvard Business Review" under "eResources" search and use online access (Business Source Premier) - download pdf file and try printing from there with some exceptions which can only be reviewed but not be printed.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Midterm Exam 20%			
IN-PERSON MIDTERM EXAM		20%	Tue Feb 13, 2024 at 05:30pm EST
Project - Written Report 15%			
Written Report		15%	
Project - Group Presentation 15%			
Project - Group Presentation		15%	
Class Participation 10%			
Class Participation		10%	
Final Exam 40%			
IN-PERSON FINAL EXAM		40%	Tue Apr 16, 2024 at 05:30pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

IN-PERSON MIDTERM EXAM

 **Due Date:** Tue Feb 13, 2024 at 05:30pm EST

SECTIONS	MARKS	TOTAL
		MARKS
1	SHORT ANSWERS (10 Questions at 6 points each)	60
2	LONG ANSWERS (4 Questions at 10 points each)	40
TOTAL		100

Written Report

Written Report

In Groups, students choose a case involving a Venture Capital or Private Equity deal and create a report that exemplifies the lessons taught within Modules 1 - 5. Students are encouraged to present additional insights from the case beyond what was taught in class.

Material for the case studies can be obtained from the school library resources or through other means online. (See *Potential Sources of Relevant Information for Projects*)

POTENTIAL SOURCES OF RELEVANT INFORMATION FOR PROJECTS:

- Canadian Venture Capital Association - *requires permission for direct linkage, please search "cvca" for access*
- National Venture Capital Association, **nvca.org** (<http://www.nvca.org/>)
- **Entrepreneur**  (<http://www.entrepreneur.com/>)
- **<https://www.inc.com/>**  (<https://www.inc.com/>)
- **Entrepreneurship Theory and Practice**  (<http://ezproxy.library.yorku.ca/login?url=https://journals.scholarsportal.info/browse/10422587>) : journal focusing on a variety of entrepreneurial concepts
- **Journal of Business Venturing**  (<http://ezproxy.library.yorku.ca/login?url=https://journals.scholarsportal.info/browse/08839026>) : provides latest research based findings on such topics as venture financing, IPO performance in the aftermarket, venture capital trends
- *Red Herring* **www.redherring.com** (<http://www.redherring.com/>)

Components of the Written Report:

Max Pages - 10 pages (excluding Appendices & Cover Page)

Executive Summary (Abstract) - 1 page that summarizes the most important points in the report, and will highlight the essence of the analysis.

Spacing - Double-Spaced

Font - 11 pt font / Times New Roman

Appendix - 1-2 pages max.

Cover Page - Include Title of Report; Names of Group Members with Student Number; Class Code and Name of Lecturer

Header - include Title of Report and Class Code

Footer - Page Number on Bottom Right Hand Corner (exclude Cover Page)

Value: 15%

Project - Group Presentation

Group Presentation

Present the specific case study in your written report to the class.

Group presentations will be approximately 30 minutes in length and will take place within Modules 7- 11.

Groups will pick the dates to make their presentation and will be based on 'first come first served'.

Max length: 30 mins

Value: 15%


Class Participation

Preparation: To do well in the course, students should, at a minimum, i) prepare for and attend every class, ii) keep up with the assigned readings, and iii) be up-to-date on financial market developments.

Please note that laptop computers are allowed in class for the purpose of notes-taking only. I reserve the right to disallow the use of laptops in class for the ENTIRE class if this condition is violated.

Class Participation (contribution): 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 did not do well. Your participation mark will be based on (i) your attendance, (ii) meaningful contribution to in-class discussions, and (iii) awareness of the issues in the readings.

IN-PERSON FINAL EXAM

 **Due Date:** Tue Apr 16, 2024 at 05:30pm EDT

SECTIONS	MARKS	TOTAL MARKS
1 SHORT ANSWERS	(10 Questions at 6 points each)	60
2 LONG ANSWERS	(4 Questions at 10 points each)	40
TOTAL		100

WRITTEN ASSIGNMENTS: EVALUATION

1. Written Report – worth 15%; hand in on time, no more than 10 pages long, topic has to be current and relevant to the VC and PE landscape
2. Group Presentation – worth 15%; all team members must have equal participation (determined through peer evaluation); topic to present must be approved by Instructor and correspond to written report topic.
3. Midterm Exam – worth 20% (see 'Syllabus' for more information)
4. Final Exam – worth 40% (see 'Syllabus' for more information)

CALCULATING COURSE GRADE

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

- Successful completion of the written report
- Active participation in class lectures (including attendance in class)
- Equal involvement in the group project, determined through peer evaluation
- Complete both the midterm and final examinations to the best of your capabilities.

GRADING SCHEME

CLASS-BY-CLASS SYLLABUS

Class 1 - Module 1 - Introduction / Overview

Jan 9/24

Overview: [Module 1 - Introduction / Overview](#)


Module 1 - Introduction / Overview

Learning goals:

Understand the stages of a company's life-cycle, why companies need to access external sources of capital and evaluate if a company is ready for financing

Required reading:

Articles

<https://www.marsdd.com/mars-library/private-capital-is-your-startup-ready-for-outside-investors/>  (<https://www.marsdd.com/mars-library/private-capital-is-your-startup-ready-for-outside-investors/>)

<http://fundingsage.com/startup-funding-rounds-and-the-funding-life-cycle/seed-stage/>  (<http://fundingsage.com/startup-funding-rounds-and-the-funding-life-cycle/seed-stage/>)

[Source of Early Capital](https://www.youtube.com/watch?v=cx5ZpPdeuhM&t=123s)  (<https://www.youtube.com/watch?v=cx5ZpPdeuhM&t=123s>)



(<https://www.youtube.com/watch?v=cx5ZpPdeuhM&t=123s>)

<https://www.marsdd.com/mars-library/25-lessons-learned-in-financing/> 

(<https://www.marsdd.com/mars-library/25-lessons-learned-in-financing/>)

Class 2 - Module 2 - Financial Roadmaps for Growing Companies and their Capital Needs

Jan 16/24

Overview: [Module 2 - Financial Roadmaps for Growing Companies and their Capital Needs](#)

Module 2 - Financial Roadmaps for Growing Companies and their Capital Needs

Learning goals:

Learn how to develop a financial roadmap, determine the amount of capital a company should raise and what to spend it on, as well as the unique cash flow and risk dynamics of venture investing

Required reading:

1. Chapters 1-4

Recommended reading:

Articles

<https://www.marsdd.com/mars-library/follow-on-financing-when-to-seek-additional-funding-and-how/>  (<https://www.marsdd.com/mars-library/follow-on-financing-when-to-seek-additional-funding-and-how/>)

<https://www.marsdd.com/mars-library/startup-funding-and-capital-for-your-business-how-much-money-to-raise/>  (<https://www.marsdd.com/mars-library/startup-funding-and-capital-for-your-business-how-much-money-to-raise/>)

<https://marsdd.com/news/financial-planning-for-startups/>  (<https://marsdd.com/news/financial-planning-for-startups/>)

<https://www.marsdd.com/mars-library/building-a-solid-financial-model/>  (<https://www.marsdd.com/mars-library/building-a-solid-financial-model/>)

<https://www.marsdd.com/mars-library/forecasting-revenue/>  (<https://www.marsdd.com/mars-library/forecasting-revenue/>)

<https://www.marsdd.com/mars-library/developing-a-business-financing-roadmap-and-financial-plan/>  (<https://www.marsdd.com/mars-library/developing-a-business-financing-roadmap-and-financial-plan/>)

Class 3 - Module 3 - Venture Capital Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Jan 23/24

Overview: Module 3 - Venture Capital Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Module 3 - Venture Capital Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Learning goals:

Define a Venture Capital Fund and describe what makes it unique among other investment products, analyze the type of investments made by most VC Funds (domestic and international), describe the motivations of VC Funds in making investment decisions in terms of risk and return, and list and describe the exit strategies for a VC's portfolio companies

Required reading:

1. Chapter 5

Recommended reading:

Articles

<https://www.marsdd.com/mars-library/a-crash-course-in-venture-capital/>  (<https://www.marsdd.com/mars-library/a-crash-course-in-venture-capital/>)

<https://learn.marsdd.com/article/tips-from-venture-capitalists/>  (<https://learn.marsdd.com/article/tips-from-venture-capitalists/>)

A VC's Perspective on Startup Finances  (<https://www.youtube.com/watch?v=7VZd-zOjzZc&t=157s%20>)



(<https://www.youtube.com/watch?v=7VZd-zOjZc&t=157s%20>)

<https://www.marsdd.com/mars-library/exit-strategy-planning-ipos-mergers-and-acquisitions-and-licensing/> ↗ (<https://www.marsdd.com/mars-library/exit-strategy-planning-ipos-mergers-and-acquisitions-and-licensing/>)

Class 4 - Module 4 - Term Sheets and Other Legal Documents

Jan 30/24

Overview: Module 4 – Term Sheets and Other Legal Documents used by VC & PE Firms

Module 4 – Term Sheets and Other Legal Documents used by VC & PE Firms

Learning goals:

How to come to an agreement on a term sheet and other legal documents with a VC and PE Fund, understand the terms for splitting the rewards, allocating control between founders/management and investors and how to align the interests of founders/management and investors

Required reading:

1. Chapters 8 – 11

Recommended:

Articles

- <https://www.marsdd.com/mars-library/term-sheet-template-for-angel-or-venture-capital-investors/> ↗ (<https://www.marsdd.com/mars-library/term-sheet-template-for-angel-or-venture-capital-investors/>)
- <https://www.marsdd.com/mars-library/angel-or-seed-investing-angel-term-sheets-for-startups/> ↗ (<https://www.marsdd.com/mars-library/angel-or-seed-investing-angel-term-sheets-for-startups/>)
- <https://www.marsdd.com/mars-library/securing-investment-institutional-venture-capital-vc-term-sheets/> ↗ (<https://www.marsdd.com/mars-library/securing-investment-institutional-venture-capital-vc-term-sheets/>)
- <https://www.marsdd.com/mars-library/shareholders-agreement-for-startups-sample-template/> ↗ (<https://www.marsdd.com/mars-library/shareholders-agreement-for-startups-sample-template/>)
- <https://www.marsdd.com/mars-library/subscription-agreement-template-for-angel-or-capital-investors/> ↗ (<https://www.marsdd.com/mars-library/subscription-agreement-template-for-angel-or-capital-investors/>)
- <https://www.marsdd.com/mars-library/sample-funding-templates-for-ontario-investors-and-entrepreneurs/> ↗ (<https://learn.marsdd.com/article/sample-funding-templates-for-ontario-investors-and-entrepreneurs/>)

Class 5 - Module 5 – Private Equity Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Feb 6/24

Overview: Module 5 - Private Equity Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Module 5 - Private Equity Investment Funds - Structure, Strategies & Trends (domestic and foreign)

Learning goals:

Define a Private Equity Fund and describe what makes it unique among other investment products, analyze the type of investments made by most PE Funds (domestic and international), describe the motivations of PE Funds in making investment decisions in terms of risk and return, and list and describe the return strategies for a PE's portfolio companies

Required reading:

Articles

<https://www.bvca.co.uk/Our-Industry/Private-Equity> ↗ (<https://www.bvca.co.uk/Our-Industry/Private-Equity>)

<https://www.capman.com/about-us/about-private-equity/how-private-equity-works/> ↗ (<https://www.capman.com/about-us/about-private-equity/how-private-equity-works/>)

Barber, Felix; Goold, Michael. *Harvard Business Review*. Sep2007, Vol. 85 Issue 9, p53-61. – [Library source](http://researchguides.library.yorku.ca/HBR) ↗ (<http://researchguides.library.yorku.ca/HBR>)

Recommended reading:

Cumming, D., and J. MacIntosh, 2007. “**Mutual Funds that Invest in Private Equity? An Analysis of Labour Sponsored Investment Funds**” ↗ (<https://academic-oup-com.ezproxy.library.yorku.ca/cje/article/31/3/445/1696788>) , Cambridge Journal of Economics 31(3), 445-487.

Cumming, D., and J. MacIntosh, 2006. “**Crowding Out Private Equity: Canadian Evidence**” ↗ (https://journals.scholarsportal.info/details/08839026/v21i0005/569_copece.xml) Journal of Business Venturing 21(5), 569-609.

Bernile, G., D. Cumming, and E. Lyandres, 2007. “**The Size of Private Equity Fund Portfolios: Theory and International Evidence**” ↗ (https://journals.scholarsportal.info/details/09291199/v13i0004/564_tsovcapefp.xml) , Journal of Corporate Finance 13(4), 564-590.

Cumming, D., D. Siegel and M. Wright, 2007. “**Private equity, leveraged buyouts and governance**” ↗ (https://journals.scholarsportal.info/details/09291199/v13i0004/439_pelbag.xml) , Journal of Corporate Finance 13(4), 439-460.

Class 6 - MIDTERM EXAM

Feb 13/24

Overview: Module 6 - Midterm Exam

Module 6 - Midterm Exam

Reading Week - No Class - Feb 20

Class 7 - Module 7 - Valuations and Exits of Portfolio Companies

Feb 27/24Overview: [Module 7 - Valuations and Exits of Portfolio Companies](#)**Module 7 - Valuations and Exits of Portfolio Companies**

Learning goals:

Understand the different methods used to perform valuations on VC and PE investment opportunities as well as the different strategies for fund managers to exit portfolio companies and achieve a return

Required reading:

1. Chapters 6 -7

Recommended reading:

Articles

<https://www.marsdd.com/mars-library/are-business-plans-for-raising-money/> ↗[\(https://www.marsdd.com/mars-library/are-business-plans-for-raising-money/\)](https://www.marsdd.com/mars-library/are-business-plans-for-raising-money/)<https://www.marsdd.com/mars-library/what-investors-want-in-place-when-they-invest-in-your-startup/> ↗ [\(https://www.marsdd.com/mars-library/what-investors-want-in-place-when-they-invest-in-your-startup/\)](https://www.marsdd.com/mars-library/what-investors-want-in-place-when-they-invest-in-your-startup/)<https://www.marsdd.com/mars-library/business-valuation-how-investors-determine-the-value-of-your-business/> ↗ [\(https://www.marsdd.com/mars-library/business-valuation-how-investors-determine-the-value-of-your-business/\)](https://www.marsdd.com/mars-library/business-valuation-how-investors-determine-the-value-of-your-business/)<https://www.marsdd.com/mars-library/how-to-build-a-great-pitch/> ↗[\(https://www.marsdd.com/mars-library/how-to-build-a-great-pitch/\)](https://www.marsdd.com/mars-library/how-to-build-a-great-pitch/)<https://www.marsdd.com/mars-library/pitching-to-investors/> ↗ [\(https://www.marsdd.com/mars-library/pitching-to-investors/\)](https://www.marsdd.com/mars-library/pitching-to-investors/)<https://www.marsdd.com/mars-library/startups-build-a-strong-management-team-and-attract-investors/> ↗ [\(https://www.marsdd.com/mars-library/startups-build-a-strong-management-team-and-attract-investors/\)](https://www.marsdd.com/mars-library/startups-build-a-strong-management-team-and-attract-investors/)**GROUP PRESENTATION(S)****Class 8 - Module 8 - Types of Funding & Financial Instruments****Mar 5/24**Overview: [Module 8 - Types of Funding & Financial Instruments](#)**Module 8 - Types of Funding & Financial Instruments**

Learning goals:

List and understand the purpose of various vehicles used to make PE and VC investments including common shares, warrants, debt, convertibles, preferred stock, and SAFE

Required reading:

Articles

<https://www.marsdd.com/mars-library/startup-financing-debt-instruments-offered-by-banks/> ↗ [\(https://www.marsdd.com/mars-library/startup-financing-debt-instruments-offered-by-banks/\)](https://www.marsdd.com/mars-library/startup-financing-debt-instruments-offered-by-banks/)<https://www.marsdd.com/mars-library/convertible-debentures-and-early-round-equity->

financing/ [↗ \(https://www.marsdd.com/mars-library/convertible-debentures-and-early-round-equity-financing/\)](https://www.marsdd.com/mars-library/convertible-debentures-and-early-round-equity-financing/)

https://www.marsdd.com/mars-library/warrants-and-early-round-equity-financing/ [↗](https://www.marsdd.com/mars-library/warrants-and-early-round-equity-financing/) [\(https://www.marsdd.com/mars-library/warrants-and-early-round-equity-financing/\)](https://www.marsdd.com/mars-library/warrants-and-early-round-equity-financing/)

https://www.marsdd.com/mars-library/convertible-promissory-note-convertible-equity-funding-documents-sample-templates-for-ontario-startups/ [↗](https://www.marsdd.com/mars-library/convertible-promissory-note-convertible-equity-funding-documents-sample-templates-for-ontario-startups/) [\(https://www.marsdd.com/mars-library/convertible-promissory-note-convertible-equity-funding-documents-sample-templates-for-ontario-startups/\)](https://www.marsdd.com/mars-library/convertible-promissory-note-convertible-equity-funding-documents-sample-templates-for-ontario-startups/)

https://www.marsdd.com/mars-library/convertible-preferred-stock-how-investors-maximize-their-return-on-investment-roi/ [↗](https://www.marsdd.com/mars-library/convertible-preferred-stock-how-investors-maximize-their-return-on-investment-roi/) [\(https://www.marsdd.com/mars-library/convertible-preferred-stock-how-investors-maximize-their-return-on-investment-roi/\)](https://www.marsdd.com/mars-library/convertible-preferred-stock-how-investors-maximize-their-return-on-investment-roi/)

Forms and Sources of Financing [↗](https://www.youtube.com/watch?v=bpLwtoy9KLo&t=41s%20) [\(https://www.youtube.com/watch?v=bpLwtoy9KLo&t=41s%20\)](https://www.youtube.com/watch?v=bpLwtoy9KLo&t=41s%20)



[\(https://www.youtube.com/watch?v=bpLwtoy9KLo&t=41s%20\)](https://www.youtube.com/watch?v=bpLwtoy9KLo&t=41s%20)

https://www.marsdd.com/mars-library/the-benefits-of-convertible-preferred-share-investments-for-vcs-angel-investors-and-angel-networks/ [↗](https://www.marsdd.com/mars-library/the-benefits-of-convertible-preferred-share-investments-for-vcs-angel-investors-and-angel-networks/) [\(https://www.marsdd.com/mars-library/the-benefits-of-convertible-preferred-share-investments-for-vcs-angel-investors-and-angel-networks/\)](https://www.marsdd.com/mars-library/the-benefits-of-convertible-preferred-share-investments-for-vcs-angel-investors-and-angel-networks/)

GROUP PRESENTATION(S)

Class 9 - Module 9 - Angel Investors and their role in the VC / PE Industry

Mar 12/24

Overview: Module 9 - Angel Investors and their role in the VC / PE Industry

Module 9 - Angel Investors and their role in the VC / PE Industry

Learning goals:

Describe who angel investors typically are and the motivation for their investments, how they differ from VCs, and analyze the role of angel investors in a company as well as the parameters of their control

Required reading:

Articles

https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/ [↗](https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/) [\(https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/\)](https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/)

https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/ [↗](https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/) [\(https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/\)](https://www.marsdd.com/mars-library/how-to-identify-and-target-an-investor-for-your-business-startup/)

<https://www.marsdd.com/mars-library/approaching-an-angel-investor-four-hot-tips-for-startups/> ↗ (<https://www.marsdd.com/mars-library/approaching-an-angel-investor-four-hot-tips-for-startups/>)

How to Find the Right Investor ↗ (<https://www.youtube.com/watch?v=aJvSr6qIUsl>)



(<https://www.youtube.com/watch?v=aJvSr6qIUsl>)

GROUP PRESENTATION(S)

Class 10 - Module 10 - Crowdfunding and its role in the VC / PE Industry

Mar 19/24

Overview: Module 10 - Crowdfunding and its role in the VC / PE Industry

Module 10 - Crowdfunding and its role in the VC / PE Industry

Learning goals:

Understand donations, presales and equity crowdfunding strategies and platforms, determine when it is appropriate to use it each, and learn how effective crowdfunding campaigns are created

Required reading:

Articles

<https://www.marsdd.com/mars-library/crowdfunding/> ↗ (<https://www.marsdd.com/mars-library/crowdfunding/>)

<https://www.marsdd.com/mars-library/crowdfunding-campaigns-for-startup-funding-what-you-should-know/> ↗ (<https://www.marsdd.com/mars-library/crowdfunding-campaigns-for-startup-funding-what-you-should-know/>)

<https://www.marsdd.com/mars-library/crowdfunding-campaigns-risks-for-startups/> ↗ (<https://www.marsdd.com/mars-library/crowdfunding-campaigns-risks-for-startups/>)

<https://www.marsdd.com/mars-library/crowdfunding-101/> ↗ (<https://www.marsdd.com/mars-library/crowdfunding-101/>)

Raising Money Through Equity Crowdfunding ↗ (https://www.youtube.com/watch?v=LC0yCys4_uc&t=70s%20)



(https://www.youtube.com/watch?v=LC0yCys4_uc&t=70s%20)

GROUP PRESENTATION(S)

Class 11 - Module 11 – Cryptocurrency: ICOs & Security Token Offerings

Mar 26/24

Overview: Module 11 – Cryptocurrency: ICOs & Security Token Offerings

Module 11 – Cryptocurrency: ICOs & Security Token Offerings

Learning goals:

Understand what blockchain technology is, how it makes cryptocurrencies possible, what initial coin offerings and security token offerings are, the history and current trends, how companies use them to raise capital, as well as the evolving regulations and compliance involved

Required reading:

Articles

Tutorial - Lampix PIX TOKEN CROWD SALE [↗](https://www.youtube.com/watch?v=0mhlvrn15VQ) (https://www.youtube.com/watch?v=0mhlvrn15VQ)



(https://www.youtube.com/watch?v=0mhlvrn15VQ)

<http://www.investopedia.com/terms/i/initial-coin-offering-ico.asp> [↗](#)

(http://www.investopedia.com/terms/i/initial-coin-offering-ico.asp)

<http://ncfacanada.org/from-ipo-to-ico-blockchains-finance-revolution/> [↗](#)

(http://ncfacanada.org/from-ipo-to-ico-blockchains-finance-revolution/)

GROUP PRESENTATION(S)

Class 12 - REVIEW

Apr 2/24

Overview: Module 12 – Review

Module 12

Final Exam



IN-PERSON FINAL EXAM

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Amin Mawani, Program Director MHIA
Date: December 19, 2023
Re: Change rubrics for HIMP 6150 and HIMP 6180 to MHIA 6150 and MHIA 6180

Motion: HIMP 6150 be renamed as MHIA 6150 (Title and content to remain the same)
HIMP 6180 be renamed as MHIA 6180 (Title and content to remain the same)

Rationale: The above two courses are required courses for all MHIA students. All other required health courses for MHIA students are labelled as MHIA courses, and there is no justification that these two courses be called HIMP courses. (They were overlooked in the earlier approval process). The titles and contents of both courses remain unchanged.

Existing	Proposed
HIMP 6150 3.0 Economics of Healthcare	MHIA 6150 3.0 Economics of Healthcare
HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	MHIA 6180 3.0 Entrepreneurship & Innovation in Healthcare

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to undergraduate and graduate program/ diploma/certificate academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/ Diploma/Certificate: MHIA

2. Effective Term/Calendar Year of Proposed Change(s): Fall 2024

3. Proposed Change(s) and Rationale:

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

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

HIMP 6150 and HIMP 6180 are required courses for all MHIA students. All other required health courses for MHIA students are labelled as MHIA courses, and there is no justification that these two courses be called HIMP courses. (They were overlooked in the earlier approval process). The titles and contents of both courses remain unchanged.

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of program/ diploma/certificate learning objectives.
Additionally, please append the program's existing learning outcomes as a separate document.

No changes to requirements and associated learning outcomes / objectives.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

Where and as appropriate, the proposal must include statements from the relevant program/ diplomas/certificates confirming consultation/support.

N/A

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.*

No resource implications.

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

No changes to students currently enrolled in the program

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant undergraduate, graduate program/diploma/certificate requirements as they will appear in the Schulich Undergraduate and Graduate Academic Handbooks.

Please note: Senate requires that FULL Calendar copy be provided. Please include the entire program/ diploma/certificate section, not just text that is being revised. Please clearly and visibly indicate how the information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
HIMP 6150 3.0 Economics of Healthcare	MHIA 6150 3.0 Economics of Healthcare
HIMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	MHIA 6180 3.0 Entrepreneurship & Innovation in Healthcare

Curriculum Map attached.

Schulich School of Business
Master of Health Industry Administration (MHIA)
Program Level Learning Outcomes and Curriculum Map

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HHMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HHMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
1. Core Knowledge & Understanding of Healthcare Administration																
1.1 Demonstrate understanding of the main theories, concepts, and methods in the field of healthcare administration	I	I				D				D/A	D	D	D	D	D	R
1.2 Demonstrate understanding of the main theories, concepts, and methods in the management functions that interface with healthcare administration			I	I	I	R	D	D	D	R/A	R		R	D		R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1				Term 2						Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
2. Critical Analysis and Decision-Making																
2.1 Identify and analyze critical problems and opportunities in complex healthcare settings		I		I	I/D	D	R	D	D	D	D	R	D	D/A	R	R
2.2 Propose sustainable solutions and implementation plans for complex healthcare contexts		I		I	I/D	D	R	D	D	D	D	R	R	D/A	R	R
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.					I/A									R		R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1					Term 2					Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
3. Professional Communication																
3.1 Prepare and deliver effective and engaging oral presentations		I		I	D	D	D							D/A	D	R
3.2 Prepare effective business documents appropriate for the target audience		I	I	I	D	D	D			D	R		R	D/A	D	R
3.3 Apply appropriate strategies to work effectively in teams		I	I	I	D	D	D						R	R	D	A

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

	Term 1				Term 2						Term 3					
Program Learning Outcomes	SB/MHIA 5000 1.5 Fall Workshop: Overview of Canadian Healthcare Industry	SB/MHIA 5130 1.5 Preventive Healthcare	SB/ACTG 5200 3.0 Financial Decisions for Managers	SB/MKTG 5201 3.0 Marketing Management for Healthcare	SB/MSTM 5210 3.0 Design & Management of Organizational Processes	SB/MHIA 5140 1.5 Digital Health	SB/OMIS 5150 1.5 Analytics and Modelling for Healthcare	SB/MHIA 5500 1.5 Winter Workshop in Leadership & Strategy in Canadian Healthcare	SB/MHIA 6120 3.0 Leadership & Strategy in Healthcare Organizations	SB/HMP 6150 3.0 Economics of Healthcare	SB/MHIA 6160 1.5 Quality and Value in Healthcare	SB/MHIA 6000 1.5 Workshop in Healthcare Systems and Public Policy	SB/MHIA 6170 1.5 Performance Indicators in Healthcare	SB/HMP 6180 3.0 Entrepreneurship & Innovation in Healthcare	SB/MHIA 6200 1.5 Public Policy for Healthcare	SB/MHIA 6100 3.0 Strategy Consulting Study in Healthcare
4. Professional Judgment, Ethical Behaviour & Social Responsibility																
4.1 Identify and respond to ethical, social, and environmental issues arising in healthcare organizations and settings	I	I			R		D	D	D	D	D	D			D/A	R
4.2 Describe trade-offs and judgment issues inherent in approaches to healthcare administration	I	I	I		R	D	D	D	D	D	D	D			D/A	R

Legend: I = Introduced, D = Developed, R = Reinforced, A = Assessed Individually for Achievement

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

Master of Health Industry Administration

2. Responsible Unit:

Schulich School of Business

3. Subject Code (Rubric) and Course Number:

HIMP 6150 & HIMP 6180

4. Credit Value:

3.00 for each

5. Long Course Title:

HIMP 6150: Economics of Healthcare

HIMP 6180: Entrepreneurship & Innovation in Healthcare

6. Short Course Title:

HIMP 6150: Economics of Healthcare

HIMP 6180: Entrepreneurship & Innov. in Healthcare

7. Type of Course Change(s) (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 (please provide statement of approval from relevant undergraduate coordinator or Chair)

	in cross-listing (please provide statement of approval from another program)
	in pre/co-requisite
	retire course
✓	other (please specify) Rubric Change

8. Effective Term/Calendar Year of Proposed Change(s):

*Winter 2024 for HIMP 6150
Summer 2024 for HIMP 6180*

9. Rationale:

In a rush to get the MHIA program approved, two courses were retained with an incorrect rubric. These incorrect rubrics were approved at the Faculty Council and at the York Senate. The changes are necessary to differentiate courses open to MBA students from course open to MHIA students only. Even though the content is largely similar, the MHIA courses are offered at a slower pace, with lower intensity, and with more background context since most MHIA students do not have any work experience. In contrast, the MBA students have 2 years or more of work experience, allowing them to appreciate deeper insights and go at a faster pace. The corrections are presented in tracked changes.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title Winter 2024: SB/HIMP 6150 3.0: Economics of Healthcare</p> <p>Summer 2024: SB/HIMP 6180 3.0: Entrepreneurship & Innovation in Healthcare</p>	<p>Title Winter 2024: SB/ MHIA 6150 3.0: Economics of Healthcare</p> <p>Summer 2024: SB/ MHIA 6180 3.0: Entrepreneurship & Innovation in Healthcare</p>

11. 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:

AminMawani

Signature

August 29, 2023

Date

Amin Mawani

Name

Master of Health Industry
Administration

Area or Specialization

Approvals:

Area or Specialization

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

AminMawani

Signature

August 29, 2023

Date

Amin Mawani

Name

Master of Health Industry
Administration

Area or Specialization

Degree Program:

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

Mike Valente

Signature

August 29, 2023

Date

Mike Valente

Name of Program Director

MBA Director

Program

Program Committee:

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

Signature

Date

Kevin Tasa

Name of Committee Chair

Chair - Master Program Committee
Committee

Course Outline

Winter 2024 Section X

Wednesdays 11:30 AM – 2:30 PM
Room SSB XXX

Instructor: Neil J. Buckley, PhD

Office: Vari Hall 1140 (Dept. of Economics)

E-mail: nbuckley@yorku.ca

Office hours: By appointment (during a weekday or Tuesdays 5-7pm before class work well).

Assistant:

Clara Kan

N305A

(416) 736-2100 ext. 77960

ckan@schulich.yorku.ca

About the Course Instructor: Professor Buckley's research and teaching examines efficiency and equity in healthcare, public and private healthcare finance, analysis and evaluation of healthcare data and the determinants of health. He has published research articles on these topics, using methods from behavioural economics and econometric analysis, in many outlets including the *Journal of Health Economics*.

Brief Description

This course examines the demand and utilization of health services; drivers of healthcare costs; measuring output in healthcare; tradeoffs between efficiency, operational effectiveness and equity; realignment of capacity; how healthcare reforms affect demand; utilization and the mix of providers in the healthcare industry.

Pre-requisites: All 5100-series Required Foundations of Management Core Courses or permission of the instructor. No other knowledge of Economics is required.

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Course Learning Outcomes

The purpose of this course is to prepare students for healthcare management by focusing on the economic principles involved in the healthcare industry. The course will both impart an understanding of what health economics is about and what economists bring to the healthcare industry and will also teach students specific skills from the health economics toolbox which allow for direct application to healthcare management. Both of these objectives will train students to be more effective healthcare managers. By the end of this course students will:

- have a sound understanding of methods for quantifying and analyzing the full costs and benefits of healthcare interventions to determine whether investments in healthcare should be made.
- gain the ability to think critically and communicate effectively about many economic and strategic aspects of business and policy issues relevant to providers, governments, industry and consumers in the healthcare sector.
- understand why health care is different from most other economic goods and services and the implications this has for economic analysis
- be able to assess the differences between, and impacts of, various forms of healthcare finance and insurance practices
- be able to understand and predict the strategic impacts that funding mechanisms have on healthcare providers and funders
- understand and explain the key economic principles involved in the delivery of healthcare by physicians, hospitals and pharmaceuticals.
- Understand differences in healthcare outcomes across gender, race and income groups.
- Understand that prevention of chronic illness is cheaper than lifelong treatment.

Course Material

Course material will focus on MHIA 6150 class notes posted on the course website which is part of Schulich's Canvas course management system. This website will contain general information for Schulich students and information and announcements specific to this course. Check it frequently.

Optional Course Textbook: *Hurley, Jeremiah E. 2010. Health Economics. 1st edition. McGraw-Hill Ryerson.*

Optional Reading: *Drummond et al. 2015. Methods for the Economic Evaluation of Health Care Programmes. 4th edition. Oxford University Press*

The above textbook and optional reading will be placed on reserve in Bronfman Business Library for your convenience (search for MHIA 6150, 24-hour check-out availability).

Student Preparation for Class and Class Participation: Expectations

This course focuses on the application of important economic principles related to the funding and financing of healthcare appropriate for students without a background in economics. The value of class sessions depends greatly on student involvement, collegiality, and input. Students

are encouraged to prepare well for every class and during class, to concentrate on making relevant contributions to discussions.

Course Philosophy

- Bring real-world examples and case-studies in healthcare and health policy (e.g., from newspapers and academic journals) into the classroom to pair with specific curriculum and course content.
- Arm students with a strong foundational understanding of common health data analysis strategies and the economic financing and funding relationships spanning government, healthcare providers, and consumers.
- Building student's proficiency so that they can 'communicate intelligently and effectively' about key healthcare policy issues with industry leaders, government officials, healthcare researchers and other stakeholders spanning from front line clinicians to management to Board level.
- Bring healthy debate and provocative perspectives to each class.
- Bringing a theoretical understanding together with industry practice into the classroom.

Preparation and Class Participation: This course does not assume any pre-requisite knowledge of undergraduate or graduate Economics. Discussion questions are meant to serve as preparation for class discussion and course evaluation. Class participation and quality dialogue is a graded component and will significantly enrich your experience and that of your classmates.

Grade weights and breakdown

Learning in this course results to a large degree from in-class discussion and lecture participation. The balance of the learning results from related readings, and from researching your individual term project. Your final grade will be calculated as follows:

Class Participation (indiv.)	15%
Two Term Tests (25% each) (indiv.)	50%
Term Project Proposal (indiv.)	5%
<u>Term Project Final Report (indiv.)</u>	<u>30%</u>
Total	100%

Descriptions of Written Assignments/Projects and Exams

Weekly participation in class discussion will significantly enrich your experience and increase your understanding of the course topics. Class attendance and meaningful participation in these discussions will comprise your participation grade. Please email the instructor before class if you are unable to attend.

Students will perform two written in-class tests throughout the term to show their understanding of course concepts and to prove their ability to communicate effectively about healthcare issues.

Students will be assigned an individual term project involving a written report, including an initial one-page project proposal, analyzing a key issue raised in class using real world data, research papers, technical reports and/or newspaper articles. During the course, we will encounter several issues regarding funding, financing and the demand/production/delivery and distribution of health and healthcare. Project topics are chosen by the students based on parameters given in class and might include conducting or critiquing an economics evaluation of a healthcare intervention, synthesizing the literature on an aspect of healthcare policy or a critical analysis of all details surrounding a topic of health care debate or reform. The specific topic chosen will be decided by each student with input from the professor. Students will submit a one-page proposal containing a description of the topic and a list of resources and articles to be included in the project.

Evaluation of Written Assignments/Projects and Exams

The two closed-book term tests will consist solely of written short answer questions on course topics for which your answers will be graded based on clarity and the relevance of your argument. No mathematics will be involved. If you miss a test for a valid reason get a physician to sign Schulich authorized documentation and provide it to the instructor within 48 hours, in which case the weight of the missing test will be transferred to the other course elements or a make-up test will be offered if both tests are missed.

For the term project, students will have their topic approved by the professor and students will hand in a proposal of their project for feedback and grading (proposal due by Apr. 1st). A final version of the written project report will be due at the end of the term (final project paper due April XX, 2024). Late submissions will incur a 10 percentage point reduction per day late. Projects must be 10-15 pages double-spaced and 11-12 point font. Projects should be emailed to nbuckley@yorku.ca before midnight on the due date (a confirmation receipt email will be provided).

General Academic Policies: Grading, Academic Honesty, Accommodations

Students' marks for participation, term tests, project proposal and term project will be added up out of a final total of 100 percentage points. To keep final grades comparable across courses, Schulich Masters-level elective courses are expected to have a mean grade between 5.2 and 6.2 (grade points). The instructor will curve the class grades up or down to achieve this requirement should the mean grade fall outside of this expected range. Each student's total percentage points in the course will then be converted to letter grades using the grade distribution below.

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

For more details on the *index, grading policy, and grade point average (GPA) requirements*, see the Graduate Policy Handbook on the Academic Handbooks website:

<http://schulich.yorku.ca/wp-content/uploads/2019/09/2019-2020-Graduate-Policy-Handbook.pdf>

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 on the academic honesty website:

<https://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 or see:

<https://accessibility.students.yorku.ca>

Summary of Classes, Activities and Deliverables

Dates below show approximate topic coverage (subject to change). Please make sure to check the Canvas course website for an accurate listing of topic covered each week.

WEEK	DATE	ASSIGNMENT/LECTURE
1		Topic 1: Introduction, course outline, review of the Canadian health care system [Highlights: Cross country comparisons, Canada Health Act]. Readings: Topic 1 in online course notes and Hurley Textbook Ch 1.
2		Topic 2: Efficiency and Equity in Healthcare [Highlights: Technical and Allocative Efficiency, Distributional vs. Procedural Equity]. Readings: Topic 2 in online course notes and Hurley Textbook Ch 2.

3		<p>Topic 3: Market principles and Analysis of Healthcare data [Highlights: Market Failure, Externalities, How to interpret statistical results, Health Econometrics] Readings: Topic 3 in online course notes and Hurley Textbook Ch 3.</p>
4		<p>Topic 4: Economic Evaluation in Healthcare [Highlights: Cost-effectiveness and Cost-Utility (QALY) Analysis]. Readings: Topic 4 in online course notes and Hurley Textbook Ch 4. Optional texts: (basic): Jefferson, Tom. (2000) "Elementary economic evaluation in health care". (advanced): Drummond et al. (2015) "<i>Methods for the Economic Evaluation of Health Care Programmes</i>". Both available in <i>Bronfman Business Library course reserve</i></p>
5		<p>Topic 5: Determinants of, and Demand for, Health [Highlights: Economic Evidence of Determinants of Health, Causal vs. Spurious Correlation, Grossman Model of Demand for Health]. Readings: Topic 5 in online course notes and Hurley Text. Ch 5&6.</p>
6		<p><i>First Term Test in Class (starts at 7pm) [Covering Topics 1, 2, 3, 4 and 5. Make sure to see practice sample tests on the Canvas website]</i> Second half of class I will hold a Health Econometrics workshop focusing on ODESI database website.</p>
SCHULICH MASTERS READING WEEK (NO CLASS)		
7		<p>Topic 6: Healthcare as an Economic Commodity [Highlights: Informational asymmetry, Agency relationship, Demand vs. Need vs. Utilization, Supplier-Induced Demand]. Readings: Topic 6 in online course notes and Hurley Textbook Ch 7&8.</p>
8		<p>Topic 7: Fundamentals of Healthcare Insurance [Highlights: Risk aversion, Actuarially Fair Insurance, Moral Hazard, Adverse Selection]. Readings: Topic 7 in online course notes and Hurley Textbook Ch 9&10.</p>
9		<p>Topic 8: Healthcare Financing [Highlights: Financing Privately vs. Publicly vs. Social Insurance Contributions, Supplemental vs. Substitutive Parallel Finance, Technical and Allocative Efficiency of Finance]. Readings: Topic 8 in online course notes and Hurley Text Ch 11.</p>

10		<p><i>Second Term Test in Class (starts at 7pm) [Covering Topics 6, 7 and 8. Make sure to see practice sample tests on the Canvas website]</i></p> <p>Second half of class I will hold a Behavioural Economics workshop.</p>
11		<p>Topic 9: Healthcare Funding [Highlights: Case/Diagnosis-based payments vs. Capitation vs Fee-for-service, Efficiency vs. Strategic Selection Incentives, Case study of Ontario Physician Payment Systems]. Readings: Topic 9 in online course notes (CMD) and Hurley Textbook Ch 12. <i>[Term Project Proposal Due at the start of class]</i></p>
12		<p>Topic 10: Delivery of Healthcare (Pharmaceuticals, Hospitals and Physicians) [Highlights: Patent Protection, Wait times, Target Income Hypothesis]. Readings: Topic 10 online course notes and Hurley Text Ch 13-15.</p>
		<p><i>Individual Term Project Final Report due April Xth 2024 midnight</i></p>

Summer 2024

Thursdays 7 – 10 PM

In person at Schulich School of Business

Instructors

Aditya Pai
VP Corporate and Business Development
MedGenome Inc.
416-452-1656
Email: adipai@gmail.com
Office Hours: By appointment

Admin Support
Clara Kan
Room N305a
ckan@schulich.yorku.ca
416 736-2100 x77960

Saeid Babaei, PhD, EMBA
President & CEO
AiVie Inc., Virotek
saeid@babaeis.com
Office Hours: By appointment

Brief Description

This course examines the entrepreneurial landscape in biopharmaceutical and healthcare industries, the role of disruptive technologies, innovation, new business models, leveraging public-private partnerships, understanding complex regulatory requirements, and the need for human capital. This course explores value creation through the art and science of business planning to drive investment, innovation and transformation in healthcare.

Prerequisites/Corequisites/Course Exclusions:

All 5000-series Required Foundations of Management Core Courses
MHIA 6110 or MHIA 6130 or with the permission of the Instructor.

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Course Learning Outcomes

The course will explore three phases of entrepreneurship and innovation as it pertains to the health industry: 1) Understanding how entrepreneurial opportunities are identified, nurtured and developed 2) How established companies in healthcare / med-tech (e.g. pharma companies) have built sustainable businesses based on this; 3) An understanding of new technologies and how these may transform your new business / venture

Your role in the course: Entrepreneur in the health industry. You are looking at established and emerging business models to successfully start a new venture in the health industry after graduation.

The following groups of stakeholders will broadly be addressed with their role in the healthcare industry.

- Payers: Who pays for health services in Canada? Internationally? How do such payments get made?
- Providers: Providers include a focus on the pharmaceutical, life sciences, med tech sectors. This segment also includes academic medical research institutions
- Technology suppliers: Includes IT companies that provide healthcare technology services
- Policy Maker: Includes policy setters in Canada and internationally as relevant to health industry
- Patient: The role of Key Opinion Leaders and their role in the health industry
- Financiers: Who funds a new idea? Where do you seek funding?

Deliverables at a Glance

Summary of the assignments and grading by due date follows:

	<i>GRADE</i>		<i>Due Date</i>	<i>AUTHOR</i>
<i>Class Participation</i>	10%			Individual
<i>3 Case analyses</i>	3x10%	Cases	TBC	Group
<i>Project - analysis of a MedTech/ Life Sciences company chosen</i>	10%	Project	TBC	Individual
<i>Final Project Presentation</i>	15%	Project	TBC	Individual
<i>Final Project report (questions provided on April 8)</i>	35%	Project	TBC	Individual
	100%			

Course Material

Readings have been identified per the weekly schedule outlined below. Other readings may be added throughout the course.

Course Readings:

Readings included in online course kit. Link will be provided and will be posted on CMD when it's available.

Recommended Reading of the following book (not included in the course package):

The Innovator's Prescription: A Disruptive Solution to the Healthcare Crisis, By Clayton Christensen

Hammermesh, Kirin. Syndexa and technology transfer at Harvard University. Harvard business case. 2009. 9-808-073 - CASE 1 (included in online kit)

Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 - CASE 2 (included in online kit)

Horbaczewski, Rothaermel. Merck (in 2009): Open for Innovation? McGraw Education. 2013. MH0009; 0077645065.

Daemrich. A Managerial Perspective on Clinical Trials. HBR. 2008. 9-709-033

George, Palepu, Knoop. Novartis: Leading a Global Enterprise. HBR. 2014. 9-413-096.

Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065.

Pai. Cipla Global Ltd.: Generics versus Drug Discovery. International Journal of Case Studies Management. 2015. 13(4). HEC116.

Hamermesh, Kind, Knoop. Neurotrack and the Alzheimer's Puzzle. HBR. 2016. 9-816-072

Yemen, Snell. AstraZeneca: Transforming How New Medicines Flow to Patients. 2012. Darden business publishing. University of Virginia. UV 6507.

Steenburgh, Hammaker. Pricing the EpiPen. This is Going to Sting. Darden Business Publishing, University of Virginia. 2016. UV7186.

Quench, Rodriguez. 23andMe: Genetic Testing for Consumers (A). 2014. HBR. 9-514-086 - CASE 3 (included in online kit)

Harvard Business Review Articles - Exception

Exception: Harvard Business Review articles cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information:

<http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/>

Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: <http://researchguides.library.yorku.ca/HBR>

Or type in "Harvard Business Review" under "eResources" search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.

To access HBR articles in the library, you can also review the instructions provided on the MHIA 6180 CMD.

York University library website has a listing of journals, books and other resources for Health Industry Management. Students will be expected to review this link to learn more about the resources available for assignments and projects

<http://researchguides.library.yorku.ca/healthindustrymanagement>

Each section of a Schulich-based course has a Course Materials Database ('CMD') created within Lotus Notes. Every CMD includes some important general information for Schulich students.

Student Preparation for Class and Class Participation: Expectations

This class is highly interactive and is enhanced by student involvement and input. Those who take the opportunity to put their thoughts into words learn far more than those who simply listen passively. Students are encouraged to prepare well for every class and during class, to concentrate on making significant contributions to discussions.

Preparation includes (1) analysis of the readings based on the course themes and key questions, (2) preparation of conceptual and practical questions for all guest speakers, (3) being an active participant in class discussions including conversations that explore issues across the domains, and (4) providing constructive and thoughtful feedback to class members during preparatory dry run presentations. "Significant contributions" are those that add depth and challenge or redirect discussion rather than simply providing factual information.

If you miss a class, you are responsible for arranging with your classmates to get copies of any handouts, and for finding out what was discussed in class. Material distributed in class will usually be posted to the CMD when copyright allows.

Class-by-Class Syllabus

Emphasis is placed on the integration of theory and application. To that end, the course is organized as a combination of instructor-led dialogue based on the readings, peer-to-peer engagement in the classroom, guest presentations from outside experts, video clips, case studies and individual student analysis, reflection and demonstrated learning.

The following list of lecture topics and readings indicates the material to be read, reviewed and/or prepared for the various class sessions. Required readings must be covered prior to the class. If any changes in this schedule become necessary, notifications will be posted in the course CMD, and where such changes need to be announced between class sessions, an email will be sent to students' email accounts, notifying them of the change. Students are expected to read more scholarly papers and where longer papers have been assigned, the Professor will identify the key pages in advance. Supplementary readings may be provided during the course.

Typically, the teaching of more substantive content elements or a presentation by an outside guest will occur during the first half of class where it is felt that the guest speaker can add a unique perspective based on their work experience. Following a break, students will be engaged in more interactive and smaller group work.

Week 1: INTRODUCTION

Pharmaceutical and Biotech - How they innovate and transform the health industry

Date TBC

Speaker: Aditya Pai

Material to be covered:

- Review of course outline
- Review the health industry context and examples of current innovations
- Basics of entrepreneurship; why the health industry is ripe for entrepreneurs
 - Creativity and business ideas in healthcare, pharma, med-tech
 - Where do innovations occur?
 - Innovations catering to gender, race and low-income groups
 - How does the entrepreneur find an idea? When is an idea a qualified opportunity?
 - Who will fund it?
 - Who will sustain it?
 - When do you exit?
- Background on basic medical and life sciences terminology
 - Define such terms as innovation, disruptive innovation [process-based vs technology based, sustaining vs disruptive] transformation, complexity and systems thinking, chronic disease management, acute care, healthcare transformation
 - The Pharmaceutical value chain: why it takes so many years and close to \$1-1.5 billion to bring a drug to market
 - The Genomics revolution
- Introduce the three phases of the process: identification of an opportunity, analysis and building the business case, and mobilizing support
- Differentiate business case development from other types of planning and management processes

Prep:

- Review course outline
- Groups will be assigned for the case analysis
- Browse through the background resources –and other resources to which you might have access - to get a sense of what is happening with respect to innovation in the health industry in Canada.

Resources and Background Material (For reference)

- Genomic Medicine Primer by Aditya Pai (will be provided electronically)
- Sources for examples of where innovation is taking place across the sector:
 - Institute of Clinical Evaluation Studies <http://www.ices.on.ca/> Multiple reports outlining some of the key issues in the health sector
 - Premiers Council Report on Health Innovation http://www.councilofthefederation.ca/phocadownload/publications/health_innovation_report-e-web.pdf
 - Centre for the Advancement of Health Innovations <http://www.conferenceboard.ca/networks/cahi/default.aspx>
 - Advisory Panel on Healthcare Innovation <http://www.hc-sc.gc.ca/hcs-sss/innovation/index-eng.php>
 - Making Care Mobile: <https://www.pwc.com/ca/en.html> - search for "Making Care Mobile" from the main page
 - Transforming Care for Canadians 2012 Canadian Academy for Health Sciences <http://www.caahs-acss.ca/wp-content/uploads/2011/09/cdm-final-English.pdf>
 - Canadian Foundation for Healthcare Improvement <http://www.cfhi-fcass.ca/Home.aspx> - mythbusters; what if...a number of interesting and thought provoking sections

Weeks 2: UNDERSTANDING THE ENTREPRENEURIAL OPPORTUNITY

Date TBC

Speaker: Dr. Saeid Babaei

- Topics covered
 - How do you commercialize the entrepreneur's idea?
 - What role does design thinking play in identifying and designing innovations?
 - What are the tools and structures required to bring an entrepreneurial culture?
 - What are the tools and structures required by management to introduce and manage entrepreneurship and innovation?
 - Examples of innovation and the makings of an entrepreneur:
 - Universities
 - Start ups
 - Established companies (pharmaceutical, med-tech, IT)
 - Does Canada promote and support health entrepreneurs? Examples
 - Two perspectives:
 - The path to commercialization from a university / research lab setting (e.g. start up from a university)
 - The path to commercialization in a publicly traded company (e.g. IBM Watson)

Reading DUE:

1. Chan Kim W. and Mauborgne R. (2000) Knowing a Winning Business Idea when you see one *Harvard Business Review*. Sep/Oct2000, Vol. 78 Issue 5, p129-138 (library)

2. Sahlman W. A. (1997). How to write a great business plan. *Harvard Business Review*. Jul/Aug1997, Vol. 75 Issue 4, p98-108 (library)

3.

▪ **Final Assignment guidelines**

- Pick a Biopharma / Biotech / Med-tech company you group are really excited about. There should be an innovative and entrepreneurial aspect to the company you choose.
- You will be provided with questions for the mid- term assignment to shape your thinking and research of this company. This will help shape the foundation for the final project for which specific questions will be provided on April 8 which are due as an individual final report on April 22

Reading Due:

4. Christensen C. Overview of disruptive innovation at

<http://www.claytonchristensen.com/key-concepts/>

5. Horbaczewski, Rothaermel. Merck (in 2009): Open for Innovation? McGraw Education. 2013. MH0009; 0077645065 (online course kit)

6.

Optional Reading (Reference):

7. Martin R. (2007) How Successful Leaders Think. *Harvard Business Review*. Jun2007, Vol. 85 Issue 6, p60-67 (library)

8.

Weeks 3 – COMMERCIALIZATION IN THE HEALTH INDUSTRY

Date TBC

Speaker: Dr. Saeid Babaei

The importance of a business plan for your entrepreneurial venture

Topics covered

- Why is a business case needed?
- What constitutes a good business case: content and structure?
- How do you successfully identify the key 'buyer' of your business case, and what it is that will motivate them to act?
- How can risk, ambiguity and uncertainty be addressed in a business plan to facilitate decision making?
- How is success measured?

▪

Optional Readings (for reference):

9. The Future of Medicine: Squeezing out the doctor. *The Economist* June 2, 2012 (library)
<https://www.economist.com/briefing/2012/06/02/squeezing-out-the-doctor>

- Reference only: Paradis Z J and McGraw D. 2007. Naked innovation *uncovering a shared approach for creating value* http://nakedinnovation.com/wp-content/uploads/2014/01/NakedInnovation_ParadisandMcGaw_v.9.pdf

Week 4: UNDERSTANDING ORGANIZATIONAL CULTURE AND INNOVATION IN LIFE SCIENCES

Date TBC

Speaker: Dr. Saeid Babaei

Importance of teamwork, effective decision making, and conflict resolution

Topics covered

- What are the conditions that are likely to give rise to/enable innovation and entrepreneurs in the health industry: a) among professionals, b) in teams, c) in organizations, and d) at the system level? What role might organization culture play?
- How do you develop champions for your idea?
- Why are some innovations adopted and not others? What are typical barriers to adoption?
- Who are other influencers in the use/administration of the technology? Confirm med tech / biopharmaceutical / life sciences company you will be evaluating -for midterm individual assignment

Assignment Due:

[1st CASE ANALYSIS DUE \(Associates: 10%; Project Manager: 20%\) - GROUP](#)

[Case Study: Syndexa and Technology Transfer at Harvard University. Harvard Business School Case Study by Hamermesh & Kiron, May 28, 2009. 9-808-073 \(online course kit\)](#)

Week 5: MOBILIZING THE ENTREPRENEUR FOR SUCCESS

Date TBC

Speaker: Dr Saeid Babaei

Guest Speaker: TBA (Tech Transfer speaker)

Topics covered:

- Entrepreneurial decision: Make? Buy? License?
- Market Assessment – Is it worth it? Preliminary look at ROI
- The Global Market and why it's important
- Protecting IP
- The role of technology transfer offices
- Who owns the idea?
- Make or Buy; Merge, JV, license?
- Come open to new ideas and with the intent of identifying a focus area for your group.
- Access to capital – sources of capital
 - Who do you approach for funding?
 - How far along does your concept have to be?
 - What are some different funding agencies?
 - What does an application look like? (to be expanded upon in next lecture)
 - What are the requirements and processes?
 - Tech transfer – what is tech transfer? Where are they located? What are their roles, processes and issues?
 - What is the role of Tech Transfer vs. VC?

Week 6: Bringing a product to market in the Pharmaceutical / life sciences/ med tech industry

Date TBC

Guest Speaker: Leandra Wells, PhD, MBA, Senior Director, Sales and Marketing, Emergent BioSolutions

Topics covered:

- The Reimbursement Environment in Canada, Pricing & Reimbursement -Who are the payers for life sciences – healthcare- med tech services and products?
- Who are the providers of services and products in the life sciences – healthcare- med tech field?
 - Pharmaceuticals and Life Sciences
 - Information Technology
 - Medical Devices
 - Healthcare
-
- Clinical Development Program – What will it take?
- Understanding key drivers for success
- Ensuring appropriate clinical trial designs to maximize product launch
- The role of regulatory affairs and Health Canada
- Commercialization Plan – How do I execute?
- Successful Label
- Marketing Excellence

Topics covered:

- Clinical Trials in Canada
- Marketing a Therapeutic Product in Canada
- Branding
- Manufacturing
- Life Cycle Management
- Cost to Compete
- KSFs in Commercialization
 - Key factors in developing a successful launch plan
 - Ensuring internal integration and buy-in for successful launch
 - Cost Pressures from Payers
 - M&A in the Industry
 - Post-marketing Surveillance Programs
-

▪ *Readings:*

READING DUE: Please read before class

- Daemmrch. A Managerial Perspective on Clinical Trials. HBR. 2008. 9-709-033 (online course kit)
- Steenburgh, Hammaker. Pricing the EpiPen. This is Going to Sting. Darden Business Publishing, University of Virginia. 2016. UV7186. (online course kit)

***** **READING WEEK** *****

Optional readings to review (All in online course kit)

- George, Palepu, Knoop. Novartis: Leading a Global Enterprise. HBR. 2014. 9-413-096.

- Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065.
- Yemen, Snell. AstraZeneca: Transforming How New Medicines Flow to Patients. 2012. Darden business publishing. University of Virginia. UV 6507.

**

Week 7: THE IMPORTANCE OF VALUATION FOR YOUR ENTREPRENEURIAL VENTURE

Date TBC

Speaker: Dr. Saeid Babaei

How much your innovation and business is worth?

Guest Speaker: Dr. Alex Abyaneh, PhD, MBA (Investment Advisor, RBC Wealth Management)

Topics covered

- What is business valuation?
- Common valuation models and metrics

Assignment Due:

ASSIGNMENTS DUE:

1. 2nd CASE ANALYSIS DUE (Associates: 10%; Project Manager: 20%)
Pisano, Weber, Szydlowski. Pfizer's Centres for Therapeutic Innovation. HBR. 2014. 9-615-024 – case (online course kit) - GROUP

Week 8: TRANSFORMING THE HEALTH SYSTEM WITH TECHNOLOGY

Date TBC

Speaker: Aditya Pai

Topics covered:

- Entrepreneurship and technology – what are your skills? What skills does your entrepreneurial venture need? How do you acquire these skills?
- Role of VC, angel investors
- Emerging Medical Technologies and their impact on health care e.g. Genomics, Imaging, Artificial Intelligence, Personalized / Precision medicine
- New Technologies – current and future, ethical, legal, social implications and concerns with new technologies, Modern day molecular medicine: A disruptive innovation?
- The role of consulting in shaping the information technology/ information management agenda
- The role of technology in identifying chronic illness prevention potential
- Cognitive computing – oncology as an example
- Hot topics for entrepreneurial ventures:
 - Internet of Things
 - Genomics

- Cognitive applications
- Low cost high impact medical devices
- Social media
- Mental Health
- Wellness

Week 9: HOE LIFE SCIENCES COMPANIES CAN RETHINK PRODUCT DEVELOPMENT STRATEGIES DURING AND POST-COVID-19 PANDEMIC

Date TBC

Speaker: Dr. Saeid Babaei

Topics covered

- How the COVID-19 pandemic altered the business of Biopharma / MedTech
- Supply chain management
- Strategic partnerships and M&A in the Industry

ASSIGNMENTS DUE:

1. [Interim Project -analysis of MedTech/ life sciences company Due – INDIVIDUAL – questions provided](#)

Week 10: HOW POLICY AND PATIENTS CAN IMPACT THE LIFE SCIENCES, MED TECH INDUSTRY

Date TBC

Speaker: Aditya Pai

Guest Speaker: TBA

Topics covered

- Effect of policy, innovation on the entrepreneur
- New Technologies – current and future, ethical, legal, social implications and concerns with new technologies
- The role of policy making – Canadian perspective
- In class debate for a specific problem that will be provided

Reading due

Aspinall & Hamermesh, Realizing the Promise of Personalized Medicine., *Harvard Business Review*. Oct2007, Vol. 85 Issue 10, p108-117 (library)

Policy Statement, American College of Medical Genetics and Genomics (AMMG)

http://www.acmg.net/StaticContent/PPG/Clinical_Application_of_Genomic_Sequencing.pdf

Assignment Due:

[3rd CASE ANALYSIS \(Associates: 10%; Project Manager: 20%\)](#)

[Quench, Rodriguez. 23andMe: Genetic Testing for Consumers \(A\). 2014. HBR. 9-514-086 \(online course kit\)](#)

Week 11: TYING BACK TO HEALTHCARE – HOW ENTREPRENEURSHIP, NEW TECHNOLOGIES AND ESTABLISHED COMPANIES IMPACT HEALTHCARE

Date TBC

Speaker: Aditya Pai

Topics to be covered:

- Electronic Health records
- Digitization
- Miniaturization
- Marketing
- Genomics and its practical implications
- Impact on healthcare ecosystem

READING DUE:

- Arthaud-Day, Rothaermel, Zhang. Genentech (in 2011): After the Acquisition by Roche. McGraw Hill Education. MH0014. 0077645065. (online course kit)
- <http://www.acmg.net/>

Prep:

- Questions pertaining to final project
- Course wrap up

Week 12: Final Project Presentation – Executive Pitch

Date TBC

Moderated by: Aditya Pai and Dr. Saeid Babaei

Prep:

- Questions pertaining to final project
- **Final exam due via email to ADI PAI and SAEID BABAEI by 5pm on April XX, 2024, NO exceptions.**

Written Assignments/Projects: Descriptions

Please complete all papers below in 11-point font, single-spaced, and adhere strictly to page maxima. Preference is for hard copy to be handed in during class, but submissions can also be emailed

Details for each grading component

10%: Class participation

- Name card required
- Quality not quantity
- Feedback

30%: Mini-Assignments (3 x 10%) (Individual)

- 3 person partnerships
- 3 cases assigned
- Each person must be "Project Manager" of group at least once
- Grade counts twice for Project Manager

10%: Analysis of MedTech/ Life sciences company selected – specific questions provided

- Situational analysis of a pharma/biotech company of your choice
- Written report - Maximum 6 pages (front & back), 11pt font minimum, single spaced

15%: *Project Presentation – Executive Pitch*

- 10-minute pitch on the overview of the company, the innovation you are recommendation and business case
- PowerPoint submission

35%: Final Assignment – DUE 5pm via email to BOTH instructors, Date TBC

- Take home final
- Maximum 25 pages, 11pt font minimum, single spaced (maximum 10 pages for appendices)
- Details are described under Weeks 2, Final Assignment section.

Questions provided on Date TBC

Evaluation of Written Assignments/Projects

For all evaluation, students are required to demonstrate both that they have the evidence to support their claims (veracity) as well as that they have added value by extending the analysis and using creativity (audacity). In addition, communication will be evaluated. Effective communication is key to bringing about change and moving innovations and entrepreneurship into practice, and students will be expected to reflect that in their papers and presentations. The relative weighting of each assignment in terms of the final grade is laid out above. In the event of late submissions, there will be a 1% penalty for each late day up to a maximum of 7 days and then the assignment will not be accepted.

Calculation of Course Grade

Assignments will be graded typically as a percentage. Each assignment has a weighting as outlined above. Final course grades will be determined by multiplying the percentages by the weight of the assignment (e.g., 10% for innovation write-up), summing them out of 100 and

then translating that percentage into a letter grade as laid out below. In other words, this course will not use the grade point assessment scale. On occasion (e.g., when class-wide performance is low), higher letter grades may be assigned, but the assigned letter grades will never be lower than the grade earned according to the scale.

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade) are:

	9 grade points	95+	percentage equivalents
A+	8	85-94	
A	7	80-84	
A-	6	77-79	
B+	5	74-76	
B	4	70-73	
B-	3	67-69	
C+	2	64-66	
C	1	60-63	
C-	0		
F			

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, consults your student handbook.

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 on the Schulich 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 Services or see <http://www.yorku.ca/cds/>.

To: Faculty Council, Schulich School of Business
From: Moren Lévesque, Co-director, Entrepreneurial Studies
Date: 21st December 2023
Re: Changes to the specialization for Entrepreneurial & Family Business Studies (ENTR)

MOTION:

I would like to request that Faculty Council approves the changes to the specialization for Entrepreneurial & Family Business Studies (ENTR).

RATIONALE:

The proposed changes are to make the ENTR specialization more similar to other area specializations. In particular, some credits from the ENTR stream would become mandatory while others would be at a minimum (i.e., a minimum of 3 credits from a list of ENTR courses). The rationale for these changes is to avoid obtaining an ENTR specialization while taking no ENTR courses, which is possible under the current setting of that specialization. Another rationale for revamping the ENTR specialization is that some courses no longer exist, others are new, and some have changed their rubric.

Thank you very much for your kind attention to this request.

Specialization/Stream Change Proposal Form

Schulich School of Business

The following information is required for all specialization/stream proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

E.g., Schulich MBA, BBA, iBBA Program
BBA/iBBA

2. Responsible Unit:

Unit responsible for the specialization/stream, e.g., Faculty Departments (ACTG, FINE).
ENTR Entrepreneurial & Family Business Studies

3. Type of Specialization/Stream Change(s) (indicate all that apply):

X	changes to list of required credits
X	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (please specify)

4. Effective Term/Calendar Year of Proposed Change(s):

Academic term in which the proposed change will take effect. E.g., Winter 2025
Fall 2024

5. Rationale for Change:

Please indicate how the proposed change will contribute to the academic objectives of the specialization/stream. Please provide a description of the amended learning outcomes/objectives for the specialization/stream, if applicable.

The proposed changes are to make the ENTR specialization more similar to other area specializations. In particular, some credits from the ENTR stream would become mandatory while others would be at a minimum (i.e., a minimum of 3 credits from a list of ENTR courses). The rationale for these changes is to avoid obtaining an ENTR specialization while taking no ENTR courses, which is possible under the current setting of that specialization. Another rationale for revamping the ENTR specialization is that some courses no longer exist, others are new, and some have changed their rubric.

6. Proposed Specialization/Stream Information:

Please insert the current, approved specialization/stream information as it appears in the handbook on the left, and proposed specialization/stream information on the right. Please clearly and visibly indicate the changes using strikethrough (left column), bold, underlining, colours, etc. (right column).


Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Entrepreneurial & Family Business Studies</p> <p>Minimum 12.00 credits total of elective courses:</p> <ul style="list-style-type: none"> • ENTR 4400 3.00 Field study: Innovating with entrepreneurs, unlocking new venture potential • ENTR 4500 3.00 Entrepreneurship & technology ventures • ENTR 4600 3.00 Entrepreneurship & new venture creation • ENTR 4700 3.00 Financing growing ventures • ENTR 4800 3.00 Social entrepreneurship • ENTR 4950 3.00 Managing the family enterprise • FINE 3100 3.00 Financial management • FINE 4050 3.00 Personal finance • IBUS 3100 3.00 Global business environment • MKTG 3100 3.00 Marketing research • ORGS 4500 3.00 Developing management skills • SUST 4300 3.00 Corporate social responsibility in a global context 	<p>Title: Entrepreneurial & Family Business Studies</p> <p>A total of 12.00 credits with 3.00 credits from the Required Courses, minimum 3.00 credits from the list of ENTR Courses, and remaining credits, if applicable, from the list of other Electives:</p> <p>Minimum 3.00 credits from the following Required Courses:</p> <ul style="list-style-type: none"> • ENTR 4600 3.00 Entrepreneurship & new venture • ENTR 4700 3.00 Financing growing ventures <p>Minimum 3.00 credits from the following ENTR Courses:</p> <ul style="list-style-type: none"> • ENTR 4400 3.00 Field study: Innovating with entrepreneurs, unlocking new venture potential • ENTR 4500 3.00 Entrepreneurship & technology ventures • ENTR 4600 3.00 Entrepreneurship & new venture creation • ENTR 4700 3.00 Financing growing ventures • ENTR 4800 3.00 Social entrepreneurship • ENTR 4950 3.00 Managing the family enterprise <p>Remaining credits, if applicable, from the following Elective Courses:</p> <ul style="list-style-type: none"> • FINE 3100 3.00 Financial management • FINE 4050 3.00 Personal finance • IBUS 3100 3.00 Global business environment • MKTG 3000 3.00 Future of marketing • MKTG 3100 3.00 Marketing research • ORGS 4500 3.00 Developing management skills • SUST 4300 3.00 Corporate social responsibility in a global context

7. Consultation:

For changes that include deletions or additions of courses across areas please provide evidence that appropriate consultation has taken place.

“IBUS 3100 3.00 Global business environment” is removed and not replaced by another IBUS course because in today’s world, most ENTR courses have a global inclination. In other words, entrepreneurship is rapidly becoming a global discipline.

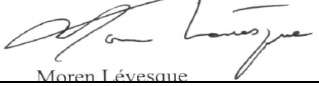
Originator:

 _____ Moren Lévesque Signature	<u>12 December 2023</u> Date
<u>Moren Lévesque</u> Name	<u>OMIS and ENTR</u> Area or Specialization

Approvals:

Area or Specialization

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

 _____ Moren Lévesque Signature	<u>12 December 2023</u> Date
<u>Moren Lévesque</u> Name	<u>OMIS and ENTR</u> Area or Specialization

Degree Program:

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

<u>Burkard Eberlein</u> Signature	<u>12 January 2024</u> Date
<u>Burkard Eberlein</u> Name of Program Director	<u>BBA/iBBA Program</u> Program

Program Committee:

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

<u>Burkard Eberlein</u> Signature	<u>12 January 2024</u> Date
<u>Burkard Eberlein</u> Name of Committee Chair	<u>BBA/iBBA Program Committee</u> Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Abu Rahaman, Professor, Accounting Area

Date: November 17, 2023

Re: Add a blended delivery mode format to existing modes of ACTG 2020: Management Accounting Concepts

Motion: For Faculty Council to approve the addition of a blended delivery mode format for *ACTG 2020: Management Accounting Concepts*.

Rationale: ACTG 2010 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 36 months and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

Course Change Proposal Form

Schulich School of Business

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading). Provide evidence of consultation, where appropriate.

1. Responsible Program:

Schulich BBA Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 2020

4. Credit Value:

3.00

5. Long Course Title:

Management Accounting Concepts

6. Short Course Title:

Management Accounting Concepts

I

7. Type of Course Change(s) (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 (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
X	other (please specify): Add a blended delivery mode format to the course

8. Effective Term/Calendar Year of Proposed Change(s):

Fall 2024

9. Rationale:

ACTG 2020 was delivered remotely in the winter 2020 through fall 2021 semesters and had 15% remote delivery beginning winter 2022. During this time, the instructors involved in the course learned a great deal about the unique value of online delivery and ways to engage the students. We also developed new content and resources, including a series of valuable online modules that students review at their own time. The student feedback on the new delivery modes were positive. In addition, we have discovered that certain modes of delivery work better for certain types of content.

Given what we have learned over the last 3 years and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, some of the foundational, technical accounting content is better delivered through asynchronous online modules that students can complete on their own time and pace. Other exercises and discussions, in contrast, work better with synchronous Zoom breakouts than they did in traditional in-class settings. Lastly, other interactive components, such as case study discussions, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

10. Proposed Course Information:

Please insert approved course information on the left, and proposed course information on the right. Please clearly and visibly indicate how course information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

11. Enrolment Notes:

n/a

12. Consultation:

n/a

Originator:

Existing Course Information (Change From):	Proposed Course Information (Change To):
	<p>Changes to the course syllabus are reflected in the attached updated syllabus. Course title, description, and learning outcomes remain identical to the existing course information.</p>

Abu Rahaman

Signature

November 4, 2023

Date

Abu Rahaman

Name

ACTG

Area or Specialization

Approvals:

Area or Specialization

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



November 4, 2023

Signature

Date

Linda Thorne on behalf of the
Accounting Area

Name

Area or Specialization

Degree Program:

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

Burkard Eberlein

January 12, 2024

Signature

Date

Burkard Eberlein

BBA/iBBA Program

Name of Program Director

Program

Program Committee:

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

Burkard Eberlein

January 12, 2024

Signature

Date

Burkard Eberlein

BBA/iBBA Program Committee

Name of Committee Chair

Committee

Delete This section once form is complete.

Course Outline

Fall 2024

Class: TBA 8:30 am – 10:30 am / 11:30 am – 1:30 am

Tutorial: TBA 11:30 am-1:00pm or 1:00 pm – 2:30 pm / 2:30pm – 4:00pm or 4:00pm – 5:30pm

Instructor: TBA Office: Email: XXX Office hours: XXX	Faculty Secretary TBA S344 SSB 416 736 50## XXX@schulich.yorku.ca
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This course is delivered in a *blended* format, which at York University is defined as meaning at least a third of the lectures and seminars will be delivered online and a third face-to-face, with the remaining third being any combination of online or face-to-face. The class-by-class schedule included below lists which weeks will be delivered in person, and which will be delivered remotely.

Brief Course Description

This core course stresses the understanding of basic accounting concepts which underlie management decisions for performance appraisal, pricing, output, financing, investment and other purposes encountered in various organizational settings. Emphasis is placed on applying these concepts in case situations, rather than on technical aspects of management accounting.

Note: This course cannot be completed via the MBA program as a Guided Study course.

Corequisite: SB/ACTG 2011 3.00.

Course Exclusions

Course Credit Exclusion: GL/ECON 2720 3.00.

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Course Description and Learning Outcomes

Management accounting is intended to be a tool to facilitate decision making. Accounting information in the context of this course is seen as a means to facilitate effective management decisions, rather than an end in itself. That is, the focus is more on “management” than “accounting.”

To understand how management accounting is useful, we must first recognize the **context** in which these decisions are made. The learning outcomes of this course will further your understanding of organization settings and their relationship to accounting information. The course is case oriented and deals with both a manager's and an accountant's perspective on accounting information. We will be using both real and simulated case scenarios to explore the possibilities and the limitations of management accounting data and techniques.

We will examine a wide range of organizational settings. In classroom discussions, we will focus on what decisions need to be made and then identify the “tools” or management accounting concepts that would best facilitate those decisions. Students are encouraged to think about the application of all techniques studied. This requires an ability to both diagnose and evaluate a situation, and to understand the implicit assumptions, costs and benefits of various techniques, in order to assess their usefulness for various kinds of decisions.

This course thus involves a decision-making approach to learning, with an emphasis on developing critical thinking skills. Memorization is not the goal, and the use of templates or generic solutions is not considered appropriate. Students will be required to develop and present compelling arguments to support their position.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Format
Honour Statement	1	0	
Weekly Integrated Excel Assignments	Various	12%	Individual
Connect Chapter Quizzes	Various	8%	Individual
Midterm Exam 1	1	20%	In-Tutorial Live: Individual
Midterm Exam 2	1	25%	In-Tutorial Live: Individual
Final Exam	1	35%	In-class Live: Individual
		100%	

Course Material

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

Garrison, R.H., Webb, A. and Libby, T (2022). *Managerial Accounting: 12th Canadian Edition*. McGraw Hill Publishing. Managerial Accounting e-book with McGraw Hill Connect access: 9781260881127

McGraw Hill Connect is an online learning platform that compliments your textbook and is integrated with the course Canvas site. Among other things, McGraw Hill Connect will be used for Weekly Integrated Excel Assignments and Chapter Quizzes assignments and provides students a variety of learning resources, including optional practice questions.

In addition, a course in CANVAS has been created for this course within Schulich's system. Crucial information regarding the course, including readings, assignments and exams, will be posted there. Check it frequently.

Student Preparation for Class and Class Participation: Expectations

The following represent the **minimum** standards that are expected of you in this course:

1. The student is responsible for reading the textbooks and for preparing in advance the topics noted on the Schedule of Topics and Readings. Advanced preparation is necessary in order to maximize the usefulness of classroom time. Class time is required for answering students' questions and for covering material not included in the textbooks. If assigned materials are not covered during class or labs due to time constraints, students are still responsible for preparing and understanding the material.
2. This course demands hard work and dedication. A minimum of 8 to 10 hours of work outside class (keeping up with readings, doing practice questions, and so on) is required each week. Additional time is required to prepare for exams.
3. 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 and tutorial labs faithfully, but came to both fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about accounting concepts and information.
4. Handouts will be posted on the Canvas from week to week, or occasionally distributed during class. Please print out handouts prior to class. For handouts distributed during class, please arrange with classmates to pick these up for you in case you may be absent.
5. Lectures and case coverage may be up to two weeks ahead of, or behind, topics noted in the Schedule of Topics and Readings, depending upon the particular difficulties experienced by the class. Regardless of class coverage, the student is responsible for all material noted in the schedule, plus class discussions.
6. The instructor enforces all faculty rules, especially those regarding academic honesty. Please note that there is a zero tolerance level in this regard. The use of another's material without permission and without recognition constitutes cheating. This applies to text books, solution manuals, a friend's assignment, past assignments, Internet resources or any other material irrespective of the source.
7. Tutorial lab sessions provide students with the opportunity to learn the more technical aspects of the course material in a structured setting. Lab instructors will lead students through and answer questions on specific material. They will also address more general questions on the subject matter of the course. Tutorial lab assignments are not necessarily covered in class, however this material is part of the course and you are responsible for it for examination purposes. Some students may

choose to skip the lab sessions. This is a bad idea. History and statistics show time and time again that those who attend labs do consistently better than those who do not attend.

Students are strongly encouraged to participate in class discussions. Be prepared to engage in discussions, to think about what is being said - to agree or disagree - to challenge - to argue - to put forth your position, questions and opinions. You will be given opportunities to think your way through questions posed to you – take this opportunity to practice your analytical skills. No question is too “mundane”, and no one is here to criticize you.

Keeping up

The first and best way to avoid difficulty in this course is to keep up-to-date with the content and address any difficulties you have as they occur. Work with your classmates and try to help each other understand the material. Do unassigned exercises, problems, and cases in the text book. If you do not understand some of the work, ask questions in class or in the labs or email or come to see the instructor during pre-scheduled office hours. The instructor is here to help you learn.

Etiquette & Courtesy

- a) Please be punctual 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 from the rear.
- b) Lectures run for three hours and labs for an hour-and-a-half. Please remain seated and attentive until class is dismissed and refrain from “packing up” - putting on hats, gloves, jackets, boots etc. until class is dismissed. If you must leave early and cannot do so during a break, please inform the instructor before class.
- c) During class and labs, please focus on the lesson at hand. Please refrain from discussions with your friends / peers as this may be distracting to those around you. You are encouraged to share any insights / thoughts you may have with the class as a whole.
- d) Please remember to turn off all cell phones prior to class.
- e) Overall – please conduct yourselves with the professionalism, respectfulness and courtesy that would be expected of you as students at the Schulich School of Business.

Written Assignments/Projects and Exam[s]: Descriptions

Academic Integrity – Student Honor Statement (mandatory but ungraded)

Please download, complete, and submit the *Academic Integrity – Student Honor Statement* form through Canvas, by the due date. This is a required submission and your attestation is mandatory for your assessments (i.e., assignments, quizzes, case assessment exam, and examinations) to be graded.

We understand university is challenging and you face many pressures, including those compounded by our current environment. Nonetheless, we would like stress that at Schulich there will be zero tolerance for cheating/plagiarism.

For example, breaching academic honesty is as simple as sharing your answer (or part of an answer) to an assessment with a classmate, collaborating on a timed assessment (e.g., messaging answers or

discussing questions over an app or phone), copying and pasting from another resource (e.g., internet) or your own work that you have prepared in advance.

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 also be found on Schulich website.

Integrated Excel Assignments (12%)

Students will complete a series of Integrated Excel Assignments in McGraw Hill Connect. The Connect Integrated Excel Assignments is an online interactive tool enabling students to practice their knowledge gained from lectures and the text. Students complete them at their own pace anytime before the due date. "Integrated Excel Student Orientation" is the prerequisite for weekly integrated excel assignments. Please complete it before starting the Integrated Excel Assignments. Students will have multiple attempts to do these assignments, the highest grade will be recorded. Students who receive above 80% will receive a 100% mark, anything below will result in the grade received on the quiz.

Students who do not complete an assessment by the due date, for whatever reason (including technology issues), receive a grade of zero - meaning they did not participate or engage in the learning process. Since this assessment is meant to encourage participation in the learning process in a timely fashion, there are no "make-up" assignments or extensions. Students either complete the assessment or not. There are no partial completion or partial grades.

To ensure timely completion, students are encouraged to plan their time accordingly. Do not wait until the last minute to complete each assigned assessment because undoubtedly issues may arise (e.g., commitments, technology issues).

Connect chapter quizzes (8%)

Chapter-quizzes are to be completed in McGraw Hill Connect. The Connect chapter quizzes provide the opportunity for assessment of their knowledge gained from lectures and the text. Two attempts are allowed for each quiz. These assessments are graded as a "pass" or "fail" - students who achieve 50% or more in one of the two attempts will receive a "pass" and therefore the full marks for that assessment while students who achieve lower than 50% will not receive any marks for that assessment. There are no partial marks, no "make-up" chapter quizzes or extensions.

In-person Exams (80%)

The two midterms will be held in tutorial and final exams will be held in-class using the Canvas platform with LockDown Browser; they cover all assigned readings, handouts, class discussions, lectures, labs, and homework assignments, whether discussed during class or not. The exam may include a combinations of short answer questions, multiple choice and case analysis type questions in order to ensure coverage of course topics. Further details will be provided by instructor.

The exams are closed book. A formula sheet will be provided in the exam. A calculator with only mathematical functions is allowed.

Final exams are cumulative and will examine all assigned materials from the start of the course.

Calculation of Course Grade

In this class, final course grades will be determined as follows: Numerical grades for each evaluation component will be converted to an overall percentage grade for the course using a weighted average

calculation. The resulting percentage grade will be converted to a letter grade. After each deliverable, students will be informed of approximately where they stand in the course.

Expectations

Grades provide students with important feedback on their understanding of the course material, mastery of learning outcomes, and where they need to improve.

The guidelines below help ensure that grading practices are accurate, transparent, and consistent.

Process

A grade on a component (e.g., midterm) may be denoted as a percentage, grade-point, or letter.

If a grade is denoted as a percentage or letter, a student can determine their grade point by associating the percentage or letter with Schulich's 9-value index system discussed below.

For each graded component, a student will be informed of the class grade:

- breakdown (e.g., by range)
- average

At the end of the semester, grades for each component will be multiplied by the weighting of that specific component and summed to determine the total average grade which will be converted into a letter grade. The letter grade corresponds to Schulich's 9-value index system as discussed below.

In general, earlier components are likely to have lower grades and such grades are generally expected to increase, as students learn and master the material (i.e., as the semester progresses).

Schulich's 9-value index system for undergraduate students is as follows.

Grade	Grade Point	Percent Range	Description
	/ Index Value	(Schulich guideline only)	
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Cases will be primarily assessed through a competency-based marking system.

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

Undergraduate 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.

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, consult your student handbook.

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 on the Schulich website:

<http://schulich.yorku.ca/current-students/academic-honesty/>

Be advised that the unauthorized use of AI tools (such as image-generating AI, like DALL-E) could be considered to be plagiarism.

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://cds.info.yorku.ca/>

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. If a midterm is missed based on an acceptable (refer to Student Services guidelines) documented reason your midterm mark will be allocated to the final examination i.e. you will write the final exam for the combined midterm and final exam marks.

Final: Within 24 hours of missing a final examination, students must contact the Associate Director, Undergraduate Programs Unit 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 Associate Director, Undergraduate Programs Unit (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 a copy of this document, visit <http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>.

Copyright: 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.

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 the course CANVAS, and where such changes need to be announced between class sessions, an email will be sent to students' Lotus Notes email accounts, notifying them of the change.

* Additional class cases and practice problems will be posted on CANVAS.

Class Session Date	Topic	Assigned Readings, Cases, etc.	Deliverables
Class 1 Sep. 4 (DATE WILL BE UPDATED) In-Person Lab 1 Sep. 4	Chapter 1 Managerial Accounting and the Business Environment Chapter 2 Cost Terms: Concepts and Classifications	Chapter 1 Chapter 2 <u>LECTURE</u> Ex 2-15 (Cost classification) <u>TUTORIAL</u> Exercise 1-5 (Planning and control activities) 1-6 (business ethics) Ex 2-2 (product cost vs. period cost) Ex 2-5 (fixed cost vs. variable cost) Additional questions to be posted on CANVAS.	
Class 2 Sep. 11 In-Person Lab 2 Sep. 11	Chapter 3 Cost Behaviour: Analysis and Use Chapter 4 Cost-Volume-Profit Relationships	Chapter 3 Chapter 4 <u>LECTURE</u> 4-27 (CVP, sensitivity tests) <u>TUTORIAL</u> Problem 3-13 (cost behaviour patterns) Ex 4-12 (CVP, sensitivity tests) Problem 4-29 (CVP, sensitivity tests) Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 3) Due (Sept 15)
Class 3 Sep. 18 In-Person Lab 3 Sep. 18	Chapter 4 Cost-Volume-Profit Relationships (Cont'd) Chapter 5 Systems Design: Job-Order Costing	Chapter 4 Chapter 5 <u>TUTORIAL</u> Ex 4-9 (Multi-product CVP) Discussion of term project reports and integrated management accounting analysis	Integrated Excel Assignment (Ch 4) Due (Sept 22)

Class Session Date	Topic	Assigned Readings, Cases, etc.	Deliverables
		Additional questions to be posted on CANVAS.	
<u>Class 4</u> Sep. 25 On-line <u>Lab 4</u> Sep. 25	Chapter 5 Systems Design: Job-Order Costing (Cont'd) Chapter 7 Activity Based Costing: A Tool to Aid Decision Making	Chapter 5 Chapter 7 Ex 7-14 <u>TUTORIAL</u> Problem 5-29 (Job order costing) Ex 7-10 (1 st stage allocation) Ex 7-11 (calculation of activity rate and ABM) Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 5) Due (Sept 29)
<u>Class 5</u> Oct. 2 On-line <u>Lab 5</u> Oct. 2	Chapter 7 Activity Based Costing: A Tool to Aid Decision Making (Cont'd)	Chapter 7 Review questions to be posted <u>TUTORIAL</u> Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 7) Due (Oct 5) Chapter Quizzes (Ch 2-7) Due (Oct 8)
<u>Class 6</u> Oct. 9 In-Person <u>Lab 6</u> Oct. 9	Review (Ch 1-5 and 7)	<u>TUTORIAL</u> In-person Midterm 1	
<u>Class 7</u> Oct. 23 In-Person <u>Lab 7</u> Oct. 23	Chapter 12 Relevant Costs for Decision Making	Chapter 12 Ex 12-7 (relevant costs) Ex 12-9 (Make or buy) Ex 12-10 (Special order) Ex. 12-13 (Managing a constrained resource) <u>TUTORIAL</u> Ex 12-14 (relevant costs) Problem 12-21 (dropping a segment) Problem 12-25 (relevant costs)	Integrated Excel Assignment (Ch 12) Due (Oct 26) Report #1 Due Oct 23

Class Session Date	Topic	Assigned Readings, Cases, etc.	Deliverables
Class 8 Oct. 30 On-line Lab 8 Oct. 30	Chapter 12 Relevant Costs for Decision Making	Chapter 12 Problem 12-28 (Special order) <u>TUTORIAL</u> Problem 12-22 (Process further) Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 12) Due (Nov 2)
Class 9 Nov. 6 In-Person Lab 9 Nov. 6	Chapter 9 Budgeting & midterm review	<u>TUTORIAL</u> In-person Midterm 2	Integrated Excel Assignment (Ch 9) Due (Nov 9)
Class 10 Nov. 13 On-line Lab 10 Nov. 13	Chapter 9 Flexible budget Chapter 10 Standard Costs and Overhead Analysis	Chapter 9 <u>TUTORIAL</u> Problem 9-15 (DM purchases DL budget) Problem 9-21 (Cash budget) Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 9 part II) Due (Nov 16)
Class 11 Nov. 20 On-line Lab 11 Nov. 20	Chapter 10 Standard Costs and Overhead Analysis (Cont'd) Chapter 11 Reporting for Control	Chapter 9 & 10 <u>TUTORIAL</u> Problem 9-25 (Flexible budget) Exercise 10-7 (Setting standards) Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 10) Due (Nov 23) Report #2 due on Nov 20
Class 12 Nov. 27 In-Person Lab 12 Nov. 27	Ch 11 (cont'd) & FINAL EXAM REVIEW (Chapters 1-5, 7-12)	Ch 11 & Final review <u>TUTORIAL</u> Additional questions to be posted on CANVAS.	Integrated Excel Assignment (Ch 11) Due (Nov 30) Chapter Quizzes (Ch 9-12) Due (TBA)
FINAL EXAMINATION DATE TBA (Dec 5 – 20)			

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Peter Darke, PhD Director

Date: January 8, 2024

Re: Changes to the academic calendar to indicate acceptable dissertation formats

Motion: To specify the acceptable dissertation formats that may be submitted for the PhD in Administration.

Rationale: This specification will bring us into alignment with recent senate approved policy.

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

The following information is required for all proposals involving a minor modification to undergraduate and graduate program/ diploma/certificate academic requirements. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

1. Program/ Diploma/Certificate: PhD in Administration

2. Effective Term/Calendar Year of Proposed Change(s): Fall 2024

3. Proposed Change(s) and Rationale:

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

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

The proposal is to specify the allowable dissertation formats in the Administrative PhD program. The specific change will be to add the following sentence to the FGS calendar description of the program. “Acceptable dissertation formats in the PhD program are monograph or manuscript-based.”

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

Additionally, please append the program’s existing learning outcomes as a separate document.

The proposed changes specify existing practices in the program and therefore do not change learning outcomes or objectives.

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/ diplomas/certificates.

These changes are required by Senate and are made in consultation with FGS and the Schulich PhD Committee.

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.

There are no such implications.

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

Given the addition is consistent with current practices, no accommodation is necessary.

4. Calendar Copy:

Using the following two-column format, provide a copy of the relevant undergraduate, graduate program/diploma/certificate requirements as they will appear in the Schulich Undergraduate and Graduate Academic Handbooks.

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire program/ diploma/certificate section, not just text that is being revised. Please clearly and visibly indicate how the information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
<p>Degree Requirements</p> <p>Doctor of Philosophy Program</p> <p>General requirements</p> <p>Candidates for the PhD degree must complete studies in one of the following major fields: accounting, organizational studies, finance, marketing, operations management and information systems, and strategic management. They must also complete a series of methodological courses relevant to that major field.</p>	<p>Degree Requirements</p> <p>Doctor of Philosophy Program</p> <p>General requirements</p> <p>Candidates for the PhD degree must complete studies in one of the following major fields: accounting, organizational studies, finance, marketing, operations management and information systems, and strategic management. They must also complete a series of methodological courses relevant to that major field.</p>

(Revised: October 20, 2022)

<p>Candidates for the PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses</p> <p>Students must successfully complete the following course requirements:</p> <p>(a) A core of courses designed to support necessary methodology training.</p> <p>(b) A minimum of four courses in the major field.</p> <p>(c) A minimum of two electives in topics related to the major field, approved by the PhD program coordinator in the candidate's major field of study.</p> <p>These courses will normally be chosen from those offered at the 7000-level at the Schulich School of Business. With permission, some may be chosen from those offered at the graduate level by other graduate programs or at other academic institutions.</p> <p>2. Comprehensive Examinations</p> <p>Each student must pass a comprehensive examination before proceeding to formal work on her or his dissertation. Comprehensive examinations are designed to demonstrate competence and knowledge in the field. The examination is set and administered by the faculty within the student's major field.</p> <p>The Faculty regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.</p> <p>3. Dissertation Proposal and Oral Defence</p>	<p>Candidates for the PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses</p> <p>Students must successfully complete the following course requirements:</p> <p>(a) A core of courses designed to support necessary methodology training.</p> <p>(b) A minimum of four courses in the major field.</p> <p>(c) A minimum of two electives in topics related to the major field, approved by the PhD program coordinator in the candidate's major field of study.</p> <p>These courses will normally be chosen from those offered at the 7000-level at the Schulich School of Business. With permission, some may be chosen from those offered at the graduate level by other graduate programs or at other academic institutions.</p> <p>2. Comprehensive Examinations</p> <p>Each student must pass a comprehensive examination before proceeding to formal work on her or his dissertation. Comprehensive examinations are designed to demonstrate competence and knowledge in the field. The examination is set and administered by the faculty within the student's major field.</p> <p>The Faculty regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.</p> <p>3. Dissertation Proposal and Oral Defence</p>
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Candidates must prepare a written proposal to conduct original dissertation research carried out under the supervision and a supervisory committee, and must defend this to the satisfaction of the thesis supervisor and members of the supervisory committee.

4. Dissertation and Oral Examination

Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. After the formal submission of the dissertation, an oral examination is held. It is expected that all or part of the dissertation will be published following professional or scientific review.

Program Entry

The PhD program can be completed on a full-time basis. Entry is fall term.

Program Length

Normal degree completion time for full-time PhD students is 15 terms (5 years). Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

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4. Dissertation and Oral Examination

Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. **Acceptable dissertation formats in the PhD program are monograph or manuscript-based.** After the formal submission of the dissertation, an oral examination is held. It is expected that all or part of the dissertation will be published following professional or scientific review.

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Schulich PhD Program
EXPECTED LEARNING OUTCOMES
FOR Ph.D. GRADUATES

LEARNING OUTCOMES	<i>The PhD is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<p>a. A deep knowledge of historical and contemporary topics that are of central relevance within the student’s chosen field of study. For individual areas, these are as follows</p> <p>Accounting</p> <ol style="list-style-type: none"> 1. Theory and research related to diverse genres of accounting research. 2. Empirical research methods that can be used to investigate different research accounting questions. 3. Theory and research relevant to behavioral accounting. <p>Finance</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individuals’ consumption and portfolio decisions and their implication for security valuation. 2. Theory and research related to corporate finance. <p>Marketing</p> <ol style="list-style-type: none"> 1. Theory and research related to consumer culture 2. Theory and research related to marketing strategy 3. Theory and research related to consumer psychology <p>Organizational Studies</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individual and group behaviour in organizations. 2. Theory and research relevant to how organizations and institutions.

	<p>Operations Management and Information Systems</p> <ol style="list-style-type: none"> 1. Theory and research related to operations management. 2. Theory and research related to technological innovation 3. Theory and research related to behavioural issues in information systems 4. Contemporary methods in operations management research <p>Strategy</p> <ol style="list-style-type: none"> 1. Theory and research relevant to the economic foundations of strategy 2. Theory and research relevant to the behavioural foundations of strategy. <p>b. A deep knowledge of one other area besides their chosen field of study (i.e. their minor field, which may be within or outside the business school)</p> <p>c. Extensive expertise on one or more topics that constitute the student's chosen area(s) of contribution within their field of study, i.e. the topic(s) on which they write their dissertation.</p> <p>d. An understanding and appreciation of ethical issues related to conducting and publishing research.</p> <p>e. Familiarity with teaching techniques that are appropriate within their chosen field of study.</p> <p>f. An understanding and appreciation of ethical issues related to teaching.</p>
2. Knowledge of Methodologies	<ol style="list-style-type: none"> a. An ability to collect or collate data that is appropriate for use within the student's chosen methodological tradition. b. An ability to use methods of analysis that are appropriate for developing scholarly contributions from the types of data that are part of the student's chosen methodological tradition. c. An ability to appropriately interpret data that have been analysed in keeping with the student's chosen methodological tradition d. A familiarity with research methods that are relevant to the student's field, but outside their chosen methodological tradition.
3. Level of Application of Knowledge	<ol style="list-style-type: none"> a. The ability to develop novel theoretical insights through research projects using methods and concepts appropriate to the student's area of specialization.
4. Awareness of Limits of Knowledge	<ol style="list-style-type: none"> a. An understanding of scholarship outside the student's chosen area of expertise and outside their chosen methodology. b. An appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence its application.
5. Level of Communication Skills	<ol style="list-style-type: none"> a. The ability to convey research insights in language that is appropriate for audiences of peer reviewers. b. The ability to convey research insights in language that is appropriate for audiences other than peers, e.g. students, specialists in other fields. c. An ability to read the work of other scholars and to provide critical but developmental feedback. d. An ability to communicate field-relevant concepts effectively in a class room or seminar setting.
6. Autonomy and Professional Capacity	<ol style="list-style-type: none"> a. The ability to function professionally as an academic, such as balancing the demands of teaching and research and of seeing research projects through to completion. b. The ability to transfer research skills effectively to new topics and contexts. c. The habits and capacities of an independent learner, including the ability to master new areas of research. d. An understanding of the obligation to act in a socially and ethically responsible manner as a scholar.



FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2023-24 academic year was held via Zoom on **Friday, December 8, 2023** from **11:30am - 1:00pm**.

Minutes

1. Welcome and Chair's Remarks (5 minutes)

Chair calls meeting to order at 11:32 am and reads the Land Acknowledgement.

2. Dean's Remarks (10 minutes)

Budget consultation this morning. Auditor General report included. AG was supposed to visit every university in Ontario after its investigation and report regarding Laurentian University.

Enrolment and application situation has been challenging this year. Outlook for next year is also next year. Reinforcing message that Canada is a safe welcoming place to study. An update on enrolment in 2 to 3 months.

Next week is our holiday party and has been put on a strict budget by the University, not the dean. About community.

Research retreat. Opportunity to hear thoughts on Schulich's research strategy and plans.

Questions? None.

3. PhD/GBC/UBS Updates (10 minutes)

PhD, Charlie Huang: have hosted numerous events such as Nuit Blanche and online socials for PhD students. Hope to host more in the new year.

UBS, Marko Samardzija: wrapping up events this term. Culture crawl and pub night. Rise-large scale case competition featuring various disciplines and open to all years. Happy holidays to everyone.

GBC, Tanya Porbanderwala: great fall term. Busy with final exams and submissions. Culture crawl as well and a few social events. Full force planning for winter term going on. Ski trip for students. Many students flying back home for the December break.

4. Presentation on Discover York Academics (20 minutes) (A. Kajor & J. Steeves)

Chair introduces presenters. J. Steeves presents on the Discover York Academics for York faculty. See slide deck for more details.

Workshops will be held through Research Commons for York faculty to get oriented to the system. Faculty may also book a one-on-one user profile setup through an online or in-person session: <https://calendly.com/discover-york-academics>.

5. Budget Consultation (40 minutes) (C. McAulay & L. Philipps)

L. Philipps attends and begins presenting from Budget Consultation slide deck (see Schulich Teaching and Learning website) at 12:12 pm.

Questions:

T. Peridis: Is the auditor's report the base you need to become more aggressive in dealing with other Faculties' enrolment declines and not meeting international enrolment targets and the growth of the senior administration?

L. Philipps: we are going in to a period of greater scrutiny on low enrolling programs. Glendon is being restructured from 14 to 4 academic units and a degree harmonization process. A number of programs have been suspended while they look at streamlining the curriculum. Needs to be a collegial collective effort for the moment. The Government of Ontario indicated they were not interested in tuition increases until universities can demonstrate they are operating efficiently. Deeper look at curricula, programs, structures. Cost of expanding senior administration to the creation of a new division (Equity, People, and Culture) and a number of executive directorships were revised to be assistant and associate vice-presidentships; these position revisions were counted as net-new positions by the AG and that is not entirely accurate.

M. Biehl: Question about backlog of deferred maintenance. What is your approach to tackling this? It also has an impact on teaching spaces; we need to keep investing in those spaces in the long term.

C. McAulay: trying to optimize space so that we are not maintaining spaces we are not using. Benchmarking underway. Question will become can we repurpose or optimize use of space accordingly. How do we invest in deferred maintenance? We should be investing 50-60 million in deferred maintenance based on the size of our facilities and spaces. We have investing more in the last 5 years – we're investing about \$18 million per year in deferred maintenance which is above the standard. We need a chance for Faculties to restabilize after all of these changes and disruptions to enrolment, intake, and budgets.

D. Zwick: Question about student housing. Important to add to campus environment. What are the plans regarding building or expanding student housing on/around campus? Important to our ability to bring international students to the School.

C. McAulay: A working group established. We have a first year guarantee for first year students to provide student housing if they accept by a certain deadline. Should we have a similar guarantee for international students? Working on optimizing process for offering housing spaces to other students when students decline it. Looking at accepting bids from

organizations with housing capacity in Markham. Looking at using industry money to build a residence in Markham. Campus vision lands—have been identified as highest and best uses as housing—housing development corporation attends discussions to ensure oversight and input on planning conversations. A bundle of strategies, with understanding we need to increase housing stock.

C. Graham: how does using industry partners to build residences affect future conversations about who controls space?

C. McAulay: looking at long term leases of land. Need to develop policy that is more detailed. At Working Group, question is what else the University needs to be involved with beyond expanding student housing.

The best way for people to get in touch with further questions is by emailing: provost @yorku.ca and/or cmcaulay @yorku.ca

J. McKellar: No one talks about the consequences of a run down campus. Deferred maintenance is a huge risk. Businesses are looking at the quality of the work space as a feature to attract top employees. University needs chief risk officer to help identify and cost the various risks instead of looking at these things in a silo. What does all of this mean in terms of brand recognition?

L. Philipps: we have an enterprise risk management process with our BOG. Brand and reputation are complex issues—we're working on improving our brand reputation. Part of that is improving facilities. A number of Faculties have put significant funds into refreshing academic department spaces and student spaces. Prioritized when there have been funds. We have to do things sequentially because we can't do everything at once. What are the spaces that are marquis spaces that are feeling like an eyesore? Need to look with a visitor's eye.

A.Diamant: talked about repositioning York and international enrolment challenges would affect this. Nice to hear more about what repositioning York means.

L.Philipps: It's about becoming more comprehensive. Pivoting offerings and research and Keele. Longer conversation I will be happy to have another time or via email.

6. Other Business

None.

7. Adjournment

Motion to adjourn. T. Peridis/ M. Biehl
Meeting adjourned at 1 pm.



EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2023-24 academic year was held remotely (via Zoom) on Friday, November 24 at 11:30 am.

Minutes

1. **Welcome & Chair's Remarks**

Call the meeting to order at 11:33 am.

Chair briefs the committee about Secretariat request related to any potential forthcoming hortative motions.

2. **Discussion on YU Campus Safety Mandate** (*O. Wallace*)

Orville Wallace, executive director of campus safety, attends the meeting to present on the renewed mission of his office. Switching to community safety-centric (anti-racist) approach and away from policing.

3. **Student Appeal 5641**

E. Maizel presents overview of the file. The Chair provides additional context related to a Senate SAC decision that overturned a previous decision made by Executive that informs the file.

Committee discusses the details of the file. The committee reaches consensus to approve the student's appeal. The student leaves the Zoom waiting room and is informed that E. Maizel will follow up formally with them via email.

4. **Review of November Faculty Council Agenda and Documentation**

The committee discusses the order of the agenda items on the Council agenda and approves the final version.

5. **Other Business**

none

6. **Adjournment**

Chair adjourned the meeting at 12:45 pm