

## 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, June 7, 2024** from **11:30am - 1:00pm**.

### AGENDA

**Page**

- |  |      |
|--|------|
| <b>1. Welcome and Chair's Remarks</b> (5 minutes)  |      |
| <b>2. Dean's Remarks</b> (5 minutes)   |      |
| <b>3. PhD/GBC/UBS Updates</b> (10 minutes)   |      |
| <b>4. Presentation on Faculty Societal Impact Survey</b> ( <i>M. Biehl, G. Sanchez Cuevas, S. Lee</i> ) (15 minutes) | 3-5  |
| <b>5. Presentation on MacLean's Reputation Survey</b> ( <i>H. Shulman</i> ) (20 minutes)                             | 6-19 |
| <b>6. Overview of Data from DEDI Questions in ONCE Results</b> ( <i>K. Tasa</i> ) (10 minutes)                       |      |
| <b>7. Motion:</b> Transfer of Summer Authority to the Executive Committee (2 minutes)                                |      |
| <b>8. Other Business</b>   |      |
| <b>9. Adjournment</b>  |      |

### 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.*

For Information: Senate Synopsis 2024. 04.25	20-21
For Information: Schulich Faculty Council Dates 2024-25	22

**Page**

- |   |       |
|---|-------|
| <b>1. Master Programs Committee</b> ( <i>K. Tasa</i> )  |       |
| <b>a) Master of Finance (MF)</b>  |       |
| 1. <b>Motion:</b> Program Change Proposal ( <i>BBA to MF pathway to advanced standing</i> )                                 | 23-34 |
| <b>b) Master of Marketing (MMKG)</b>  |       |
| 1. <b>Motion:</b> Program Change Proposal ( <i>BBA to MMKG pathway to advanced standing</i> )                               | 35-44 |
| 2. <b>Motion:</b> Course Change Proposals ( <i>retirement of MKTG 6001 &amp; MKTG 6140</i> )                                | 45-51 |
| <b>c) Master of Health Industry Administration (MHIA)</b>   |       |
| 1. <b>Motion:</b> Program Change Proposal ( <i>waiver with replacement for ACTG 5200</i> )                                  | 52-59 |
| <b>d) Master of Supply Chain Management (MSCM)</b>  |       |
| 1. <b>Motion:</b> Course Change Proposals ( <i>change to the title and description of OMIS 6200</i> )                       | 60-81 |
| 2. <b>Motion:</b> Program Change Proposal ( <i>update curriculum mapping due to title change in core course OMIS 6200</i> ) | 82-88 |
| <b>e) Master of Business Administration (MBA)</b>   |       |
| 1. <b>Brand Management Stream</b>   | 89-94 |
| <b>Motion:</b> Stream Change Proposal ( <i>changes to required credits, required courses and elective courses</i> )         |       |
| 2. <b>Marketing Communication Stream</b>  | 95-99 |

**Motion:** Stream Change Proposal (*changes to required credits, required courses and elective courses*)

2. **BBA/iBBA Committee** (*B. Eberlein*)
  - a) **Program Changes**
    1. **Motion:** Revised Program Learning Outcomes 100-111
    2. **Motion:** Addition of a new DDPR Rubric 112-116
  - b) **Course Changes**
    1. **Motion:** SB/OMIS 2010 3.00 (addition of pre-requisite) 117-140
    2. **Motion:** SB/FINE 4050 3.00 (course number; calendar description) 141-158
    3. **Motion:** SB/FINE 4280 3.00 (co-requisite addition) 159-163
    4. **Motion:** SB/FINE 4400 3.00 (course retirement) 164-168
    5. **Motion:** SB/FINE 4700 3.00 (course retirement) 169-172
  - c) **New Course Proposals**
    1. **Motion:** SB/FINE 3300 3.00 173-192
    2. **Motion:** SB/FINE 4880 3.00 193-215
    3. **Motion:** SB/SUST 4010 3.00 216-240
  - d) **Specialization Changes**
    1. Changes to the Finance Specialization 241-246
3. **EMBA Committee** (*M. Kipping*)
  - a) **Course Change Proposal** 247-260
    1. **Motion:** SB/EMBA 6620 3.00
4. **Nominating Committee** (*A. Joshi*) 261-283
  - a) **Motion:** Nominating Committee Slate (as of 2024.05.17)
5. **Committee Year-end Reports (For Information)**
  - a) BBA Committee 284-285
  - b) MPC Committee 286-293
  - c) PhD Committee 294
  - d) Community and Equity Committee 295
  - e) Nominating Committee 296
  - f) KS EMBA Committee 297
6. **Minutes of the Last Meeting:** 2024.04.19 298-303

Tools ▾

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Preview

Publish

## Faculty Societal Impact Survey



ExpertReview score

Great

Introduction

Q1

# Faculty Societal Impact Survey

### Introduction

AACSB (Association to Advance Collegiate Schools of Business) is the leading international accreditation body for business schools. The Schulich School of Business is committed to obtaining AACSB accreditation.

As part of the accreditation process, we must provide comprehensive data on our societal impact through teaching, research, and service. Thoroughly documenting these activities will showcase our school's commitment to driving societal change, bolstering our reputation, and appealing to prospective students.

This survey is designed to gather valuable insights into the specific societal impacts of your work in teaching, research, and service. We strongly encourage your participation as it is a crucial step in our AACSB accreditation efforts.

[Show Discussion \(2\)](#)

Last Comment 7 May 2024 10:16am by Markus Biehl



Import from library

Add new question

Add Block

Instructions

Q2

### Instructions:

- Please complete all sections relevant to your activities during the term.
- If a section does not apply, please enter "N/A"



Import from library

Add new question

Add Block

General Information

Q3



Name

Q4



Term

- Fall
- Winter
- Summer

[Show Discussion \(1\)](#) Last Comment 7 May 2024 10:14am by Markus Biehl

[Import from library](#) [Add new question](#)

Add Block

Societal Impact Activities

Q5



**Research projects that aim to address societal issues.** Include any collaborative efforts within or outside the institution.

Q6



**Teaching innovations for societal impact** (e.g. innovations introduced, impact on students' societal engagement).

[Show Discussion \(1\)](#) Last Comment 7 May 2024 10:17am by Markus Biehl

Q7



**Service activities related to societal impact** (committee work, student advising, etc.):

Q8




**Engagement with external stakeholders** (professional or academic partnerships, consulting, etc.)

Q9



**Other relevant activities.** Please describe any other activities that contribute to societal impact not captured above.



 [Import from library](#)

[Add new question](#)

[Add Block](#)

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

# Reputation Survey: 2025 Maclean's University Ranking

Holly Shulman  
Senior Institutional Analyst, Research and Special  
Projects (Rankings)

OFFICE OF INSTITUTIONAL PLANNING & ANALYSIS | 2024

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YORK 



# Maclean's Methodology

Weighting	Category	Metric
10%	Students	Student Awards
10%	Students	Student to Faculty Ratio
8%	Faculty	Faculty Awards
6%	Faculty	SSHRC grants per Faculty
6%	Faculty	NSERC & CIHR grants per Faculty
5%	Resources	Operating Expenditure
8%	Resources	Total Research Dollars
5%	Resources	Library Expenses
4%	Resources	Library Acquisitions
9%	Student Support	Student Services
9%	Student Support	Scholarships and Bursaries
20%	Reputation	Reputational Survey

- The overall rank in a category is determined by the sum of 13 weighted indicators relating to students, faculty, funding, student support and reputation.

# York's Standing in the Comprehensive Category

## 2024 Comprehensive University Rank (last year)

1	Simon Fraser	9	Concordia
2	Victoria	10	TMU (Ryerson)
3	Waterloo	11	Wilfred Laurier
→ 4	<b>York</b>	12	UQAM
5*	Carleton	13	Brock
5*	Guelph	14*	Regina
7	Memorial	14*	Windsor
8	New Brunswick		

*“universities have a significant degree of research activity and a wide range of programs at the undergraduate and graduate level, including professional degrees”*



# Importance of the Reputation Ranking and Survey Participation

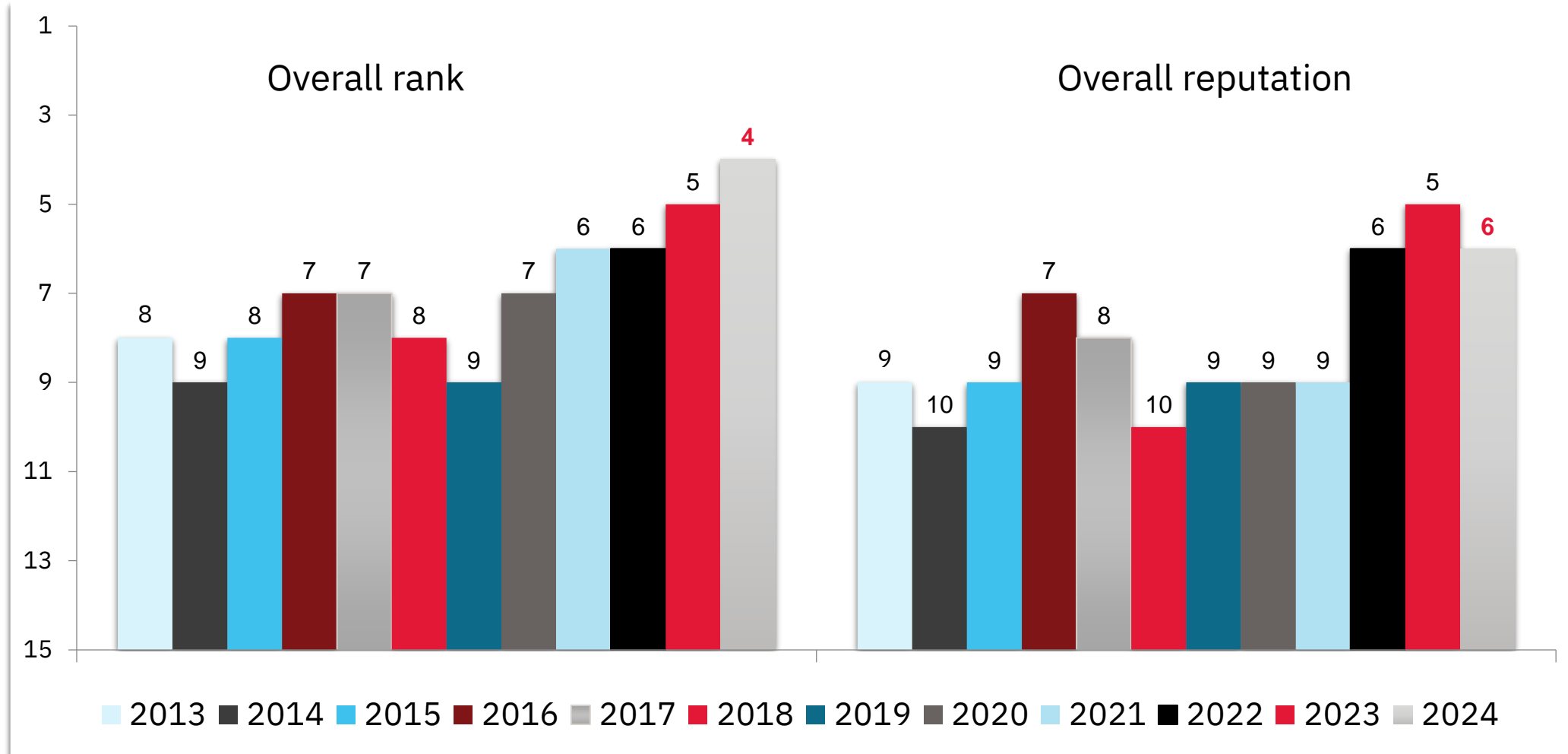
- At 20% weighting, the results of the Reputation Survey have the most impact of any of the 13 indicators used for the overall rank.
- The Reputation Survey is 100% of the weight for the program rankings.
- Any change up or down to the reputation rank has an outsized effect on the amount it contributes to the overall score.



**The greater the uptake of our faculty and senior administrators,  
the more likely we are to score higher placement.**

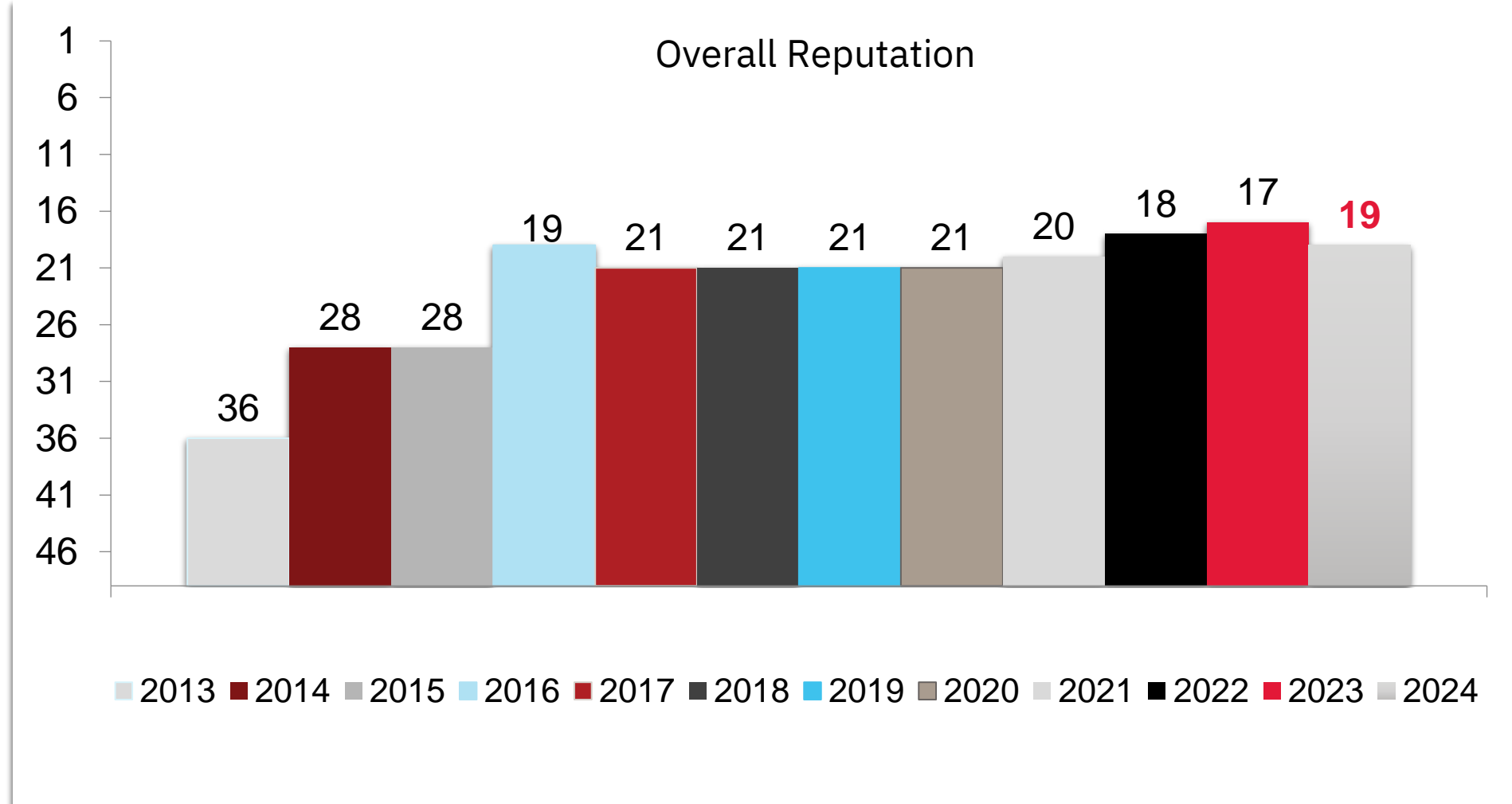
# Maclean's – University Ranking (12 Year View)

➤ Comprehensive Category - 15 universities



# Maclean's - Reputation Rank (2013 – 2024)

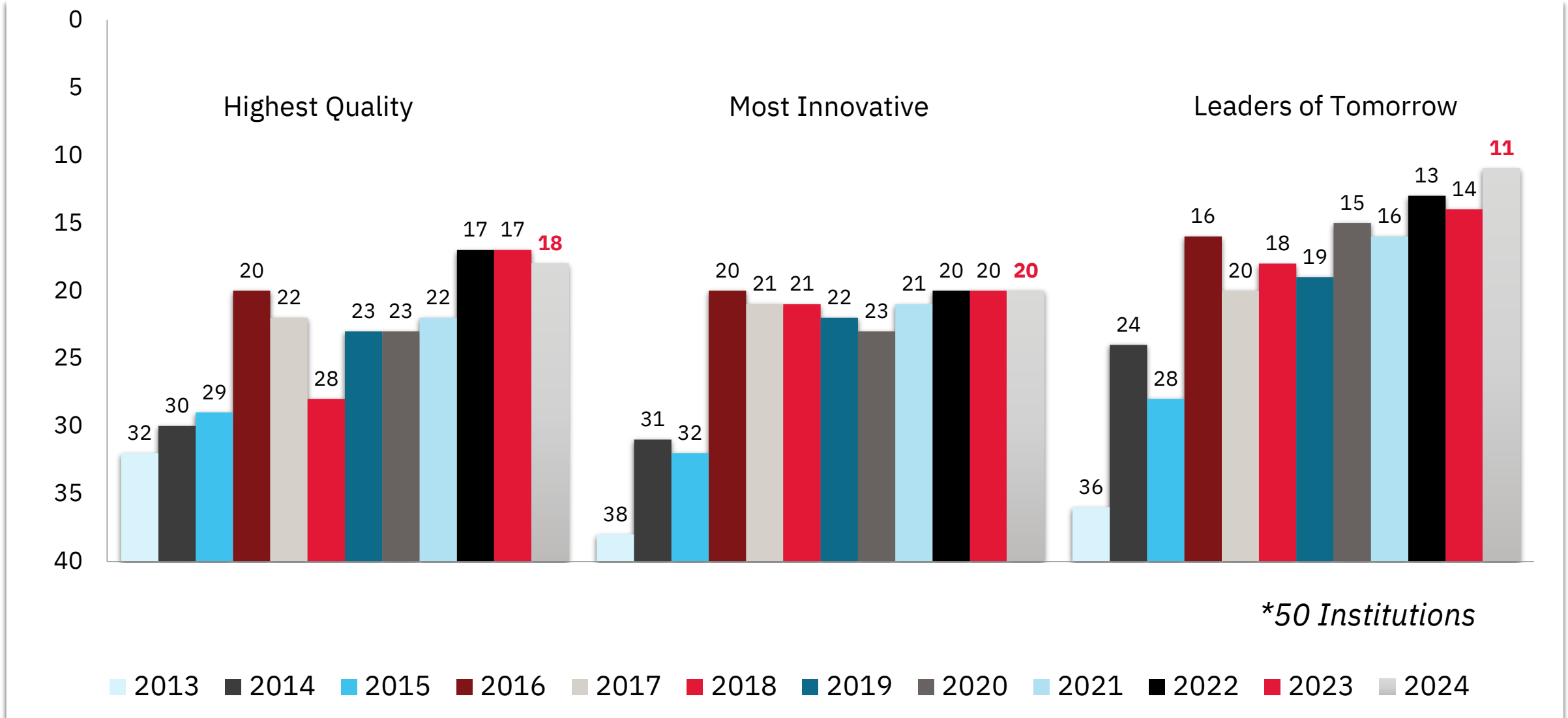
➤ York's Placement in Overall Reputation – 50 universities



**-2** yoy  
**+17** over  
**11** years

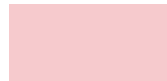
# Maclean's: University Rankings

## National Reputation over 12 years



# York's Reputation Rank

For York, the overall rank uses the reputation rank for the Comprehensive universities only, although the table in the magazine displays the rank for all 50

 =Comprehensive Category

1. Toronto	10. Western	19. York
2. UBC	11. Simon Fraser	20. TMU (Ryerson)
3. Waterloo	12. Dalhousie	23. Carleton
4. McGill	13. Laval	24. Memorial
5. McMaster	14. Victoria	25. UQAM
6. Queen's	15. Ottawa	26. Wilfred Laurier
7. Alberta	16. Concordia	28. New Brunswick
8. Calgary	17. Sherbrooke	30. Brock
9. Montréal	18. Guelph	32. Windsor
		33. Regina

# Program Rank

- › 20 institutions ranked in each discipline.
- › Program reputation and research reputation is weighted 50/50.
- › The rank is determined entirely by survey responses from respondents in those disciplines.
- › Education and Business both maintain a top 10 ranking.
- › Nursing and Computer Science have seen variable performance

	2024		2023		2022	
Discipline	Rank	Prog Rsch	Rank	Prog Rsch	Rank	Prog Rsch
Business	<b>7</b>	<b>7 7</b>	<b>7</b>	7 6	<b>7</b>	7 7
Computer Science	<b>18</b>	<b>18 16</b>	<b>19</b>	18 20	<b>14</b>	13 17
Education	<b>*9</b>	<b>10 9</b>	<b>6</b>	6 8	<b>9</b>	9 10
Engineering	<b>unranked</b>		<b>unranked</b>		<b>unranked</b>	
Nursing	<b>*17</b>	<b>18 18</b>	<b>18</b>	17 17	<b>13</b>	14 12

# Please Fill Out the Survey and Encourage Others to Do So

- We will let you know when the anonymous survey is live.
- Typically, it is in market from early May until early September.
- The survey will be available in English and French, and it should take between approximately 5-7mins to fill out.
- If you have questions at any time, please feel free to reach out to me directly at: [hshulman@yorku.ca](mailto:hshulman@yorku.ca)

# Who Can Fill Out the Reputation Survey?

- President
- Vice-President
- Dean
- Chair
- Professors
- Lecturers
- Librarian
- Registrar
- Sessional Lecturers
- ~~Non-academic administrators~~



All Academics and Executives  
are eligible to participate.



# Please fill out the survey and encourage others in your Faculty to do so

- **English:**

<https://www.surveymonkey.com/r/MacleansAcademicSurvey202402>

- **French:**

<https://fr.surveymonkey.com/r/MacleansSondageEnseignant202402>

- **YFile will carry an article on it**

In market now until early September

# Things to Know About the Survey:

1. You **can** choose your own institution
2. Only those who indicate expertise in one of the program disciplines will be asked to choose up to the top 10 for reputation and top 10 for research in their field. The results are 100% of the program rankings
3. In the general survey you'll be asked to rate the overall quality of up to 50 institutions across Canada.

Excellent      Very Good      Satisfactory      Needs Improvement

When you click <next> then you'll be asked to do the same for Ontario institutions only.

**SurveyMonkey won't let you go back to check how you scored the 49.**

3. For the general survey, York **only** competes for score points against other universities in the comprehensive category (see slide 3 or 7). York does better if it does relatively better than its peers. Maclean's does rank all the reputation of all 50 institutions in one prominent table though.
4. In the program survey York competes against all institutions.

# Questions?

Holly Shulman  
[hshulman@yorku.ca](mailto:hshulman@yorku.ca)

Or

Margaret Kierylo  
[mkierylo@yorku.ca](mailto:mkierylo@yorku.ca)

# The Senate of York University

## Meeting Synopsis

The 706th Meeting of Senate  
Held on Thursday, 25 April 2024, in person

### Remarks

The Chair, Poonam Puri, welcomed Senators to the 706<sup>th</sup> meeting of Senate.

The President acknowledged the efforts that enabled a return to in-person activities. The decline in humanities and social sciences enrollments was highlighted, emphasizing the need for innovative responses to attract more students. Financial challenges were discussed in detail, focusing on budgetary shortfalls due to factors such as declining international student enrollments and extension of tuition freezes. The President also shared insights on the University's long-term vision, stressing the importance of maintaining foundational strengths while adapting to changing trends in the education sector.

### Inquiries & Communications

There were none.

### Approvals

Senate approved the recommendations of the Academic Policy, Planning and Research Committee to recommend to the Board of Governors the establishment of a Department of Theatre, Dance, & Performance in the School of Arts, Media, Performance & Design (AMPD), the disestablishment of the Department of Dance and Department of Theatre & Performance, effective 1 May 2024, and transfer of the constituent academic programs and curricula from the two existing departments to the above-noted new department.

Senate approved the recommendations of the Academic Standards, Curriculum and Pedagogy Committee to establish the Advanced Management Diploma (Type 2), to be available in all Master's degree programs housed in the Schulich School of Business, effective F2024.

### Committee Information Items

#### Executive

The Executive Committee's information items included the following:

- A consultation with Senate following the end of the disruption of academic activities as required by the Senate Disruptions Policy

# York University Senate

- A call for expressions of interest in membership on Senate committees and other positions elected by Senate, with terms beginning 1 July 2024
- Changes to the rules and procedures of Glendon Faculty Council, following the Executive Committee's review, related to revised quorum for Council committees, changes to committee membership rules and student membership on several committees.

## **Academic Policy, Planning and Research (APPRC)**

APPRC reported on the following items:

- planning and developments for the new Markham campus, including current data on undergraduate and graduate applications and enrolment projections for the FW'24 academic year
- preliminary academic planning for the newly approved School of Medicine

## **Academic Standards, Curriculum and Pedagogy (ASCP)**

ASCP conducted a facilitated discussion on revisions to the Senate Academic Conduct Policy and Procedures, seeking the input of Senate on the question of whether the central features of the proposed Policy and Procedures represent process improvements.

## **Tenure and Promotions (T&P)**

T&P presented its annual report for 2022-2023, which provided data on files reviewed and described activities for the past year, ongoing review of unit-level standards, appeals, composition of sub-committees, and other process matters.

## **Additional Information about this Meeting**

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **25 April 2024** meeting for details about the items reported.

Senate's next meeting will be held at **3:00 pm on Thursday, 23 May 2024.**

## **SCHULICH SCHOOL OF BUSINESS EXECUTIVE COMMITTEE**

The following meeting dates are proposed for the Executive Committee and Faculty Council in the 2024-2025 year. All meetings will begin at 11:30am.

<b>Executive Committee</b>	<b>Faculty Council</b>
Friday, September 27, 2024	Friday, October 11, 2024
Friday, November 1, 2024	Friday, November 15, 2024
Friday, November 29, 2024	Friday, December 13, 2024
Friday, January 17, 2025	Friday, January 31, 2025
Friday, February 21, 2025	Friday, March 7, 2025
Friday, April 11, 2025	Friday, April 25, 2025
Friday, May 23, 2025	Friday, June 6, 2025

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Ashwin Joshi, Associate Dean Programs  
Date: May 6, 2024  
Re: BBA to MF Pathway with Advanced Standing

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### **Motion:**

That faculty council approves the motion to award advanced standing of one term (the first term of the MF program) to Schulich BBA students who have an average of B+ across the prescribed courses.

### **Rationale:**

1. We have an excellent BBA program (with a high school entry average of over 90%) that graduates an outstanding pool of graduates (n=500+) each year.
2. The BBA program provides an equivalent or greater depth of education in several of the required courses in term 1 of the MF Program.
3. The practice of granting advanced standing to a graduate program for our BBA students is already in place for the MBA program, where BBA students get two terms of advanced standing to the MBA program.

# Detailed Minor Modification Proposal

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**Faculty:** Schulich School of Business

**Department:** Schulich School of Business

**Program:** Master of Finance

**Degree Designation:** MF

**Type of Modification:** Changes to admission requirements

**Location** (*current campus and, if applicable, proposed*): Keele

**Effective Date:** Fall 2025

**Approval Date at Faculty Council:** June 7 (Pending)

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1. Describe the proposed modifications to the program.

The program proposes to award advanced standing of one term (the first term of the MF program) to Schulich BBA students who meet all the admission requirements for the program and have completed the prescribed courses with a grade of B+ or higher in each course. Please see Appendix A for the BBA courses that are required for advanced standing and the mapping to the first-term courses in the MF program.

Rationale:

1. We have an excellent BBA program (with a high school entry average of over 90%) that graduates an outstanding pool of graduates (n=500+) each year.
2. The BBA program provides an equivalent or greater depth of education in several of the required courses in term 1 of the MF Program.
3. The practice of granting advanced standing to a graduate program for our BBA students is already in place for the MBA program, where BBA students get two terms of advanced standing to the MBA program.

Student Benefits:

The net effect of this initiative is that it will enable graduates of the BBA program to complete the MF Program in 2 terms (as opposed to the full length of the MF Program, which is three terms).



### School Benefits:

1. This initiative makes the BBA Program more attractive to potential students.
  2. It increases the domestic student body percentage in the MF program.
  3. Given the quality of the BBA graduates, it increases the quality of the classroom experience in the MF Program.
- 2.** 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 Academic Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.

See Appendix B for proposed calendar copy.

- 3.1** List the current and/or updated Program Learning Outcomes for the proposed modified program.<sup>1</sup>

Learning outcomes and program requirements are not affected by this change. See Appendix C for the current (unchanged) program learning outcomes.

- 3.2** Provide a rationale for the proposed changes as articulated through the Program Learning Outcomes.

Graduates of the BBA program who have satisfied the relevant Finance courses at a final grade of B+ or higher are well prepared to advance into Term 2 courses of the Master of Finance having had robust introduction to the foundational financial concepts and to develop and apply their knowledge and skills through the BBA core. Through the BBA curriculum, BBA graduates in the Master of Finance will be equally prepared to meet the program learning outcomes upon completion of the Master of Finance as students who enter the graduate program from other undergraduate degrees. The advanced standing recognizes the educational experiences of our BBA students and ensures equity for BBA graduates entering the MF program. Students who complete the BBA courses at a grade below B+ will still be required to complete the Term 1 MF courses—the grade requirement represents our commitment to student success in our graduate programming.

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<sup>1</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate 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](#).

For example, Master of Finance students who are eligible for the proposed advanced standing will

- “be knowledgeable in a wide range of finance topics and be able to converse intelligently to finance professionals in different job functions;
- Be able to conduct competent financial analysis in a variety of job functions;
- Be well versed in current affairs and regulatory debates pertaining to financial markets
- Be able to conduct research using readily available financial databases, at a level expected in a research analyst role (or higher) in the private sector
- Be able to apply their knowledge to new applications...”

The remaining terms of the Master of Finance will continue preparing students to fully meet the Master of Finance program learning outcomes at the levels articulated in Appendix C.

### **3.3** How will the proposed modification support the achievement of Program Learning Outcomes?

The proposed modification ensures that BBA graduates are supported in completing the Master of Finance program in a timely manner that enhances their competitiveness on the professional job market. The proposed change ensures that we do not require students to repeat foundational curriculum over which they have already demonstrated mastery in their studies.

#### **4.** Describe how students currently enrolled in the program will be accommodated.

They will not impact current students. We intend to implement the requirements for the advanced standing for the MF program starting in Fall 2025.

#### **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.

There are no resource implications.

#### **6.** 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.

Extensive consultations have taken place within Schulich regarding the proposed changes. These initiatives included input from relevant program directors (BBA and MF), recruitment and admissions teams, enrolment teams, and relevant Associate Deans.

7. For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The [Office of the Vice Provost, Teaching and Learning](#) can provide further guidance.

Not Applicable.

## APPENDICES

Appendix A: BBA to Master of Finance (MF) Pathway Table

<b>MF Term 1:</b> <a href="https://schulich.yorku.ca/programs/mf">https://schulich.yorku.ca/programs/mf</a>	<b>BBA Equivalent:</b> <a href="https://schulich.yorku.ca/programs/bba/">https://schulich.yorku.ca/programs/bba/</a> <a href="https://schulich.yorku.ca/specializations/bba-finance/">https://schulich.yorku.ca/specializations/bba-finance/</a>
<a href="#">ACTG 6130 3.00</a> INTERMEDIATE FINANCIAL ACCOUNTING FOR FINANCE MAJORS	<a href="#">ACTG 2010 3.00</a> INTRODUCTION TO FINANCIAL ACCOUNTING I <a href="#">ACTG 2011 3.00</a> INTRODUCTION TO FINANCIAL ACCOUNTING
<a href="#">FINE 6310 3.00</a> APPLICATIONS OF DATA SCIENCE IN FINANCE	<a href="#">OMIS 1050 3.00</a> MANAGING DATA FOR BUSINESS DECISIONS <a href="#">FINE 3310 3.00</a> APPLICATIONS OF DATA SCIENCE IN FINANCE (this course is the same as FINE6310, taught by Mark Kamstra)
<a href="#">MFIN 5000 0.00</a> RESEARCH SEMINAR SERIES	No need. Once our BBA students get into the program, they can attend the seminars.
<a href="#">MFIN 5050 0.00</a> PROFESSIONAL SEMINAR SERIES	See comment for research seminar.
<a href="#">MFIN 5200 3.00</a> FINANCIAL MANAGEMENT AND VALUATION	<a href="#">FINE 2000 3.00</a> INTRO FINANCE <a href="#">FINE 3100 3.00</a> FINANCIAL MANAGEMENT
<a href="#">MFIN 5600 3.00</a> INSTITUTIONAL WEALTH MANAGEMENT	<a href="#">FINE 3200 3.00</a> INVESTMENTS

**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).

(copy from Master of Finance Handbook 2023-24 p. 9)

<https://schulich.yorku.ca/wp-content/uploads/2023/09/MF-Handbook-2023-24.pdf>

<b>Existing Program/ Diploma/Certificate Information (Change From):</b>	<b>Proposed Program/ Diploma/Certificate Information (Change To):</b>
<p><b>Title</b> Current text</p> <p><b>Promotion Standards</b></p> <p>1. Master of Finance students will be reviewed as follows to determine whether or not they have met promotion requirements below:</p> <ul style="list-style-type: none"> <li>• Initial review upon completion of Term 2</li> <li>• Subsequent review at the end of each following term</li> </ul> <p>2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20 and not receive a grade of F in more than 3.00 credits of course work.</p> <p>3. Students who do not meet these requirements will be withdrawn.</p> <p>4. Students who fail a required course must retake it. Students who fail an elective</p>	<p><b>Title</b> Current and <b>new text</b></p> <p><u><a href="#">Advanced Standing</a></u></p> <p><u><a href="#">Applicants to the Master of Finance program who graduated from Schulich’s Bachelor of Business Administration program may be eligible for advanced standing in the Master of Finance if they meet all the admission requirements for the program and have a B+ average across the prescribed courses</a></u></p> <hr/> <ul style="list-style-type: none"> <li>• <u><a href="#">SB/ACTG 2010 3.00 Introduction to Financial Accounting I</a></u></li> <li>• <u><a href="#">SB/ACTG 2011 3.00 Introduction to Financial Accounting</a></u></li> <li>• <u><a href="#">SB/OMIS 1050 3.00 Managing Data for Business Decisions</a></u></li> <li>• <u><a href="#">SB/FINE 3310 3.00 Applications of Data Science in Finance</a></u></li> <li>• <u><a href="#">SB/FINE 2000 3.00 Intro to Finance</a></u></li> </ul>

(Revised: October 20, 2022)

course may retake it, or may elect to take another course. Students who retake a failed course and receive a second failing grade will be withdrawn.

5. A student who has been withdrawn from the program is advised to seek the help of a Student & Enrolment Services advisor to discuss the best way forward. The student may petition to the Student Affairs Committee to be allowed to continue the program without having met the promotion requirements.

### **Probationary Admittance and Promotion Standards**

In some instances, the Schulich Admissions Committee may recommend admission for an applicant who demonstrates considerable academic or professional ability, but does not quite satisfy the normal requirements for admission. The committee makes such admissions decisions very selectively. Such applicants are admitted as probationary students and will be reviewed for promotion at the end of Term 1. The "Promotion Standards" process applies.

- [SB/FINE 3100 3.00 Financial Management](#)
- [SB/FINE 3200 3.00 Investments](#)

Each applicant's case is considered individually. If approved by an admissions representative, the total number of required Master of Finance courses may be reduced from 39 credits to 27 credits. Any elective courses taken must not duplicate previous studies.

### **Promotion Standards**

1. Master of Finance students will be reviewed as follows to determine whether or not they have met promotion requirements below:

- Initial review upon completion of Term 2
- Subsequent review at the end of each following term

2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20 and not receive a grade of F in more than 3.00 credits of course work.

3. Students who do not meet these requirements will be withdrawn.

4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or may elect to take another course. Students who retake a failed course and receive a second failing grade will be withdrawn.

5. A student who has been withdrawn from the program is advised to seek the help of a Student & Enrolment Services advisor to discuss the best way forward. The student may petition to the Student Affairs Committee to be allowed to continue the

program without having met the promotion requirements.

**Probationary Admittance and Promotion Standards**

In some instances, the Schulich Admissions Committee may recommend admission for an applicant who demonstrates considerable academic or professional ability, but does not quite satisfy the normal requirements for admission. The committee makes such admissions decisions very selectively. Such applicants are admitted as probationary students and will be reviewed for promotion at the end of Term 1. The "Promotion Standards" process applies.

## **Expected Learning Outcomes**

### **Master of Finance (MF)**

The Master of Finance (MF) is a specialist business degree designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in finance, such as investment banking, traditional and alternative investment management, financial risk management, financial regulation, and corporate finance. In addition to focusing on the theory and practice of modern finance, there is an emphasis on current events and best practice, as well as responsible and ethical behaviour.

#### **Expectations and objectives: Overall program**

(using the headings outlined in the document, *OCGS Degree Level Expectations for Graduates*)

#### **1. Breadth and depth of knowledge**

Graduates are expected to:

- be knowledgeable in a wide range of finance topics, and be able to converse intelligently to finance professionals in different job functions;
- be able to conduct competent financial analysis in a variety of job functions;
- be well versed in current affairs and regulatory debates pertaining to financial markets;

The above objectives are achieved through fourteen for-credit courses, all in finance or in a related function (e.g., statistics, financial accounting, securities law and corporate governance, ethics...etc.), as well as non-credit seminars in ethical decision making, professional development, financial research, and financial modelling. As a Chartered Financial Analyst (CFA) Program Partner, our curriculum has been sanctioned by the CFA Institute.

#### **2. Research and scholarship**

Graduates are expected to:

- be able to conduct research using readily available financial databases, at a level expected in a research analyst role (or higher) in the private sector;
- be able to generate well structured and formatted research reports;
- have an appreciation of theoretical and empirical academic research in finance;
- be familiar with the top scholarly outlets in the field.

While a master's thesis is not a requirement in the program, all required courses have a research component. All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized.

In some courses, required readings include academic journal articles. Students also have to attend at least 10 academic research seminars, run by the Finance Area in the Faculty.

#### **3. Level of application of knowledge**

Finance is a dynamic field, with an ever changing set of issues and challenges. Graduates are expected to:

- be able to apply their knowledge to new applications, such as the valuation of a new financial product or a new business, a new method of evaluating risk, the implications of new regulations and policy on capital markets...etc.



Students are given many opportunities in their course based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers.

#### 4. Professional capacity/autonomy

Graduates are expected to:

- understand the ethical dilemmas that a financial professional may face;
- exercise good judgement and make informed decisions;
- understand best practice and good governance.

All students in the program take a six-week course in ethics and finance, a six-week course in law and governance, in addition to a CFA Institute workshop on ethical decision making and a minimum of six professional seminars.

#### 5. Level of communication skills

Graduates are expected to:

- be able to write concise, well researched and professionally formatted and structured reports;
- be able to present, communicate, and market ideas clearly and effectively;
- be able to put together effective and professional presentation slides.

Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the financial industry. In addition, class participation is encouraged in all classes.

#### 6. Awareness of limits of knowledge

Graduates are expected to:

- be cognizant of the limitations of theoretical models and empirical findings;
- be aware of different schools of thought in financial economics.

The above objectives are achieved through research seminars (which are jointly attended by faculty and PhD students), and the presentation of alternative models and both the rational and behavioural frameworks in the curriculum.

### **Expected learning outcomes: Field specific**

#### Capital markets

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- employ advanced financial modelling techniques to value individual companies, conglomerates, and mergers and acquisitions;
- evaluate different financing options and how they affect firm value;
- analyze private equity investments and the going public decision of new ventures;
- conduct competent financial statement analysis.

## Financial Risk Management

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- apply quantitative models to different types of risk management functions within a financial institution;
- conduct advanced analysis of derivative securities;
- demonstrate

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business

From: Ashwin Joshi, Associate Dean Programs

Date: May 6, 2024

Re: BBA to Master of Marketing (MMKG) Pathway with Advanced Standing

---

### **Motion:**

That faculty council approves the motion to award advanced standing of one term (the first term of the MMKG program) to Schulich BBA students who have an average of B+ across the prescribed courses.

### **Rationale:**

1. We have an excellent BBA program (with a high school entry average of over 90%) that graduates an outstanding pool of graduates (n=500+) each year.
2. The BBA program provides an equivalent or greater depth of education in several of the required courses in term 1 of the MMKG Program.
3. The practice of granting advanced standing to a graduate program for our BBA students is already in place for the MBA program, where BBA students get two terms of advanced standing to the MBA program.

# Detailed Minor Modification Proposal

---

**Faculty:** Schulich School of Business

**Department:** Schulich School of Business

**Program:** Master of Marketing

**Degree Designation:** MMKG

**Type of Modification:** Changes to admission requirements

**Location** (*current campus and, if applicable, proposed*): Keele

**Effective Date:** Fall 2025

**Approval Date at Faculty Council:** June 7, 2024 (Pending)

---

1. Describe the proposed modifications to the program.

The program proposes to award advanced standing of one term (the first term of the MMKG program) to Schulich BBA students who meet all the admission requirements for the program and have completed the prescribed courses with a grade of B+ or higher in each course. Please see Appendix A for the BBA courses that are required for advanced standing and the mapping to the first-term courses in the MMKG program.

Rationale:

1. We have an excellent BBA program (with a high school entry average of over 90%) that graduates an outstanding pool of graduates (n=500+) each year.
2. The BBA program provides an equivalent or greater depth of education in several of the required courses in term 1 of the MMKG Program.
3. The practice of granting advanced standing to a graduate program for our BBA students is already in place for the MBA program, where BBA students get two terms of advanced standing to the MBA program.

Student Benefits:

The net effect of this initiative is that it will enable graduates of the BBA program to complete the MMKG Program in 2 terms (as opposed to the full length of the MMKG Program, which is three terms).

School Benefits:

1. This initiative makes the BBA Program more attractive to potential students.
  2. It increases the domestic student body percentage in the MMKG program.
  3. Given the quality of the BBA graduates, it increases the quality of the classroom experience in the MMKG Program.
- 2.** 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 Academic Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.

See Appendix B for proposed calendar copy.

- 3.1** List the current and/or updated Program Learning Outcomes for the proposed modified program.<sup>1</sup>

Learning outcomes and program requirements are not affected by this change. See Appendix C for the current (unchanged) program learning outcomes.

- 3.2** Provide a rationale for the proposed changes as articulated through the Program Learning Outcomes.

Graduates of the BBA program who have satisfied the relevant Marketing courses at a final grade of B or higher are well prepared to advance into Term 2 courses in the Master of Marketing having had robust introduction to the foundational marketing concepts and to develop and apply their knowledge and skills through the BBA core. Through the BBA curriculum, students who meet the advanced standing requirements will be equally prepared to meet the program learning outcomes upon completion of the Master of Marketing as students who enter the graduate program from other undergraduate degrees. The advanced standing recognizes the educational experiences of our BBA students and ensures equity for BBA graduates entering the Master of Marketing program. Students who complete the BBA courses at a grade below B will still be required to complete the Term 1 Master of Marketing courses—the grade requirement represents our commitment to student success in our graduate programming.

---

<sup>1</sup> Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate 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](#).

For example, Master of Marketing students who are eligible for the proposed advanced standing will be able to:

- Define the main theories, concepts, and methods in the field of marketing;
- Know the tools of and analyze the trade-offs and possibilities involved in managing a project; and,
- Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.

The remaining courses in the Master of Marketing will continue preparing students to meet fully the Master of Marketing program learning outcomes at the levels articulated in Appendix C.

**3.3** How will the proposed modification support the achievement of Program Learning Outcomes?

The proposed modification ensures that BBA graduates are supported in completing the Master of Marketing program in a timely manner that enhances their competitiveness on the professional job market. The proposed change ensures that we do not require students to repeat foundational curriculum over which they have already demonstrated mastery in their studies.

**4.** Describe how students currently enrolled in the program will be accommodated.

The proposed changes will not impact current students. We intend to implement the requirements for the advanced standing for the MMKG program starting in Fall 2025.

**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.

There are no resource implications.

**6.** 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.

Extensive consultations have taken place within Schulich regarding the proposed changes. These initiatives included input from relevant program directors (BBA and MMKG), recruitment and admissions teams, enrolment teams, and relevant Associate Deans.

7. For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The [Office of the Vice Provost, Teaching and Learning](#) can provide further guidance.

Not Applicable.

## APPENDICES

### Appendix A: BBA to Master of Marketing (MMKG) Pathway Table

<b>MMKG Term 1:</b> <a href="https://schulich.yorku.ca/programs/MMKG/">https://schulich.yorku.ca/programs/MMKG/</a>	<b>BBA Equivalent:</b> <a href="https://schulich.yorku.ca/programs/bba/">https://schulich.yorku.ca/programs/bba/</a>  <a href="https://schulich.yorku.ca/specializations/bba-marketing/">https://schulich.yorku.ca/specializations/bba-marketing/</a>
MKTG 5200 3.0 Marketing Management	<a href="#">MKTG 1030 3.00</a> MARKETING MANAGEMENT
MKTG 6050 3.0 Marketing Research	<a href="#">MKTG 3100 3.00</a> MARKETING RESEARCH
MKTG 6100 3.0 Strategic Marketing Communications	<a href="#">MKTG 4100 3.00</a> STRATEGIC MARKET COMMUNICATIONS
ACTG 5200 Financial Decisions for Managers (only for students who do not have prior accounting or finance coursework) otherwise, MKTG elective.	<a href="#">ACTG 2020 3.00</a> MANAGEMENT ACCOUNTING CONCEPTS
MGMT 5190 Professional Development Hive I	MGMT 1000



**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).

(copy from Master of Marketing Handbook 2023-24 p. 9)

<https://schulich.yorku.ca/wp-content/uploads/2023/08/MMKG-Handbook-2023-24.pdf>

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
<p><b>Title</b> Current text</p> <p><b>Promotion Standards</b></p> <ol style="list-style-type: none"> <li>1. Students enrolled in the Master of Marketing program will be reviewed as follows to determine whether or not they have met promotion requirements below: <ul style="list-style-type: none"> <li>• initial review upon completion of Term 2</li> <li>• subsequent review at the end of each following term</li> </ul> </li> <li>2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20 and not receive a grade of F in more than 3.00 credits of course work.</li> <li>3. Students who do not meet these requirements will be withdrawn.</li> <li>4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or</li> </ol>	<p><b>Title</b> Current and <b>new text</b></p> <p><u>Advanced Standing</u></p> <p><u>Applicants to the Master of Marketing program who graduated from Schulich’s Bachelor of Business Administration program may be eligible for advanced standing in the Master of Marketing if they meet all the admission requirements for the program and have a B+ average across the prescribed courses:</u></p> <hr/> <ul style="list-style-type: none"> <li>• <u>SB/MKTG 1030 3.00 Marketing Management</u></li> <li>• <u>SB/MKTG 3100 3.00 Marketing Research</u></li> <li>• <u>SB/MKTG 4100 3.00 Strategic Market Communications</u></li> <li>• <u>SB/ACTG 2020 3.00 Management Accounting Concepts</u></li> <li>• <u>SB/MGMT 1000 3.00 Introduction to Business</u></li> </ul>

(Revised: October 20, 2022)

may elect to take another course. Students who re-take a failed course and receive a second failing grade will be withdrawn.

5. A student who has been withdrawn from the program is advised to seek the help of a Student & Enrolment Services advisor to discuss the best way forward. The student may petition to the Student Affairs Committee to be allowed to continue in the program without having met the promotion requirements.

Each applicant's case is considered individually. If approved by an admissions representative, the total number of required Master of Marketing courses may be reduced from 42 credits to 27 credits. Any elective courses taken must not duplicate previous studies.

### **Promotion Standards**

1. Students enrolled in the Master of Marketing program will be reviewed as follows to determine whether or not they have met promotion requirements below:
  - initial review upon completion of Term 2
  - subsequent review at the end of each following term
2. To maintain their standing in the program, all students must maintain a GPA of at least 4.20 and not receive a grade of F in more than 3.00 credits of course work.
3. Students who do not meet these requirements will be withdrawn.
4. Students who fail a required course must retake it. Students who fail an elective course may retake it, or may elect to take another course. Students who re-take a failed course and receive a second failing grade will be withdrawn.
5. A student who has been withdrawn from the program is advised to seek the help of a Student & Enrolment Services advisor to discuss the best way forward. The student may petition to the Student Affairs Committee to be allowed to continue in the program without having met the promotion requirements.

**Curriculum map of courses to Program Learning Outcomes to Degree Level Outcomes**

Q = Quiz, E = Exam, IA = Individual Assignment, TA = Team Assignment

	TERM 1					TERM 2			TERM 3		
	MKTG 5200	MKTG 6050	MKTG 6560	MSTM 5000	ACTG 5200	MKTG 6370	MKTG 6140	MKTG 6000	MKTG 6001	MKTG 6550	MKTG 6810
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>											
1.1 Define the main theories, concepts, and methods in the field of marketing.	Q, E	E	TA	Q, IA	Q, E	Q, E	IA	IA	IA	IA, TA	IA, TA
<b>Goal 2: Critical Analysis &amp; Decision-Making</b>											
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.	TA	TA, E	IA, TA		E, TA	Q, E, TA	IA, TA	IA, TA	IA, TA	IA, TA	IA, TA
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.	TA	TA, E	IA		TA	TA		TA	TA	TA	TA
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	Q, E, TA	TA, E	IA			Q, E, TA		IA, TA	IA, TA		
<b>Goal 3: Professional Communication</b>											
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	TA	TA		IA, TA		TA	TA	TA	TA	TA	IA, TA

3.2 Write a clear, effective and engaging business document appropriate for the target audience.	TA	TA	IA, TA	IA	TA	TA	IA, TA	IA, TA		IA, TA	TA
3.3 Apply appropriate strategies to work effectively in teams.	TA	TA		TA			TA	TA	TA	TA	TA
<b>Goal 4: Ethics &amp; Social Responsibility</b>											
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.	IA	TA	IA				IA		IA		

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Grant Packard, Associate Professor of Marketing, Master of Marketing Program Director  
Date: May 7, 2024  
Re: Retirement of two courses from Master of Marketing (MMKG) Program

---

### Motion:

That Faculty Council approve the retirement of the following elective courses:

MKTG 6001	3.0	MMKG Field Project 2
MKTG 6140	3.0	Consumer Insights

### Rationale:

These two courses were created in 2019 for the original Master of Marketing (MMKG) curriculum, but were removed from the updated program curriculum reviewed and approved by Masters Program Council and Faculty Council in late 2022, to be implemented for the 2024-25 school year.

The courses are not offered, nor are there any plans to be offer them in the foreseeable future, in any other Schulich School of Business programs.

# Course Change Proposal Form

## Schulich School of Business

1. Responsible Program:  
*Schulich Master of Business Administration*
2. Responsible Unit:  
*Marketing / MKTG*
3. Subject Code (Rubric) and Course Number:  
*MKTG 6140*
4. Credit Value:  
*3.00*
5. Long Course Title: *MKTG 6140 Consumer Insights*
6. Short Course Title:  
*MKTG 6140 Consumer Insights*
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
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):  
*Fall 2024*
9. Rationale:

*This course will be retired as it was eliminated from the MMKG curriculum in the major program change previously approved in November 2022. The course is not offered in any other program's curriculum.*

10. Proposed Course Information:

(~~Red and struck through indicates removal~~; Green indicates addition)

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title N/A	Title N/A

11. Enrolment Notes:

N/A

12. Consultation:

N/A

Originator:



\_\_\_\_\_  
Signature

May 7, 2024

\_\_\_\_\_  
Date

Grant Packard

\_\_\_\_\_  
Name

Marketing

\_\_\_\_\_  
Area or Specialization

Approvals:

Area or Specialization

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

David Rice

\_\_\_\_\_  
Signature

David Rice

\_\_\_\_\_  
Name

May 7, 2024

\_\_\_\_\_  
Date

Marketing

\_\_\_\_\_  
Area or Specialization

Degree Program:

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



\_\_\_\_\_  
May 8, 2024

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grant Packard  
Name

\_\_\_\_\_  
MMKG  
Area or Specialization

Program Committee:

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ashwin Joshi, Interim  
Name of Committee Chair

\_\_\_\_\_  
Masters Program Committee  
Committee



# Course Change Proposal Form

## Schulich School of Business

1. Responsible Program:  
*Schulich Master of Business Administration*
2. Responsible Unit:  
*Marketing / MKTG*
3. Subject Code (Rubric) and Course Number:  
*MKTG 6001*
4. Credit Value:  
*3.00*
5. Long Course Title: *MKTG 6001 Field Project 2*
6. Short Course Title:  
*MKTG 6001 Field Project 2*
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
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):  
*Fall 2024*
9. Rationale:

*This course will be retired as it was eliminated from the MMKG curriculum in the major program change previously approved in November 2022. The course is not offered in any other program's curriculum.*

10. Proposed Course Information:

(~~Red and struck through indicates removal~~; Green indicates addition)

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title N/A	Title N/A

11. Enrolment Notes:

N/A

12. Consultation:

N/A

Originator:



\_\_\_\_\_  
Signature

\_\_\_\_\_  
May 7, 2024

Date

\_\_\_\_\_  
Grant Packard

Name

\_\_\_\_\_  
Marketing

Area or Specialization

Approvals:

Area or Specialization

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

\_\_\_\_\_  
*David Rice*

Signature

\_\_\_\_\_  
May 7, 2024

Date

\_\_\_\_\_  
David Rice

Name

\_\_\_\_\_  
Marketing

Area or Specialization

Degree Program:

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



\_\_\_\_\_  
May 8, 2024

---

Signature

---

Date

---

Grant Packard

---

MBA

Name

Area or Specialization

Program Committee:

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

---

Signature

---

Date

---

Ashwin Joshi, Interim

---

Masters Program Committee

Name of Committee Chair

Committee

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Amin Mawani, Director – Master of Health Industry Administration (MHIA)  
Date: April 22, 2024  
Re: MHIA Minor Program Change

---

### Motion:

That Faculty Council approve waiver with replacement for ACTG 5200 in the Master of Health Industry Administration Program (MHIA)

### Rationale:

Allow students who have successfully completed university level courses in Financial Accounting, Management Accounting and Introductory Finance to request a 'Waiver with Replacement' for ACTG 5200 3.0 (Financial Decisions for Managers). Students who receive the waiver will be required to take an additional 3 credits of elective courses. The reason for this is because students coming into the program have widely divergent capabilities in quantitative methods and knowledge of finance and accounting. Some students in the program are relatively weak in quantitative methods and have no previous exposure to accounting or finance. These students are having a very difficult time with the content in ACTG 5200 3.0. Other students have undergraduate or graduate degrees in business, or even a professional designation in Accounting. These students find the course content in ACTG 5200 3.0 to be redundant.

# 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 Health Industry Administration (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.

Students who have taken a university level accounting course and earned a grade of A- will be exempt from ACTG 5200 in the MHIA program. These students will be required to take an additional 3 credits of electives (e.g., ORGS 5100, MSTM 5000,...).

The reason for this is because students coming into the program have widely divergent capabilities in quantitative methods and knowledge of finance and accounting. Some students in the program are relatively weak in quantitative methods and have no previous exposure to accounting or finance. These students are having a very difficult time with the content in ACTG 5200 3.0. Other students have undergraduate or graduate degrees in business, or even a professional designation in Accounting. These students find the course content in ACTG 5200 3.0 to be redundant.

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 MHIA program level learning outcomes and curriculum map are attached in Appendix 1.

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.*

These changes were discussed with the ADA and staff in Student Services and International Relations. They will not impact or cause any modifications on other programs.

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 additional resources are anticipated for this change. Discussion with current MHIA students indicate that, given the opportunity to take electives, they will enrol in many different courses. Given this, additional electives will not be required as they could be absorbed into current elective courses.

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

This change will be instituted in Fall 2024, when a new cohort will join the MHIA. Accordingly, no accommodation for current students is required.

#### 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 <del>Current text</del></p> <p>DEGREE REQUIREMENTS: Students must successfully complete 34.5 credits of core coursework.</p> <p>In addition to the curriculum requirements, the MHIA program is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics by AnyPrep.com. A Schulich specific access code and instruction will be sent to admitted, confirmed students before they begin their first academic term. All other requirements are identical to those of Schulich's other Master's Programs.</p>	<p>Title Current and new text</p> <p>DEGREE REQUIREMENTS: Students must successfully complete 34.5 credits of core coursework.</p> <p><u>If the student has taken a university-level accounting course and earned a grade of B+ or higher, s/he may replace ACTG 5200 course with other 3 credit electives.</u></p> <p>In addition to the curriculum requirements, the MHIA program is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics. by AnyPrep.com. A Schulich specific access code and instruction will be sent to admitted, confirmed students before they begin their first academic term. All other requirements are identical to those of Schulich's other Master's Programs.</p>

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

	Term 1					Term 2					Term 3					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/MHIA 6150 3.0</b> Economics of Healthcare	Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/MHIA 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>1. Core Knowledge &amp; Understanding of Healthcare Administration</b>																
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	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					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/MHIA 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/MHIA 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>2. Critical Analysis and Decision-Making</b>																
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					
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/MHIA 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/MHIA 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>3. Professional Communication</b>																
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						
<b>Program Learning Outcomes</b>	<b>SB/MHIA 5000 1.5</b> Fall Workshop: Overview of Canadian Healthcare Industry	<b>SB/MHIA 5130 1.5</b> Preventive Healthcare	<b>SB/ACTG 5200 3.0</b> Financial Decisions for Managers	<b>SB/MKTG 5201 3.0</b> Marketing Management for Healthcare	<b>SB/MSTM 5210 3.0</b> Design & Management of Organizational Processes	<b>SB/MHIA 5140 1.5</b> Digital Health	<b>SB/OMIS 5150 1.5</b> Analytics and Modelling for Healthcare	<b>SB/MHIA 5500 1.5</b> Winter Workshop in Leadership & Strategy in Canadian Healthcare	<b>SB/MHIA 6120 3.0</b> Leadership & Strategy in Healthcare Organizations	<b>SB/MHIA 6150 3.0</b> Economics of Healthcare	<b>SB/MHIA 6160 1.5</b> Quality and Value in Healthcare	<b>SB/MHIA 6000 1.5</b> Workshop in Healthcare Systems and Public Policy	<b>SB/MHIA 6170 1.5</b> Performance Indicators in Healthcare	<b>SB/MHIA 6180 3.0</b> Entrepreneurship & Innovation in Healthcare	<b>SB/MHIA 6200 1.5</b> Public Policy for Healthcare	<b>SB/MHIA 6100 3.0</b> Strategy Consulting Study in Healthcare
<b>4. Professional Judgment, Ethical Behaviour &amp; Social Responsibility</b>																
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

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: David A. Johnston, Director, Master of Supply Chain Management  
Date: May 8 2024  
Re: Minor Changes to Title and Course Description for OMIS 6200

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### Motions:

That Faculty Council approves the following:

1. Change to the title of OMIS 6200 Strategic Supply Chain Management to OMIS 6200 Sustainable Supply Chain Strategies and change to the course description
2. Change to the MSCM curriculum mapping due to the title change of OMIS 6200

### Rationale:

OMIS 6200 was approved with the overall MSCM program in 2018. Since then, events such as Covid-19 and technology change has compelled a more focused and nuanced examination of strategies for the long-term sustainability of supply chains. The current change in title and course description more clearly highlights the evolution of the content to address not only traditional supply chain strategies for optimizing financial and operational performance but those that consider the outcomes for a broader range of stakeholders impacted by issues such as climate change, digital transformation, resilience, and social impact. The overall learning objectives of the course remain the same namely to integrate end to end cross-functional decision making in supply chains at a strategic versus tactical level.

# Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

## Schulich School of Business

1. Program/ Diploma/Certificate:

Master of Supply Chain Management

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.

To update the program's documents considering the title and description change of the core course OMIS 6200 from Strategic Supply Chain Management to Sustainable Supply Chain Strategies. This will integrate long term sustainability issues into traditional strategic supply chain management/operations management topics in a course offered currently in the second term of the Master of Supply Chain Management program. This responds to the real-world requirements placed upon supply chain professionals to integrate broader stakeholder and societal definitions of supply chain performance into their choices for designing and implementing supply chain processes and systems. It integrates changes in pedagogy to facilitate that broader and more complex world strategic world view.

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.

This does not change the learning objectives nor the course's role in the program but rather further expands its scope and sharpens its current focus on thinking at a strategic end-to-end and cross -functional versus tactical level.

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.

George Weston Centre for Sustainable Supply Chains. Some changes to the content (i.e., case competition case studies and materials) have been piloted in courses involving MSCM and MBA students. This course is restricted to MSCM students therefore there is no potential impact on other programs.

d. A summary of any resource implications and how they are being addressed.

No additional resources are required.

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

No accommodations are required.

#### 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>Group 1: Foundational Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</li> <li>• <a href="#">MSTM 5060 3.00</a> MANAGERIAL DECISION ANALYSIS</li> <li>• <a href="#">ACTG 5200 3.00</a> FINANCIAL DECISIONS FOR MANAGERS</li> <li>• <a href="#">MKTG 5200 3.00</a> MARKETING MANAGEMENT</li> <li>• <a href="#">OMIS 5212 3.00</a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</li> </ul> <p>Group 2: Functional Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6200 3.00</a> STRATEGIC SUPPLY-CHAIN MANAGEMENT</li> <li>• <a href="#">OMIS 6210 3.00</a> TRANSPORTATION AND LOGISTICS MANAGEMENT</li> <li>• <a href="#">OMIS 6220 3.00</a> SUPPLY RELATIONSHIP MANAGEMENT</li> <li>• <a href="#">OMIS 6230 3.00</a> COORDINATING DEMAND AND SUPPLY</li> </ul> <p>Group 3: Applied Learning Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6300 1.50</a> MANAGING CHANGE IN SUPPLY CHAINS</li> <li>• <a href="#">OMIS 6310 3.00</a> MANAGING INTERNATIONAL TRADE IN SUPPLY CHAINS</li> </ul>	<p>Group 1: Foundational Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</li> <li>• <a href="#">MSTM 5060 3.00</a> MANAGERIAL DECISION ANALYSIS</li> <li>• <a href="#">ACTG 5200 3.00</a> FINANCIAL DECISIONS FOR MANAGERS</li> <li>• <a href="#">MKTG 5200 3.00</a> MARKETING MANAGEMENT</li> <li>• <a href="#">OMIS 5212 3.00</a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</li> </ul> <p>Group 2: Functional Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6200 3.00</a> <b>SUSTAINABLE SUPPLY CHAIN STRATEGIES</b></li> <li>• <a href="#">OMIS 6210 3.00</a> TRANSPORTATION AND LOGISTICS MANAGEMENT</li> <li>• <a href="#">OMIS 6220 3.00</a> SUPPLY RELATIONSHIP MANAGEMENT</li> <li>• <a href="#">OMIS 6230 3.00</a> COORDINATING DEMAND AND SUPPLY</li> </ul> <p>Group 3: Applied Learning Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6300 1.50</a> MANAGING CHANGE IN SUPPLY CHAINS</li> <li>• <a href="#">OMIS 6310 3.00</a> MANAGING INTERNATIONAL TRADE IN SUPPLY CHAINS</li> </ul>

(Revised: October 20, 2022)

<ul style="list-style-type: none"><li>• <a href="#">OMIS 6320 3.00</a> MANAGING DIGITAL SUPPLY CHAIN TECHNOLOGY</li><li>• <a href="#">OMIS 6400 4.50</a> SUPPLY CHAIN CONSULTING PROJECT</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">OMIS 6320 3.00</a> MANAGING DIGITAL SUPPLY CHAIN TECHNOLOGY</li><li>• <a href="#">OMIS 6400 4.50</a> SUPPLY CHAIN CONSULTING PROJECT</li></ul>
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9. Rationale:

This will integrate long term sustainability issues into traditional strategic supply chain management/operations management topics in a course offered currently in the second term of the Master of Supply Chain Management program. This does not change the learning objectives nor its role in the program but rather further expands its scope and sharpens its current focus on thinking at a strategic versus tactical level.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>OMIS 6200 <del>Strategic Supply Chain Management</del></p> <p><del>The major choices confronting senior managers in</del> managing the flow of product, money and information to achieve an effective supply chain strategy leading to a sustainable organization are examined in this course. <del>Choice of transportation mode, location of facilities, inventory policy etc.</del> will be placed in the context of the needs of the overall organization to grow and prosper responsibly.</p> <p>Prerequisites: SB/ACTG 5200 3.00 and SB/MSTM 5060 3.00</p>	<p>OMIS 6200 Sustainable Supply Chain Strategies</p> <p>Strategies for managing the flow of product, money and information to achieve an effective supply chain strategy leading to a sustainable organization are examined in this course. Choices deploying resources in sourcing, logistics, demand management and manufacturing and servicing will be placed in the context of the needs of the overall organization to be resilient and grow and prosper responsibly.</p> <p>Prerequisites: SB/ACTG 5200 3.00 and SB/MSTM 5060 3.00 Exclusive to students enrolled in the MSCM program</p>

10. Proposed Course Information:

11. Enrolment Notes:

Enrollment is limited to Master of Supply Chain Management Students

12. Consultation:

Does not apply.

## Course Outline

Semester Year: Fall 2024

Time: TBA

Room: TBA

### Instructor

Name: David Johnston

Email: [djohnston@schulich.yorku.ca](mailto:djohnston@schulich.yorku.ca)

Office Hours: TBA

### Assistant

Paula Gowdie Rose

416-736-5074

S337N SSB

[pgowdierose@schulich.yorku.ca](mailto:pgowdierose@schulich.yorku.ca)

### Biography of Instructor:

David Johnston has over 30 years of experience as an educator and researcher in the management of operations and supply chain management working with organizations in many sectors of the economy. Dr. Johnston's published research is in collaborative supply chain management, operational sustainability, improving healthcare operations and the management of technological innovation. His most recent work is focused on strategies for securing the long-term resilience of critical supply chains from the risk of disruption. David is the developer and current director of the Master of Supply Chain Management (MSCM) program. He is the past director of the Master of Business Analytics (MBAN) and Master of Artificial Intelligence (MMAI) programs. He has designed courses and taught in PHD, MSCM, EMBA, MBA, BBA, and Executive Education programs at Schulich School of Business and with other universities and industry associations. Dr Johnston is the current research chair and director for the George Weston Ltd. Centre for Sustainable Supply Chains.

### Brief Description

Strategies for managing the flow of product, money and information to achieve an effective supply chain strategy leading to a sustainable organization are examined in this course. Choices deploying resources in sourcing, logistics, demand management and manufacturing and servicing will be placed in the context of the needs of the overall organization to be resilient and grow and prosper responsibly.

Prerequisites: SB/ACTG 5200 3.00 and SB/MSTM 5060 3.00 Exclusive to students enrolled in the MSCM program

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## Course Learning Outcomes

To manage the supply chain of an organization sustainability is to think about the long-term viability of the organization and its stakeholders whether they be customers, employees, suppliers or competitors. That has traditionally focused on the financial performance of the organization and its place in a competitive marketplace. Supply chain functions have traditionally reacted by formulating operations and supply chain policies that secure supply, contain costs, maintain quality and pursue on-time delivery. That mission increasingly is changing to incorporate accountability to shareholders, customers, and communities for social and environmental outcomes. At the same time managers need to address proactively how the organization's supply base, human resources and technology must change to avoid disruption from natural and human threats. This course examines how to create the elements of a competitive supply chain management strategy that integrates core elements of supply chain management (i.e., purchasing, logistics, demand management and manufacturing and service operations) end-to-end to achieve a resilient balance of outcomes for people, planet and profit.

### COURSE OBJECTIVES

- 1) What is a sustainable supply chain?
- 2) How does SCM fit into the goals of the organization and their measurement?
- 3) What drives SCM performance?
- 4) What are the critical decisions in formulating an integrated SCM strategy?
- 5) What are the cross functional dependencies within and between organizations in a supply chain?
- 6) What are the important problems and opportunities inherent in the dynamics of supply chains? Specifically, from technology change and supply chain disruption.
- 7) What are the tradeoffs and synergies between traditional supply chain metrics and achieving sustainability goals?
- 8) What are the emerging best practices in designing sustainable supply chains?

To achieve these objectives, students will be engaged in case discussions, competitions, simulations and interaction with industry guests. This will be supported by required reading and individual and group assessment to measure learning outcomes.

## Deliverables at a Glance

Course work includes an individual and group assignments, midterm exam, a group case competition and class participation.

Assignment/Task	Quantity	% Weight	Total %	Author
Individual Assignment	1	15%	15%	Individual
Midterm Exam	1	25%	25%	Individual
Group Assignment	1	15%	15%	Group
Case Competition	1	35%	35%	Group
Participation	1	10%	10%	Individual
			100%	

You must achieve 50% or more on each individual deliverable to pass the course. Here are more details on each component.

**Individual Assignment.** Each student will be required to access the library system to prepare a written briefing note for Class 4 on the business, sustainability and supply chain strategy of a publicly traded firm using on-line archival information from the York University library system. The report will be submitted to the instructor before class in Canvas. The 5 best briefings will be chosen for presentation in class and graded accordingly.

**Mid Term.** This two-hour open book exam is a test of the students grasp of key concepts and relationships to date in the course. This will contain both multiple choice, short answers focused on readings, class discussions and their application to short case examples.

**Group Assignment.** Students will be assigned to groups to prepare a Powerpoint briefing note delivered in a 10-minute video accompanied by a one page Executive Summary (ES). The topic will focus on the adoption and implementation of a new technology (see Class 8 Managing Product and Process Innovation). The 3 best team briefings will be chosen to be presented in class. (See Class 10). The video and ES from each group will be submitted to the instructor before class in Canvas.

**Case Competition.** Students will be assigned to teams by the instructor. A common case study focused on an organization aspiring to formulate and/or implement a supply chain strategy to address a salient sustainability issue related to its long-term success will be made available to students by the midpoint of the course. The deliverables are a video presentation (worth 15 % of the grade) and a supporting report (worth 20 % of the grade). Team presentations will be judged by a panel of experts and ranked. The 4 best presentations will be presented in class.

**Participation.** The standard for individual student participation is defined below in the section on expectations for the student. In addition, the instructor will take into account a student's leadership in class discussions and performance during in-class case discussions, exercises and simulations.

## Course Material

Students asked to purchase the following e-book on sustainable supply chains

Bouchery, Y., Corbett, C. J., Fransoo, J. C., & Tan, T. (Eds.). (2016). Sustainable supply chains: A research-based textbook on operations and strategy (Vol. 4). Springer. (REFERRED TO AS "SSC" IN THIS COURSE OUTLINE.

We use a variety of texts to cover the topics for this course. These include the co-requisite course texts in the MSCM program. Below are public domain reference texts that can be accessed through open access or the York University Library system:

For operations and supply chain basics: Walden, J. L. (2020). Introduction to Supply Chain and Operations Management—A Real World Perspective <https://kuscholarworks.ku.edu/handle/1808/30723> (REFERRED TO AS "WALDEN" IN THIS COURSE OUTLINE )

There are several optional free books on sustainable supply chains available through York Libraries for download that talk about diverse strategies for changing the operations of organizations to be more sustainable. Check out:

- a. García-Alcaraz, J.L., 2020. Tools, Methodologies and Techniques Applied to Sustainable Supply Chains. MDPI-Multidisciplinary Digital Publishing Institute.
- b. Kane, G., 2017. Building a sustainable supply chain. Routledge.
- c. Bals, L. and Tate, W. eds., 2017. Implementing triple bottom line sustainability into global supply chains. Routledge.

The course Canvas space contains general information for Schulich students and information and materials specific to this course, including lecture slides, Excel spreadsheets, references to additional readings and other supporting materials. In addition, it is a source of specific questions and instructions for the preparation of case studies and assignments. This material is posted far in advance of the class that they are discussed or due. Check it frequently.

Some classes require students to purchase cases and articles on-line from Ivey School of Business. These are noted in the outline. Case instructions, links and study questions are posted in Canvas. Other cases unique to the instructor or Schulich School of Business are so noted.

## Expectations for Student Preparation, Participation and Class Conduct

*Preparation.* Students are expected to keep up with the assigned readings and class discussions week to week. This is necessary for good class discussion and required to complete the various deliverables for the course.

*Class Participation (contribution).* Good participation is defined and measured as, "the consistent demonstration of good preparation and presentation of relevant thought about the readings, cases, and exercises". The emphasis is on quality not quantity. The sharing of experiences relevant to the topics being discussed is also appreciated where class time allows.

Here is a check list for determining the adequacy of your own participation in and out of class:

1. Am I a good listener?
2. Are my points relevant to the discussion and address those of others?
3. Do my comments reflect good preparation?
4. Are my comments a rehash of case facts or points made by others with no additional insight?
5. Am I taking chances, being critical in a constructive manner and trying to be innovative or just playing it safe?
6. Do I ask good questions?
7. Do I help discussion with clarifications, concise summaries, appropriate use of numbers, or lead discussion into relevant areas?
8. Do I respect the right of other class members to participate by allowing others the time to speak?

Attendance is not participation. Attendance is expected for the full duration of the class. That means being on time when the class starts and being there when it ends. Missing more than three classes is grounds for being asked to retake the course. A class is missed if a student is not present for more than 50% of the class. Please inform the instructor before a class of any planned or sudden absence. The instructor will frequently, randomly select students in class to contribute. At that time, they will be expected to be present and prepared. People often vary as to their level of confidence and ability in speaking for various reasons. The instructor is aware of this and will try to help where possible.

#### *Student Checklist of Expectations for Class Conduct*

All Master of Supply Chain students must adhere to the guidelines laid out in the module "MSCM Program Expectations" in the MSCM Program Information space in Canvas.

(<https://schulich.instructure.com/courses/1706>) Here are some highlights specific to this course.

1. Be prepared for class. You should expect to be called upon in class to present your analysis and positions at any time.
2. Be on time for class. Given the short duration of the course we need to use the full amount of time available without distracting interruptions from late arrivals and early departures. The instructor reserves the right to deduct class participation marks for consistently being late and disrupting the class.
3. Keep the instructor informed. Do not suffer in silence. Let the instructor know if you are having problems. Let it be known if you cannot attend class. You do not want to miss anything.
4. Identify yourself. Universities can be impersonal places, do not become a number! COME TO CLASS WITH A READABLE NAME CARD. This is important for monitoring your participation. Identify all your work completely with student number and name. Both of these actions will help the instructor to get to know you as an individual.
5. Check the CMD the day before class to make sure you are aware of any class announcements and to download any PowerPoint slides and other documents left there by the instructor.
6. Get the information directly from the instructor. If you have a question about the course, contact the instructor directly. Do not rely on second hand information from other students and former students of the course. When in doubt, first consult this course outline.
7. Do not use any electronic devices for any purpose other than to follow course materials and take notes. For example, laptops and tablets can be used to view and annotate class PowerPoints. In order

to protect individual privacy, no part of any class can be photographed or subjected to audio or video recording.

## Class-by-Class Syllabus

Topics, readings, media for every class are described below. More detailed information to guide students in preparing each class will be posted in Canvas. That includes guiding question for discussion of cases and readings used in class. Please make checking the Canvas announcements, notification and the Canvas calendar a regular part of your class preparation. Note: If any changes in this schedule become necessary, notifications will be posted on the course space in Canvas, and when changes need to be announced between classes, an email will be sent to students' email accounts, notifying them of the change.

DATE / WEEK	TOPIC(S) / ASSIGNED READING(S) / ASSIGNED WORK DUE
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(1)	<p><u>What is a Sustainable Supply Chain Strategy?</u></p> <p>Supply Chain Management (SCM) is traditionally defined as: "a set of approaches to efficiently integrating suppliers, manufacturers, warehouses and stores so that merchandise is produced and distributed at the right quantities, to the right locations and at the right time in order to minimize system-wide costs while satisfying service level requirements." In this course we go further. We focus on integrating all components of decision making in the end-to-end order fulfillment process of a service or manufacturing organization to align with market and financial goals. It is a process-centric but also stakeholder-centric view. This leads us to consider viability of a supply chain and network from both a environmental and social perspective. Finally an effective supply chain strategy embodies technology change and is resilient in the face of disruption.</p> <p>We discuss:</p> <ul style="list-style-type: none"> <li>• What are the priorities of supply chain strategy for different organizations and sectors?</li> <li>• How do strategic organizational decisions impact supply chain performance?</li> <li>• How does alignment and misalignment of SCM decisions impact the achievement of organization supply chain performance?</li> <li>• How does a sustainability perspective change supply chain strategy?</li> </ul> <p>Read:</p> <ol style="list-style-type: none"> <li>1. Fisher, M. L. (1997). What is the right supply chain for your product?. Harvard business review, 75, 105-117.</li> <li>2. Chapter 15 Business Implications of Sustainability Practices in Supply Chain (SSC)</li> <li>3. Our Journey Towards Sustainable Supply Chains  <a href="https://schulich.yorku.ca/wp-content/uploads/2022/01/GWLSSC-White-Paper-on-Sustainable-Supply-Chains-D.-Johnston-December-2020.pdf">https://schulich.yorku.ca/wp-content/uploads/2022/01/GWLSSC-White-Paper-on-Sustainable-Supply-Chains-D.-Johnston-December-2020.pdf</a> </li> </ol>
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(2) Aligning Supply Network Configurations and Policies to Markets

In reality SCM involves designing two networks for moving product, information and money. One forward to the customer through a sales distribution network and the other from suppliers to the purchasing and/or customer firm. In theory, the supply chain decisions and the supporting processes and systems should serve the needs of the customer and the products and services they require of the organization. In theory the supply base and the purchasing policies that configure it also serve that need. In reality this not always the case. Supply chain can lose focus. It can also cease to be accountable. In this class we explore the importance of strategic SCM alignment.

We discuss:

- How do supply chains maintain a focus on the customer?
- How can the reconfiguration of supply networks and supply chain policies change customer and supplier relationships and financial performance?
- How is the sustainability of supply chains impacted by short term decision making?

## Read:

1. Parmigiani, A., Klassen, R. D., & Russo, M. V. (2011). Efficiency meets accountability: Performance implications of supply chain configuration, control, and capabilities. *Journal of operations management*, 29(3), 212-223.
2. State Of Supply Chain Sustainability 2023 MIT Center for Transportation & Logistics. <https://sscs.mit.edu/>
3. Case Study: Ladner Company (Ivey Business School)

(3) Operations and Financial Analytics for Supply Chains

Both the chief financial officer and senior supply chain managers share a common interesting in that they must make decisions that optimize the flow of money from customers through to suppliers and back again. In addition, supply managers need to make quality investments in assets like inventory and production facilities that maximizes the return on those assets. If they get it right they also have in the long run satisfied shareholders.

## We discuss:

- What are the key financial and operational measures for supply chain managers?
- How do supply chain drivers and their metrics impact the financial performance of an organization?
- Where does social and environmental drivers of performance impact financial and operational performance?



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- How can the supply chain performance of organizations be assessed using public data bases? ( available through York University Libraries )

Read:

1. Kamble, S. S., & Gunasekaran, A. (2020). Big data-driven supply chain performance measurement system: a review and framework for implementation. *International journal of production research*, 58(1), 65-86.
2. Chapter 3 Supply Chain Driver and Metric , *Supply Chain Management , Strategy, Planning and Operation Seventh Edition Pearson 2018*
3. Case Exercise: Walmart Versus Amazon: Who Has the Better Performing Supply Chain

(4) Competitive Business Strategy Analysis

There are several popular business tools and concepts used to describe the overall competitive position of a firm. These include SWOT analysis, the Five Forces Model, etc.. Specific to supply chain are tools for value mapping across firms. Ideally salient stakeholders are identified who can impact the organization creating or losing value, The key idea is that strategic supply function decisions should reflect the competitive position of the organization in its supply chain decision making and manage the risks and opportunities to long-term sustainability. In the class we use the Individual Assignment (See Evaluation) as the material for in-class discussion.

We discuss:

- How to evaluate the competitive position of a firm?
- How SCM contributes to sustaining a competitive position?  
How to identify salient stakeholders?
- How does supply chain analytics reveal strengths and weaknesses in competitive position?
- How do firms integrate CSR reporting with traditional business strategy and financial reporting?

Read:

1. Chapter 3\_Stagey\_and\_Decision\_Making (WALDEN)
2. How to Read a Corporate Sustainability Report, Centre for Corporate Responsibility, Caroll school of Management Boston College 2010.

HAND IN INDIVIDUAL ASSIGNMENT IN CANVAS PRIOR TO CLASS  
(SEE EVALUATION SECTION)

(5) Strategies for Environmentally Sustainable Supply chains

Minimizing the impact of supply chain configurations and policies on the natural environment involves the elimination of wasteful practices in operations in the short

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term but in the longer term making architectural changes to the design of products and processes. In this class we examine how firms reduce carbon emissions in Transportation and Logistics and shift to a more circular economy.

We discuss

- How to assess the carbon footprint of Transportation and Logistics?
- What are the costs and benefits of carbon reduction on financial and operating performance?
- How does circular economy concepts in SCM such as reverse logistics impacts supply chain management structure and policies?
- What are the key circular economy principles for product and process redesign?

Read:

1. Ch.3 Carbon Footprinting in Supply Chains (SSC)
2. Ch. 17: Closed-Loop SCs: A Strategic Overview (SSC)
3. Case Study: PAHO Reducing Logistical Carbon Emissions for Vaccine Shipments

(6)

### Strategies for Socially Sustainable Supply Chains

Supply chain management practices directly impact the wellbeing of workers and their communities. Keeping people safe and fairly compensated is a qualifier to do business and retain critical human resources. This underpins productive buyer supplier relationships between organizations and their supply base. It is also a key principle in increased regulation impacting traditional supply chain performance metrics. In this class we examine the opportunities and challenges implementing specifically operating, human resource and procurement policies within and between organizations.

We discuss:

- What is the role of health and safety in maintaining a competitive supply chain?
- What is "material" to the social sustainability of an organization's supply chain policies?
- What are strategies for responding to increased regulatory and social pressure on issues such as forced labour and representative local buying?

Read:

1. Ch. 21: Social Responsibility in Supply Chains (SSC)
2. State Of Supply Chain Sustainability 2023 MIT Center for Transportation & Logistics. <https://sscs.mit.edu/>

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|--|--|
|  | 3. Case Study: Huawei Struggling to Develop a More Sustainable Supply Network (IVEY) |
|--|--|

(7) MID TERM EXAM

(8) Managing Product and Process Innovation

The goods and services that flow through supply chains are constantly changing as is the potential technologies for making and delivering them. Some technologies are potentially disruptive such as the adoption of artificial intelligence while others represent the continuous improvement of existing technology such as alternative fuel systems for transportation and other green technologies. In this class we examine how technology changes and organizations adopt new technology. Concepts like product and process lifecycles and tools such as technology road mapping are introduced.

We discuss:

- How is product and process innovation related to the adoption of new technologies by markets and organizations over time?
- How do firms become capable of innovating or adopting new products and processes?
- What methods can be used to plan for technological change?

View:

1. Video: Managing New Technology. D. Johnston. Schulich School of Business. 2016. (Posted in Canvas)
2. Video: Technology Road Mapping for Supply Chain Management. D. Johnston. Schulich School of Business. 2020. (Posted in Canvas)

Read:

1. Chapter 12 Product Design (WALDEN)
2. Chapter 13 Production Process Design. (WALDEN)
3. Case Study: CN Rail Fleet Conversion to Alternative Fuels Decision

(9) Managing the Risk of Supply Disruption

Supply chain strategy is not only about identifying and seizing future opportunities but also avoiding risks to the continuous flow of goods and services, information and cash flow. Some risks are internal to organizations such as process variability that puts on-time delivery at risk others are external such as climate events, cyber attacks, social unrest, geopolitical conflict that cut off routes and sources. Post Covid-19, organizations are more aware the importance of emergency preparedness and the need to build resilience into their supply chains.

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We discuss:

- What are the major sources of supply chain risk?
- How do supply chain functions become capable of responding to major supply disruptions?
- How do firms strategize securing supply in the face of uncertainty?

Read:

1. Rungtusanatham, M. J., & Johnston, D. A. (2022). Get ready for the next supply disruption. MIT Sloan Management Review, 64(1), 1-8.
2. Chapter 19 Security and Preparedness (WALDEN)
3. Case Study: Coastal Outdoor Clothing Company. D. Johnston. Schulich School of Business 2024

(10) Pitching Supply Chain Strategy to Senior Managers

The integration of rigorous analysis with a flair for the creative should be enough for the success of any major strategic initiative. Not so. Communication of that work to senior management such that it addresses their concerns and priorities is critical. In this class we consider the structure of effective reports and presentations and “tips and tricks” in their delivery.

Student teams will present a senior management 5 minute pitch of their Group Assignment (See Evaluation section in this outline). This will be critiqued by the instructor and guests.

SUBMIT GROUP ASSIGNMENT IN CANVAS PRIOR TO CLASS  
(SEE EVALUATION SECTION)

(11) Sustainability Management Strategy Simulation

In this simulation student teams play the role of the General Manager of a 500-room, 4-star city-center hotel with the goal of reaching net zero greenhouse gas emissions by 2050. They must navigate the synergies and trade-offs between decisions on energy technology, purchasing, and operating policies to achieve the goal over multiple years. Business performance is impacted through cumulative investment decisions changing operational costs, and potential improvements in revenue as well as GHG reduction.

Students must submit a one slide Powerpoint slide summary of their strategy for winning the game before class. We will discuss effective team behaviors and their impacts on outcomes.

Simulation: Sustainability Management Simulation: Net Zero ( On-line Harvard Business School)

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(12)	<u>Case Competition Presentations and Feedback</u>
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A common case study focused on an organization formulating and implementing a supply chain strategy that incorporates a salient sustainability issue for its long-term success will be made available to students by the midpoint of the course. The case will be supplied by the George Weston Ltd. Center for Sustainable Supply Chains from current or past work with an organization from industry. The team will research and pitch solutions to senior management.

Students will be assigned to teams by the instructor. The deliverables are a video presentation (worth 15 % of the grade) and a supporting report (worth 20 % of the grade). Team presentations will be judged by the instructor and expert guests and ranked. The 4 best presentations will be presented in class.

### Calculation of Course Grade

The student's grade in the course is computed from his/her performance each of the graded components in the course. Numerical grades will be assigned to each component and the results will be aggregated as described in "Deliverables at a Glance". Students are expected to hand in work for grading in a timely fashion. Late work will not be accepted without prior approval of the instructor (exceptional circumstances only). Schulich policies will be followed with regards to missed exams.

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

#### Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. 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, consult your student handbook.

#### Academic Honesty

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

## Exams (Absence from)

Midterm: 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\*. Instructors may request that students submit a copy of their documentation to Student & Enrolment Services. Accommodations and/or re-scheduling of the mid-term exam will be left to the discretion of the course instructor with the expectation that the case be resolved within 14 calendar days.

Final: Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation\* (e.g. Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/examdeferral> (<https://schulich.yorku.ca/exam-deferral>). Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received. For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

## Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following: Do not attend in-person activities at any of York University's campuses/locations when you are feeling unwell. Please complete a self-assessment on YU Screen to receive support from a member of the University's case and contact management team. Wear a high quality, snugly fitting mask that completely covers the mouth, nose, and chin in all indoor spaces on campus Do not eat or drink in instructional spaces, including research and shared spaces (e.g., Libraries), unless for urgent health reasons. More Information about COVID-19 health and safety measures can be found on the Better Together (<https://www.yorku.ca/bettertogether/>) website.

## Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful

interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the University's Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and Code of Students Rights and Responsibilities (<https://oscr.students.yorku.ca/student-conduct>).

### Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another. The Schulich School of Business strongly supports and adheres to the Code of Student Rights and Responsibilities (<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/>). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community. Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business. Take time to fully review the Code of Student Rights and Responsibilities: <https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/> (<https://schulich.yorku.ca/code-of-studentrights-and-responsibilities/>)

Quick Reference: Summary of Classes, Activities and Deliverables

OMIS 6200 3.0: Sustainable Supply Chain Strategies

No	Title	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1	What is a Sustainable Supply Chain Strategy?	None	3 readings	None
2	Aligning Supply Network Configurations and Policies to Markets	Ladner Company	2 readings	None
3	Operations and Financial Analytics for Supply Chains	Walmart Vs Amazon	2 readings	None
4	Competitive Business Strategy Analysis	Students Present Individual Assignment	2 readings	Individual assignment due prior to class and presentation in class
5	Strategies for the Environmentally Sustainable Supply chains	PAHO: Reducing Logistical Carbon Emissions for Vaccine Emissions	2 readings	None
6	Strategies for the Socially Sustainable Supply Chains	Huawei Struggling to Develop a More Sustainable Supply Network	2 readings	None
7	MID TERM			
8	Managing Product and Process Innovation	CN Rail Fleet Conversion to Alternative Fuels Decision	2 videos 2 readings	None
9	Managing the Risk of Supply Disruption	Coastal Outdoor Clothing Co.	2 readings	None
10	Pitching Supply Chain Strategy to Senior Managers	In-class presentations	None	Group assignment video and presentation due before class
11	Sustainability Management Strategy Simulation	Sustainability Mgt Simulation: Net Zero ( On-line Harvard Business School)	Simulation Instructions	None



No	Title	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings )	Written Preparation
12	Case Competition Presentations and Feedback	In-class presentations	None	Case competition report and presentation videos due before class

# Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

## Schulich School of Business

1. Program/ Diploma/Certificate:

Master of Supply Chain Management

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.

This will integrate long term sustainability issues into traditional strategic supply chain management/operations management topics in a course offered currently in the second term of the Master of Supply Chain Management program. This responds to the real-world requirements placed upon supply chain professionals to integrate broader stakeholder and societal definitions of supply chain performance into their choices for designing and implementing supply chain processes and systems. It integrates changes in pedagogy to facilitate that broader and more complex world strategic world view.

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.

This does not change the learning objectives nor the course's role in the program but rather further expands its scope and sharpens its current focus on thinking at a strategic end-to-end and cross -functional versus tactical level.

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.

Have discussed with OMIS area members and some research associates of the

*(Revised: October 20, 2022)*

George Weston Centre for Sustainable Supply Chains. Some changes to the content (i.e., case competition case studies and materials) have been piloted in courses involving MSCM and MBA students. This course is restricted to MSCM students therefore there is no potential impact on other programs.

d. A summary of any resource implications and how they are being addressed.

No additional resources are required.

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

No accommodations are required.

#### 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>Group 1: Foundational Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</li> <li>• <a href="#">MSTM 5060 3.00</a> MANAGERIAL DECISION ANALYSIS</li> <li>• <a href="#">ACTG 5200 3.00</a> FINANCIAL DECISIONS FOR MANAGERS</li> <li>• <a href="#">MKTG 5200 3.00</a> MARKETING MANAGEMENT</li> <li>• <a href="#">OMIS 5212 3.00</a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</li> </ul> <p>Group 2: Functional Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6200 3.00</a> STRATEGIC SUPPLY-CHAIN MANAGEMENT</li> <li>• <a href="#">OMIS 6210 3.00</a> TRANSPORTATION AND LOGISTICS MANAGEMENT</li> <li>• <a href="#">OMIS 6220 3.00</a> SUPPLY RELATIONSHIP MANAGEMENT</li> <li>• <a href="#">OMIS 6230 3.00</a> COORDINATING DEMAND AND SUPPLY</li> </ul> <p>Group 3: Applied Learning Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6300 1.50</a> MANAGING CHANGE IN SUPPLY CHAINS</li> <li>• <a href="#">OMIS 6310 3.00</a> MANAGING INTERNATIONAL TRADE IN SUPPLY CHAINS</li> </ul>	<p>Group 1: Foundational Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">MSTM 5000 3.00</a> BUSINESS COMMUNICATION AND TEAM DYNAMICS</li> <li>• <a href="#">MSTM 5060 3.00</a> MANAGERIAL DECISION ANALYSIS</li> <li>• <a href="#">ACTG 5200 3.00</a> FINANCIAL DECISIONS FOR MANAGERS</li> <li>• <a href="#">MKTG 5200 3.00</a> MARKETING MANAGEMENT</li> <li>• <a href="#">OMIS 5212 3.00</a> DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</li> </ul> <p>Group 2: Functional Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6200 3.00</a> <b>SUSTAINABLE SUPPLY CHAIN STRATEGIES</b></li> <li>• <a href="#">OMIS 6210 3.00</a> TRANSPORTATION AND LOGISTICS MANAGEMENT</li> <li>• <a href="#">OMIS 6220 3.00</a> SUPPLY RELATIONSHIP MANAGEMENT</li> <li>• <a href="#">OMIS 6230 3.00</a> COORDINATING DEMAND AND SUPPLY</li> </ul> <p>Group 3: Applied Learning Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">OMIS 6300 1.50</a> MANAGING CHANGE IN SUPPLY CHAINS</li> <li>• <a href="#">OMIS 6310 3.00</a> MANAGING INTERNATIONAL TRADE IN SUPPLY CHAINS</li> </ul>

<ul style="list-style-type: none"><li>• <a href="#">OMIS 6320 3.00</a> MANAGING DIGITAL SUPPLY CHAIN TECHNOLOGY</li><li>• <a href="#">OMIS 6400 4.50</a> SUPPLY CHAIN CONSULTING PROJECT</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">OMIS 6320 3.00</a> MANAGING DIGITAL SUPPLY CHAIN TECHNOLOGY</li><li>• <a href="#">OMIS 6400 4.50</a> SUPPLY CHAIN CONSULTING PROJECT</li></ul>
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**Appendix F**  
**Master of Supply Chain Management (MSCM) Program**  
**Curriculum Map**

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

The following learning objectives have been mapped against the Ontario degree level expectations (please see below).

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlys.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Sustainable Supply Chain Strategies	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Consltg. Proj.
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>													
1.1 Define the main theories, concepts, and methods in the organizational functions that interface with supply chain management.	I/A	I/A		I/A		R/A	R	R	R	R	R	R	R
1.2 Define the main theories, concepts, and methods in the field of supply chain management.				I		D	D	D	D	R/A	R	R	R
<b>Goal 2: Critical Analysis and Decision-Making</b>													
2.1 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.				I/A	R					R	R	R	R

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlyns.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Sustainable Supply Chain Strategies	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Constlgt. Proj.
2.2. Identify and analyze critical problems and opportunities in complex supply chains.			D	I		D/A	D	D	D	R	R	R	R
2.3 Propose sustainable solutions and implementation plans for complex supply chain problems.						I	D	D	D	A	R	R	R
<b>Goal 3: Professional Communication</b>													
3.1 Prepare and deliver effective oral presentations.				R	I	R	R	R	D	R	R	R	A
3.2 Write effective business documents appropriate for the target audience.	D	D	D	D	I	D	D	D	D	R/A	R	R	R
3.3 Apply appropriate strategies to work effectively in teams.	R	R	R	R	I	R	R	R	R	D	D	R	A

	Term 1					Term 2				Term 3			
<b>Program Level Goals &amp; Learning Objectives</b>	<b>MKTG 5200 3.00</b> Marketing Management	<b>ACTG 5200 3.00</b> Financial Decisions for Managers	<b>MSTM 5060 3.00</b> Managerial Decision Anlysis.	<b>MSTM 5210 3.00</b> Design & Management of Organizational Processes	<b>MSTM 5000 3.00</b> Business Communication & Team Dynamics	<b>OMIS 6200 3.00</b> Sustainable Supply Chain Strategies	<b>OMIS 6210 3.00</b> Transportation & Logistics Management	<b>OMIS 6220 3.00</b> Supply Relationship Management	<b>OMIS 6230 3.00</b> Models for Coordinating Supply & Demand	<b>OMIS 6300 3.00</b> Managing Change in Supply Chains	<b>OMIS 6310 3.00</b> Managing International Trade in Supply Chains	<b>OMIS 6320 1.50</b> Enterpr. Info. Systems for Supply Chain Management	<b>OMIS 6400 4.50</b> Supply Chain Constlgt. Proj.
3.4 Successfully carry out negotiations.						I		D			A		R
<b>Goal 4: Ethical Behaviour &amp; Social Responsibility</b>													
4.1 Identify and respond to ethical, social or environmental issues arising in supply chain decision making.				I		D	D	D	R	A	R		R
<b>Goal 5: Global Perspective</b>													
5.1 Describe issues and potential approaches to supply chain decision-making in the global context.				I		R	R	R		R	D/A		R



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: David Rice, Area Coordinator, Marketing  
Date: May 9, 2024  
Re: Changes to the Brand Management Stream in Marketing

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### Motion:

To approve changes to the 'Brand Management Stream' in the MBA Program by having a required course (Brand Management: MKTG 6550) and streamlining recommended elective courses.

### Rationale:

In the past, the Brand Management Stream did not specify a required course. The Marketing Area believes it is important that students take Brand Management (MKTG 6550) to qualify for this stream. We would also like to add Future of Marketing (MKTG 6220) as a recommended elective for this specialization and reduce the number of eligible elective courses.

# 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:  
*Schulich MBA Program*

2. Name of Specialization/Stream  
*Brand Management Stream*

3. Responsible Unit:  
*Marketing Area*

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

	changes to specialization/stream name
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 (remove and edit redundant/confusing information"

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

5. Rationale for Change:

Currently, the Brand Management Stream requires students to take 12 hours of recommended electives. A review of the stream revealed that the Marketing Area believes it is important that students take 'Brand Management' (MKTG 6550) as a required course. Taking this course will provide students with key learnings in the topic area.

In addition, the list of courses available to fulfill this stream is too broad. Therefore, the following streamlined list of recommended courses should be used..

- *MKTG 6150 3.00 CONSUMER BEHAVIOUR*
- *MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT*
- *MKTG 6300 3.00 SERVICE MARKETING*
- *MKTG 6050 3.00 MARKETING RESEARCH*
- *MKTG 6440 3.00 NEW PRODUCTS*
- *MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN*
- *MKTG 6220 3.00 FUTURE OF MARKETING*
- *MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING*

6. *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.*

Taking 12 hours of electives from the required and recommended courses will prepare our students with critical-thinking and decision-making skills for brand management positions in both the public and private sector.

7. 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: Brand Management Stream</p> <p>Requirements</p> <ul style="list-style-type: none"> <li>12.00 credits of Recommended Electives and/or Additional Electives below</li> </ul> <p><i>Recommended Electives (Brand Management):</i></p> <p><u>MKTG 6150 3.00</u> CONSUMER BEHAVIOUR</p> <p><del><u>MKTG 6155 3.00</u> CONSUMER INSIGHT – QUALITATIVE MARKETING RESEARCH</del></p> <p><u>MKTG 6226 3.00</u> SOCIAL MEDIA FOR MARKETING AND MANAGEMENT</p> <p><u>MKTG 6300 3.00</u> SERVICE MARKETING</p> <p><u>MKTG 6321 3.00</u> ENTERTAINMENT CULTURE AND MARKETING</p> <p><del><u>MKTG 6360 3.00</u> MARKETING METRICS</del></p> <p><u>MKTG 6440 3.00</u> NEW PRODUCTS</p> <p><del><u>MKTG 6550 3.00</u> BRAND MANAGEMENT</del></p> <p><u>MKTG 6800 3.00</u> CUSTOMER EXPERIENCE DESIGN</p> <p><i>Additional Electives (Brand Management)</i></p> <p><i>Additional Electives (Brand Management):</i></p>	<p>Title: Brand Management Stream</p> <p>Requirements</p> <p>Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> <li>3.00 credits of the required course</li> <li>9.00 credits of Elective courses</li> </ul> <p><b>Required Course</b></p> <ul style="list-style-type: none"> <li>Brand Management (MKTG 6550)</li> </ul> <p><b>Elective Courses</b></p> <p><u>MKTG 6150 3.00</u> CONSUMER BEHAVIOUR</p> <p><u>MKTG 6226 3.00</u> SOCIAL MEDIA FOR MARKETING AND MANAGEMENT</p> <p><u>MKTG 6300 3.00</u> SERVICE MARKETING</p> <p><u>MKTG 6050 3.00</u> MARKETING RESEARCH</p> <p><u>MKTG 6440 3.00</u> NEW PRODUCTS</p> <p><u>MKTG 6800 3.00</u> CUSTOMER EXPERIENCE DESIGN</p> <p><u>MKTG 6220 3.00</u> FUTURE OF MARKETING</p> <p><u>MKTG 6321 3.00</u> ENTERTAINMENT CULTURE AND MARKETING</p>

<p><u>MKTG 6050 3.00</u> MARKETING RESEARCH</p> <p><del><u>MKTG 6100 3.00</u></del> STRATEGIC MARKET COMMUNICATIONS</p> <p><del><u>MKTG 6325 3.00</u></del> RETAIL MARKETING STRATEGIES</p> <p><del><u>MKTG 6650 3.00</u></del> STRATEGIC MARKET PLANNING</p>	
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8. Consultation:

Consultation took place with the MBA Program Director and the Marketing Area.

Originator:

David Rice  
Signature

May 9, 2024  
Date

David Rice  
Name

Marketing

Approvals:

Area or Specialization

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

David Rice  
Signature

May 9, 2024  
Date

David Rice  
Name

Marketing  
Area or Specialization

Degree Program:

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



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: David Rice, Area Coordinator, Marketing  
Date: May 9, 2024  
Re: Changes to the Marketing Communications Stream in Marketing

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### Motion:

To approve a change to the 'Marketing Communication Stream' in the MBA Program that adds a required course (Strategic Market Communications: MKTG 6100) and streamlines the current list of elective courses.

### Rationale:

The Marketing Communications Stream did not specify a required course in the past. The Marketing Area believes it is important that students complete Strategic Market Communications (MKTG 6100) to qualify for this stream. The marketing area also felt that the current list of elective courses students could take to fulfill the stream was outdated and needed amendment.

# 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:  
*Schulich MBA Program*

2. Name of Specialization/Stream  
*Marketing Communications Stream*

3. Responsible Unit:  
*Marketing Area*

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

	changes to specialization/stream name
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 (remove and edit redundant/confusing information"

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

5. Rationale for Change:

Currently, the Marketing Communication Stream requires students to take 12 hours of recommended electives. A review of the stream by the marketing area revealed that it is important that students take 'Strategic Market Communications' (MKTG 6100) as a required course. Taking this course will provide students with key learnings in the topic area of communications.

In addition, the list of courses available to fulfill this stream is too broad. Therefore, the following streamlined list of elective courses should be used.



*MKTG 6050 3.00 MARKETING RESEARCH*  
*MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT*  
*MKTG 6220 3.00 FUTURE OF MARKETING*  
*MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN*  
*MKTG 6150 3.00 CONSUMER BEHAVIOUR*  
*MKTG 6570 3.00 STRATEGIC PROFESSIONAL SELLING*  
*MKTG 6560 3.00 DIGITAL MARKETING STRATEGY*  
*MKTG 6321 3.00 ENTERTAINMENT CULTURE & MARKETING*

6. *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.*

Taking 12 hours of electives from the required and elective courses will prepare our students with critical-thinking and decision-making skills for a position in marketing communications in both the public and private sector.

7. **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: Marketing Communications Stream</p> <p>Requirements</p> <ul style="list-style-type: none"> <li>• <del>12.00 credits of Recommended Electives and/or Additional Electives below</del></li> </ul> <p>Recommended Electives (Marketing Communications):</p> <ul style="list-style-type: none"> <li>• <a href="#">MKTG 6050 3.00</a> MARKETING RESEARCH</li> <li>• <del><a href="#">MKTG 6100 3.00</a> STRATEGIC MARKET COMMUNICATIONS</del></li> <li>• <del><a href="#">MKTG 6155 3.00</a> CONSUMER INSIGHT – QUALITATIVE MARKETING RESEARCH</del></li> <li>• <a href="#">MKTG 6226 3.00</a> SOCIAL MEDIA FOR MARKETING AND MANAGEMENT</li> <li>• <del><a href="#">MKTG 6360 3.00</a> MARKETING METRICS</del></li> <li>• <a href="#">MKTG 6800 3.00</a> CUSTOMER EXPERIENCE DESIGN</li> </ul> <p>Additional Electives (Marketing Communications):</p> <ul style="list-style-type: none"> <li>• <a href="#">MKTG 6150 3.00</a> CONSUMER BEHAVIOUR</li> <li>• <a href="#">MKTG 6321 3.00</a> ENTERTAINMENT CULTURE AND MARKETING</li> <li>• <del><a href="#">MKTG 6550 3.00</a> BRAND MANAGEMENT</del></li> <li>• <a href="#">MKTG 6570 3.00</a> STRATEGIC PROFESSIONAL SELLING</li> </ul>	<p>Title: Marketing Communications Stream</p> <p>Requirements</p> <p>Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> <li>• 3.00 credits of the required course</li> <li>• 9.00 credits of Elective courses</li> </ul> <p>Required Course</p> <ul style="list-style-type: none"> <li>• Strategic Market Communications (MKTG 6100)</li> </ul> <p>Elective Courses</p> <ul style="list-style-type: none"> <li>• <a href="#">MKTG 6050 3.00</a> MARKETING RESEARCH</li> <li>• <a href="#">MKTG 6226 3.00</a> SOCIAL MEDIA FOR MARKETING AND MANAGEMENT</li> <li>• <a href="#">MKTG 6220 3.00</a> <i>FUTURE OF MARKETING</i></li> <li>• <a href="#">MKTG 6800 3.00</a> CUSTOMER EXPERIENCE DESIGN</li> <li>• <a href="#">MKTG 6150 3.00</a> CONSUMER BEHAVIOUR</li> <li>• <a href="#">MKTG 6570 3.00</a> STRATEGIC PROFESSIONAL SELLING</li> <li>• <a href="#">MKTG 6560 3.0</a> <i>DIGITAL MARKETING STRATEGY</i></li> <li>• <a href="#">MKTG 6321 3.00</a> ENTERTAINMENT CULTURE AND MARKETING</li> </ul>

8. Consultation:

Consultation took place with the MBA Program Director and the Marketing Area.

Originator:

<i>David Rice</i>	May 9, 2024
Signature	Date
David Rice	Marketing
Name	

Approvals:

Area or Specialization

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

<i>David Rice</i>	May 9, 2024
Signature	Date
David Rice	Marketing
Name	Area or Specialization

Degree Program:

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

<i>Mike Valente</i>	May 9, 2024
Signature	Date
Mike Valente	MBA
Name of Program Director	Program

Program Committee:

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

Signature	Date
Ashwin Joshi, Interim	MPC
Name of Committee Chair	Committee

To: Faculty Council, Schulich School of Business  
From: Burkard Eberlein, Director, BBA/iBBA Programs  
Date: May 10, 2024  
Re: Approval of the revised BBA Program Learning Outcomes

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**MOTION:**

That Faculty Council approve the revised BBA Program Learning Outcomes

**RATIONALE:**

Currently, there are 27 program learning outcomes, under six headings, for the undergraduate program (Appendix B). These are essentially carbon copies of the provincial undergraduate degree expectations. This overly complex set of learning outcomes is a poor guide to what this program is specifically supposed to accomplish. It does not provide clear and concise guidance to inform necessary changes and future proof the curriculum.

A team of Schulich community members has worked on the future of the undergraduate program. In that process, the previous BBA committee has come up with major program objectives and strategic pillars from which program learning outcomes have been developed. Building on this work, the current BBA committee has focused on distilling and synthesizing key learning outcomes, with the goal to arrive at a concise and 'assessable' set of learning outcomes. At the same time, its work has been informed by the School's journey towards AACSB accreditation, which requires some alignment among Schulich programs within a common framework.

The proposed new program learning outcomes (Appendix A) offer a clearer statement of key learning goals and outcomes and align with AACSB accreditation requirements. They allow for a clear mapping of learning outcomes to assessments in courses under the AACSB model. The specific curricular challenge of the BBA program after the removal of the iBBA stream is reflected in an additional goal # 6 - Global Perspective. This approach is consistent with the distinctiveness of the BBA as only program with a broader educational mandate.

APPENDIX A

<b>Program/ Change Director Year</b>	<b>Revised BBA/iBBA Program Level Learning Outcomes Burkard Eberlein 2024 - May 10th</b>
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Goal	Revised Program Learning Outcomes	AACSB Accreditation Assessment in Course:
<b>Goal 1: Core Business Knowledge &amp; Understanding</b>	Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary, integrative perspective.	SGMT 3000 Strategic Management
<b>Goal 2: Critical Analysis and Decision-Making</b>	Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems.	SGMT 3000 Strategic Management OR ACTG 2000 Management Accounting
<b>Goal 3: Professional Communication</b>	Communicate business concepts clearly and effectively in various formats using appropriate technology.	ORGS 2100 Individuals and Groups in Organizations OR ORGS 2200 Organizations and their Environments - OR SUST 2060 Business & Society
<b>Goal 4: Effective Teamwork</b>	Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members.	ORGS 2100 Individuals and Groups in Organizations OR ORGS 2200 Organizations and their Environments OR SUST 2060 Business & Society
<b>Goal 5: Responsible Business and EDI</b>	Identify and respond to ethical, social, environmental issues (including decolonization, equity, diversity, and inclusion) arising in business decision-making by interrogating assumptions about the role of business in society.	SUST 2060 Business & Society
<b>Goal 6: Global Perspective</b>	Situate and compare issues and approaches to business decision-making in the global context.	MGMT 1035 Global Business: Past, Present, Future

APPENDIX B Bachelor of Business Administration (BBA), Schulich School of Business

Current University Undergraduate Degree Level Expectations (UUDLEs) and Curriculum Map

Overall BBA PROGRAM GOAL: Upon completion of this program, students should be able to assume positions of responsibility in management or management-related professions and to understand the moral and ethical responsibilities of business to society.

BBA Learning Outcomes	The BBA degree is awarded to a student who has demonstrated:	MGMT 1000	MGMT 1030	MGMT 1040	MGMT 1050	ORGS 1000	ORGS 2010	ACTG 2010	ACTG 2011	ACTG 2020	ECON 2000	OMIS 2000	OMIS 2010	FINE 2000	MKTG 2030	SGMT 3000	MGMT 4100	AP/ECON 1000	AP/ECON 1010	SSB Electives	Non-SSB Electives	
1. Depth and Breadth of Knowledge	A. Detailed knowledge of major disciplines used in business administration and the development of your discipline (in Canada).	X	✓	✓	/	/	✓	/	✓	✓	✓	/	/	/	/	/	/					
	B. An understanding of how various disciplines of management intersect.	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	C. An ability to gather, review, evaluate, and interpret information pertaining to a business or business- environment issue.	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	D. An ability to differentiate between relevant and irrelevant information, and to apply critical skills of diagnosis, analysis, and judgment to a business-related problem or issue, (including cross-discipline issues).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	E. An understanding of the relationship between business and the environment and the role of sustainability in business practices and of the ethical responsibilities of businesses and managers.	✓	✓	✓	X	/	✓	/	/	/	✓	✓	X	/	/	/	✓	✓				
	F. Ability to apply business concepts to make business operating decisions.	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	G. An advanced knowledge of theories, tools, methods and practice in one or more disciplines of Business Administration.	X	X	✓	✓	X	✓	X	✓	X	X	X	X	✓	X	X	X	✓				
	H. An understanding of one or more topics other than disciplines of business administration.	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	✓	✓	✓	✓				
2. Knowledge of Methodologies	A. An understanding of theories and methods of analysis that are used for evaluating business problems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	B. An understanding of theories and analytical methods that apply across business disciplines and that can be used to develop appropriate responses to both current and emerging issues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	C. An ability to select the appropriate theories and methods of analysis to solve business management problems.	✓	X	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓	✓	✓					
	D. An ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	X	✓				
3. Application of Knowledge	A. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.	/	X	X	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	B. An understanding of how to manage organization resources effectively and efficiently.	✓	✓	✓	X	✓	✓	✓	/	✓	✓	✓	✓	✓	✓	✓	✓					
	C. An ability to gather, review, evaluate and interpret information pertaining to management or organizational environment issues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	D. Ability to evaluate quantitative and qualitative information within the context of research.	/	X	✓	✓	/	✓	X	✓	✓	✓	X	X	/	✓	✓	✓	X				
	E. The ability to utilize business technology when analyzing an issue or problem.	✓	✓	✓	✓	X	✓	X	X	X	X	✓	✓	✓	✓	✓	✓	✓				
	F. The ability to use business administration theories to develop strategy for making business decisions and solve business problems.	/	X	✓	X	✓	✓	X	✓	/	/	✓	✓	✓	✓	✓	✓	✓				
	G. The ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	H. The ability to reach actionable conclusions and recommendations that satisfy the needs of the various stakeholders.	X	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	/	✓	✓	✓	✓	✓				
4. Communication Skills	A. The ability to work effectively in groups and teams, both within a discipline and across disciplines.	✓	✓	✓	X	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓					
	B. The ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	✓	✓	✓	/	✓	✓	/	/	✓	/	✓	/	/	✓	✓	✓					
5. Awareness of Limits and Knowledge	A. Help students understand the limitations of acquired knowledge and abilities, and encourage an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
6. Autonomy and Professional Capacity	A. The ability to function professionally and effectively in employment, community involvement, and other activities.	✓	/	✓	X	✓	✓	✓	✓	X	X	X	X	X	X	✓	X					
	B. The ability of the student to transferskills effectively to new situations and environments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	C. Encourage the student to drive his/her learning in changing circumstances and to demonstrate an ability to conduct independent research.	✓	✓	✓	X	✓	✓	X	X	✓	✓	✓	✓	✓	✓	✓	✓	X				
	D. An understanding of the obligation to act in a socially and ethically responsible manner at all times.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓					

**APPENDIX B Bachelor of Business Administration (BBA), Schulich School of Business**

**Current University Undergraduate Degree Level Expectations (UUDLES) and Curriculum Map**

BBA Learning Outcomes	The BBA degree is awarded to a student who has demonstrated:	SET 1 of 3 MGMT 1000	MGMT 1030	MGMT 1040	MGMT 1050	ORGS 1000
1. Depth and Breadth of Knowledge	A. Detailed knowledge of major disciplines used in business administration and the development of your discipline (in Canada).	General & no history discussed	Detailed & development (some international also)	Detailed & development in Canada (i.e. corp. governance)	Detailed, development not discussed	Detailed in certain areas, no development
	B. An understanding of how various disciplines of management intersect.	i.e. business plan project	In historical context i.e. mgmt.	Moral problems; interconnections, whistle blows	Problems have themes from other disciplines i.e. finance but not focused	i.e. Actg., Finance, etc.
	C. An ability to gather, review, evaluate, and interpret information pertaining to a business or businessenvironment issue.	i.e. business plan, SWOT, stakeholder analysis	Short essay & in discussions	Gather: corp. report card assignment, library session, corporate watch card, overall org.	Required in problems throughout the course	Assignment; film case analysis
	D. An ability to differentiate between relevant and irrelevant information, and to apply critical skills of diagnosis, analysis, and judgment to a businessrelated problem or issue, (including crossdiscipline issues).	i.e. mental models (is it or not?), apply to projects	All assignments & across discipline	over entire course, cross discipline as well	Required to correctly solve problems	Completed in cases (sometimes across discipline)
	E. An understanding of the relationship between business and the environment and the role of sustainability in business practices and of the ethical responsibilities of businesses and managers.	i.e. sustainability panels, TBL, concepts throughout course	1 week of environmental, questions on these topics comes up throughout course	In lectures & overall (recent increase), sustainability lecture	Not discussed	Ethics discussed, not sustainability
	F. Ability to apply business concepts to make business operating decisions.	application (leadership concepts),business operation, diversity, politics	In readings encouraged	i.e. corporate governance	Methods can extend to make operating decisions; basics intorduced	i.e. people, human resources
	G. An advanced knowledge of theories, tools, methods and practice in one or more disciplines of Business Administration.			Advanced knowledge	Advanced within its discipline; more advanced courses available	
	H. An understanding of one or more topics other than disciplines of business administration.	Culture, social, LGBT, outside stakeholders	History covers other disciplines	Beyond business; social issues	Discipline itself is considered non B.A.	i.e. sociology, psychology
2. Knowledge of methodologies	A. An understanding of theories and methods of analysis that are used for evaluating business problems.	i.e. small changes, large changes (i.e.)	Consider theories; marginally done	Various theories applied	Several learned throughout the course	Problem based course; applied

<b>Know Metho</b>	B. An understanding of theories and analytical methods that apply across business disciplines and that can be used to develop appropriate responses to both current and emerging issues.	Theories go beyond discipline i.e. trained in capacity	Covered in material and student synthesize form material	Issues centered; analytical	Theories can be used across discipline	Theories can be used across discipline
	C. An ability to select the appropriate theories and methods of analysis to solve business management problems.	i.e. Stakeholder model; choices of different theories	More experimental	Tested throughout course	Tested on problems	Tested on exam
	D. An ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	PCDP, business plan, knowledge economy,	Encouraged throughout the course	i.e. on Corp. report card; innovation encouraged	Required for some problems (assignment, exams)	Encourage innovation
<b>3. Application of Knowledge</b>	A. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.	Minimal: BEP, ratios	Not numerical		Core of course	
	B. An understanding of how to manage organization resources effectively and efficiently.	Leadership techniques, BPTP	Gained in group assignment	i.e. manage people	Not discussed	i.e. people, overcoming conflict that creates inefficiency
	C. An ability to gather, review, evaluate and interpret information pertaining to management or organizational environment issues.	PCDP (gather), exams (situation based), panels	Group presentation & in essays	Throughout the course	Required to solve problems throughout the course	Process followed through; assignments
	D. Ability to evaluate quantitative and qualitative information within the context of research.	minimal: BPTP, balanced scorecard	Qualitative not quantitative	i.e. Corp. report card; annual reports analyzed	Required for some assignment questions	Qualitative evaluation, not quantitative
	E. The ability to utilize business technology when analyzing an issue or problem.	Several i.e. cloud computing	Encouraged throughout course work	Library session; business specific data based online	Excel tools used	
	F. The ability to use business administration theories to develop strategy for making business decisions and solve business problems.	Minimal: Stakeholder analysis, knowledge economy, strategic thinking	Not strategy based (minimal in group work)	Increase in course as well		On an individual team level, in cases required to
	G. The ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	Tested on final exam: look at multiple news	Required throughout course & across discipline	Both	Emphasized throughout course and can be used across discipline	Throughout the course and applicable across discipline
	H. The ability to reach actionable conclusions and recommendations that satisfy the needs of the various stakeholders.		Required in group presentation	i.e. SWOT, required to analyze proposed solutions (pros/cons)	Not at that stage yet	Evaluated on actionable component
<b>4. Communication Skills</b>	A. The ability to work effectively in groups and teams, both within a discipline and across disciplines.	BPTP: pick a role within the team	Group component to course	Placed in learning teams from beg./group project	No group component	Team project
	B. The ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	BPTP presentation & report	Group hands in written report and orally presents	Report and presentation conducted	Some questions require explanation; most do not (no oral)	Oral and written component (group project)



5. Awareness of Limits and Knowledge	A. Help students understand the limitations of acquired knowledge and abilities, and encourage an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	future challenges panel, career & CSR panel	Emphasized throughout the course	Assess win/win outcome; no clear solution	Emphasized throughout course	Focused on in course
6. Autonomy and Professional Capacity	A. The ability to function professionally and effectively in employment, community involvement, and other activities.	Apply what you learn in tutorials	Minimal but discussed	Lecture from CDC; no community involvement	Not focused on	Idea of course is for students to understand role in organizations
	B. The ability of the student to transferskills effectively to new situations and environments.	i.e. PCDP	Writing skills transferable	Trained for this	Transferable to other course (way of thinking)	Transferable to all disciplines
	C. Encourage the student to drive his/her learning in changing circumstances and to demonstrate an ability to conduct independent research.	i.e. PCDP, library visits	Encouraged if interested	Encouraged	Requirement; no large discussion in class	Class level and individual basis
	D. An understanding of the obligation to act in a socially and ethically responsible manner at all times.	Embedded in course; not specific topics in ethics	Emphasized in the course	Emphasized throughout the course		Implied in course; treating others with respect

iBBA Additional Questions	1. A Detailed k knowledge of major disciplines used in business administration and the role of business in the international economy.	General; some international role discussed			
	1. C Detailed understanding of the international economic and business environment.				
	1. I Ability to adapt to and function within an unfamiliar culture.	Role exercise in tutorial		Not within course	Not within course

APPENDIX B Bachelor of Business Administration (BBA), Schulich School of Business

Current University Undergraduate Degree Level Expectations (UUDLES) and Curriculum Map

BBA Learning Outcomes	The BBA degree is awarded to a student who has demonstrated:	ORGS 2010 <b>SET 2 of 3</b>	ACTG 2010	ACTG 2011	ACTG 2020	OMIS 2000	ECON 2000
1. Depth and Breadth of Knowledge	A. Detailed knowledge of major disciplines used in business administration and the development of your discipline (in Canada).	Detailed & discuss development (3 specific perspectives)	General & development discussed (Canada /international+ different accounting bodies)	Detailed (understanding financial reporting/ actg principles) & history of past	Detailed in certain topics; discuss past practices	Detailed (data analytics, modeling), no development	Detailed & discuss development
	B. An understanding of how various disciplines of management intersect.	Different method of thinking used to approach OB issues	i.e. Finance, controls, OB, governance	i.e. Finance	i.e. management, HR topics	Actg. information systems, Social media	i.e. Finance
	C. An ability to gather, review, evaluate, and interpret information pertaining to a business or business environment issue.	Applied in group project analysis	Case approach; gather information from case	Required in cases	In cases, exams & assignments	Modeling, analyze info needs of org.	Some assignment questions to gather i.e. price difference in US/CAN
	D. An ability to differentiate between relevant and irrelevant information, and to apply critical skills of diagnosis, analysis, and judgment to a business related problem or issue, (including cross discipline issues).	Through case & business articles analyzed; can be across discipline	In case approach (lower degree across discipline)	Required in cases	In cases, exams & assignments	Data analytics, small cases (and cross discipline)	Micro vs. Macro issues
	E. An understanding of the relationship between business and the environment and the role of sustainability in business practices and of the ethical responsibilities of businesses and managers.	Discussed in lecture 11 and 12	General ethics discussed; not sustainability	Ethics discussed throughout, sustainability not emphasized	Minimal on ethics; not sustainability	Very minimal in IT and none in Data analytics	Ethics embedded, sustainability lectures brought in
	F. Ability to apply business concepts to make business operating decisions.	In cases skill developed	Through financials	Understanding financial performance & operation	Taught throughout the course	Tools for inferences	i.e. when to buy and when to sell
	G. An advanced knowledge of theories, tools, methods and practice in one or more disciplines of Business Administration.	Advanced; building on ORGS 1000	More introductory	Advanced theories discussed (IFRS)	Other courses more advanced in discipline	Foundations course not advanced	
	H. An understanding of one or more topics other than disciplines of business administration.	i.e. social sciences, etc.	Further implications discussed		Some psychology (compensation and motivation)	Individual vs. organizational use of IT	i.e. development of poverty, education

2. Knowledge of Methodologies	A. An understanding of theories and methods of analysis that are used for evaluating business problems.	Through 3 perspective approach of course	Evaluated in cases	In case analysis	Understand theory then apply	Modeling techniques	i.e. exchange rates
	B. An understanding of theories and analytical methods that apply across business disciplines and that can be used to develop appropriate responses to both current and emerging issues.	Applied throughout course	Structure of case analysis transferable	Need to understand theories to analyze reports	Use concepts and incorporate emerging issues i.e. mortgage	Apply to broad issues (emerging issues small)	Exchange rathers (can be applied across discipline)
	C. An ability to select the appropriate theories and methods of analysis to solve business management problems.	Applied through exam & 3 perspectives approach	i.e. business management issues	Required (principles)	In cases required	select appropriate concept	Some but not heavily tested
	D. An ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	Encouraged throughout course	Able to in cases		In cases; new situations without past solutions	Ability to create own issue	Assignment questions encourage
3. Application of Knowledge	A. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.		i.e. financial; compare to other companies	Topic of financial ratios	Throughout course	Bulk of data analytics	Required on assignments
	B. An understanding of how to manage organization resources effectively and efficiently.	People & resources (time, budget, etc.)	Financially yes	Financial results helps but minimal	i.e.: compare 3 stores on efficiency	Management of IT and human resources	i.e. money, scarce resources
	C. An ability to gather, review, evaluate and interpret information pertaining to management or organizational environment issues.	Both management & org. environment issues	In cases	In case analysis	Tested throughout; cases, exam	Review & evaluate, not individually gather	Assignment questions
	D. Ability to evaluate quantitative and qualitative information within the context of research.	Group project (less emphasis on numerical)	Research not conducted	Research on certain standards and principles conducted	Group project	Not research based	Required on assignment questions
	E. The ability to utilize business technology when analyzing an issue or problem.	Library session in course				IT course	
	F. The ability to use business administration theories to develop strategy for making business decisions and solve business problems.	Strategy approach used in course	Not strategy based	Required in some cases	Minimal; vertical integration	Component of course IT Strategy/games	Gain ability, but less focus on application
	G. The ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	Throughout the course: i.e. problem with what managers say (below the surface)	In cased; across discipline as well	Required in cases (cross discipline can come up)	Applied in assignments and project	Deal with uncertainty, non linear problems, large case study (complex problems)	Developed throughout the course
	H. The ability to reach actionable conclusions and recommendations that satisfy the needs of the various stakeholders.	Prime goal and purpose of course	Required to assess quality of conclusion and implication on stakeholders	requirement of case analysis	Required in case analysis	Very few cases this is required	i.e. consumer is largest stakeholder
4. on Skills	A. The ability to work effectively in groups and teams, both within a discipline and across disciplines.	Group project; cross discipline emphasized	Group work; handin assignment	Group work on assignments	Group project required	Bring in strengths of different disciplines	

Communicati	B. The ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	Report & presentation with feedback	Writing (assignments), no presentations but strong emphasis on cold call for participation	Written met but orally only some groups present (minimal)	Presentation & group report required for project	Large class participation and weekly chosen to present	Written required, oral only in class participation
	5. Awareness of Limits and Knowledge	A. Help students understand the limitations of acquired knowledge and abilities, and encourage an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	Emphasized; required	Cases	Grey area in applying accounting principles	Emphasized in cases	No straight answer
6. Autonomy and Professional Capacity	A. The ability to function professionally and effectively in employment, community involvement, and other activities.	Project (assessment) and exercises in course	Discussed throughout the course	For the actg. discipline applicable		Not specifically	
	B. The ability of the student to transferskills effectively to new situations and environments.	Transferable (across discipline)	Skills derived from case analysis	Case approach is transferable	Case analysis skills transferable	Transferable (data analytics)	Transferable to other courses
	C. Encourage the student to drive his/her learning in changing circumstances and to demonstrate an ability to conduct independent research.	Independent studies common			Team project, can be interest driven	Encouraged; doors open for continuing	Encouraged based on interest
	D. An understanding of the obligation to act in a socially and ethically responsible manner at all times.	Discussed in last lecture	Broadly emphasized throughout the course	Embedded in course	Discussed in 1st class	Broadly yes	Discuss in beginning of course

		ACTG 2010	ACTG 2011	ACTG 2020	OMIS 2000
iBBA Additional Questions	1. A Detailed k knowledge of major disciplines used in business administration and the role of business in the international economy.	Detailed; not internationally focused (besides IFRS)	Detailed; not internationally focused (besides IFRS)	Detailed; not internationally focused	Detailed but no international
	1. C Detailed understanding of the international economic and business environment.	Not within course	Not within course	Not within course	Not within course
	1. I Ability to adapt to and function within an unfamiliar culture.	Not within course	Not within course	Not within course	Not within course

APPENDIX B Bachelor of Business Administration (BBA), Schulich School of Business

University Undergraduate Degree Level Expectations (UUDLES) and Curriculum Map

SET 3 of 3

BBA Learning Outcomes	The BBA degree is awarded to a student who has demonstrated:	OMIS 2010	FINE 2000	MKTG 2030	SGMT 3000	MGMT 4100
1. Depth and Breadth of Knowledge	A. Detailed knowledge of major disciplines used in business administration and the development of your discipline (in Canada).	Detailed knowledge; no development discussed	Detailed concepts, development not discussed	Detailed knowledge, minimal development	Detailed; no development discussed	Detailed knowledge required, no development
	B. An understanding of how various disciplines of management intersect.	i.e. problems from finance	i.e. Accounting, some HR (CEO decisions)	Components of OB, Finance, etc.	Various disciplines discussed in cases	Simulation requires all disciplines
	C. An ability to gather, review, evaluate, and interpret information pertaining to a business or business environment issue.	All except gather	Information presented on exams, need to gather info relevant to issues	Required for group projects	Gather from case (assignment & exam)	Within simulation, gather relevant information for issues
	D. An ability to differentiate between relevant and irrelevant information, and to apply critical skills of diagnosis, analysis, and judgment to a business related problem or issue, (including crossdiscipline issues).	i.e. Finance/manufacturing; need relevant/irrelevant information	Required to effectively problem solve	Emphasized in case analysis	Need to distinguish in cases	Need to differentiate between noise in background and necessary information
	E. An understanding of the relationship between business and the environment and the role of sustainability in business practices and of the ethical responsibilities of businesses and managers.		Ethical responsibilities of managers discussed, not sustainability	Ethical responsibilities discussed, minimal/no sustainability	Mentioned in cases	Module in simulation requiring sustainability and/or ethics
	F. Ability to apply business concepts to make business operating decisions.	i.e. Optimization problems	Allowed through TVM, capital budgeting	i.e. Pricing, production, etc.	Discussed throughout the course	Core of simulation
	G. An advanced knowledge of theories, tools, methods and practice in one or more disciplines of Business Administration.	Advanced; previously written as 3/4 year course	Introductory	Introductory		Teams who excel go beyond basic knowledge
	H. An understanding of one or more topics other than disciplines of business administration.		CEO decisions discussed (reasons behind scandals)	Social aspects described in cases	i.e. social (discussed in textbook and lectures)	In teams; social, etc.
2. Edge of Technologies	A. An understanding of theories and methods of analysis that are used for evaluating business problems.	Applied throughout the course to problems	Throughout each lecture	Theories learned throughout course	Applied in cases, textbook and group project	Encountered every week; utilize past theories

Know Method	B. An understanding of theories and analytical methods that apply across business disciplines and that can be used to develop appropriate responses to both current and emerging issues.	Theories transferable; can apply to issues	i.e. TVM, several concepts can be used to make decisions in other discipline	Theories can be applied not only to marketing, to new issues as well	Across discipline i.e. in marketing	Required in order to excel in simulation (HR problems, psychology)
	C. An ability to select the appropriate theories and methods of analysis to solve business management problems.	i.e. Select optimal mix for manufacturing; select which optimization method	Tested throughout the course	Required in solving marketing problems and management problems	Required in individual & group assignment	Appropriate theories required on assignments
	D. An ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	Optimization problems require innovation	Some exam questions require going beyond standard methods	Innovation encouraged throughout the course heavily		Innovation required in simulation
3. Application of Knowledge	A. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.	Core of course	Throughout the course	Used in some analysis i.e. SWOT & in group project	Very minimal	Required in all modules in simulation
	B. An understanding of how to manage organization resources effectively and efficiently.	i.e. HR optimization	From a financial perspective	Key in group project; people, financial, etc.	Critical in cases and lectures	Core of course
	C. An ability to gather, review, evaluate and interpret information pertaining to management or organizational environment issues.	i.e. scheduling; best people chosen given circumstances	Test questions may involve managements dealing with issues (need to gather relevant information)	Applied in group project	Required in group project	Gather information each week for each module decision
	D. Ability to evaluate quantitative and qualitative information within the context of research.	No research	Minimal research; in lecture some lectures encouraged (newspaper)	Required in group project (external research)	Groups evaluate financial statements	Outside research not required
	E. The ability to utilize business technology when analyzing an issue or problem.	Excel solver	Financial calculator	Databases used; library session	Use databases for research	Course run online (simulation)
	F. The ability to use business administration theories to develop strategy for making business decisions and solve business problems.	Optimization allows this	Capital budgeting/TVM lead to strategic solutions	Strategy developed for cases and group project	Core of course	Course is strategy based
	G. The ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	Analytical skills obtained for linear programming (transferable)	Theories can be used to solve cross discipline issues	Explored in cases (involve cross discipline)	Applied in cases (across discipline)	Required to excel in the simulation (and across discipline)
	H. The ability to reach actionable conclusions and recommendations that satisfy the needs of the various stakeholders.	product is actionable	Key stakeholders consider: i.e. shareholders, mgmt.	Evaluated on actionable component on assignment & group project	Required for group and individual assignments	Perform action each week to continue simulation
4. Communication Skills	A. The ability to work effectively in groups and teams, both within a discipline and across disciplines.	Option to work in groups for assignment	No team component	Group project	Group component in course	Teams chosen (across discipline emphasized)

Comm	B. The ability to communicate information, analyses, and recommendations effectively to a range of audiences, both orally and in writing.	In writing, not orally	Written only on exams (not high emphasis)	Presentation and written report required (group)	Presentation and report required (group)	Oral and Written (presentation, assignment, group report)
5. Awareness of Limits and Knowledge	A. Help students understand the limitations of acquired knowledge and abilities, and encourage an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses, conclusions, recommendations and interpretations.	Involved in course	Some lectures discuss ambiguity when approaching financial problems	Emphasized throughout the course	Case analysis; no right or wrong answer	No right answer in simulation
6. Autonomy and Professional Capacity	A. The ability to function professionally and effectively in employment, community involvement, and other activities.		Not emphasized; encouraged to read newspaper (market)	Not emphasized	Discuss in regards to consulting market, not community	
	B. The ability of the student to transferskills effectively to new situations and environments.	Skills transferable to various courses	Problem solving skills transferable	Transferable (thinking outside of the box, case approach)	Transferable	Real life skills learned
	C. Encourage the student to drive his/her learning in changing circumstances and to demonstrate an ability to conduct independent research.	Upon interest, encouraged	Considered in lectures and on an individual basis	Encouraged in lectures	Based on individual basis	
	D. An understanding of the obligation to act in a socially and ethically responsible manner at all times.	Embedded in course	Embedded in course	Embedded in the course; some social topics in cases as well	Not an element of course	Discussed and module in one week discusses ethical issues

		OMIS 2010	FINE 2000	MKTG 2030		
iBBA Additional Questions	1. A Detailed knowledge of major disciplines used in business administration and the role of business in the international economy.	Detailed, international not emphasized	Detailed; not internationally focused (can be applicable)	Detailed; not internationally focused		
	1. C Detailed understanding of the international economic and business environment.	Not within course	Not within course	Not within course		
	1. I Ability to adapt to and function within an unfamiliar culture.	Not within course	Not within course	Not within course		

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Luba Pan, Director, Student and Enrolment Services  
Date: April 23, 2024  
Re: UG Course/Credit Additions for Dual Degree enrolment

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**Motion: Add a series of SB/DDPR codes/credits to the BBA course offering in both Fall and Winter terms.**

### **Rationale:**

As Schulich continues to add dual degree opportunities on an exchange basis for BBA students, the current EXCH offering is not an accurate representation of the program students are enrolled in. It is important to distinguish credits in these programs with credits applied through the exchange program.

The implementation of standardized course codes specifically for dual degree credits benefits both Student Services staff and student records both during their degree and post-degree as stated below:

1. Enhanced Organization and Management: For Student Services and International Relations administrative processes through student academic advising, enrolment and overall record keeping.
2. Clear Course/Program Identification: The SB/DDPR course codes provide clear identification of the students enrolled in dual degree programs. For consistency, the proposed list of courses includes a course specifically to identify Strategic Management.



# 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:** BBA

**2. Effective Term/Calendar Year of Proposed Change(s):** FW 2024-2025

**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 use a new (DDPR) rubric for dual degree students instead of the existing (EXCH) rubric which is also used as credit holder for students pursuing their studies on Exchange outside of York U. Existing and current processes will accommodate this change.

Addition of dual degree-specific course codes to the BBA course offering. These codes are needed for enhancement of enrolment organization and management, better program identification, efficient communication and facilitation of academic planning and transferability.

**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.*

N/A

**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.*

Consultation has been undertaken with various units across the university: Registrar's Office Systems Team, Enrolment team, program office to ensure there are no negative impact on student records and the ability to complete degree requirements due to the associated change. This change will allow for a clear

distinction between courses taken on the Exchange and courses taken as part of a dual degree enrolment.

**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 additional resource allocation is required. The change is to use a new (DDPR) rubric for dual degree students instead of the existing (EXCH) rubric which is also used as credit holder for students pursuing their studies on Exchange outside of York U. Existing and current processes will accommodate this change.

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

Students currently in a dual degree program are accommodated using EXCH codes. Proposed courses will take affect for Fall 2024 and onward dual degree students.

**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).*

<b>Existing Program/ Diploma/Certificate Information (Change From):</b>	<b>Proposed Program/ Diploma/Certificate Information (Change To):</b>
<p><b>Title</b> Currently dual degree students are enrolled in courses with EXCH rubric when pursuing their courses at the partner school. EXCH rubric is used for credit placement on student records to count towards Schulich degree for both dual degree students and students on Exchange.</p>	<p><b>Title</b> Dual degree students will be enrolled in courses with DDPR rubric when pursuing their courses at the partner school. EXCH rubric will be used only for students who pursue their courses at the partner schools as part of their Exchange.</p>

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## **Appendices**

Appendix A – [Proposed DDPR Code/Credit List](#)

Appendix B – [Current Course Offering](#) – includes EXCH codes/credits

<b>Dual Degree Course Codes</b>	
DDPR 4901 3.0	Dual Degree - Strategic Management
DDPR 4902 3.0	Dual Degree - Schulich Business Elective
DDPR 4903 3.0	Dual Degree - Schulich Business Elective
DDPR 4904 3.0	Dual Degree - Schulich Business Elective
DDPR 4905 3.0	Dual Degree - Schulich Business Elective
DDPR 4906 3.0	Dual Degree - Schulich Business Elective
DDPR 4907 3.0	Dual Degree - Schulich Business Elective
DDPR 4908 3.0	Dual Degree - Schulich Business Elective
DDPR 4909 3.0	Dual Degree - Schulich Business Elective
DDPR 4910 3.0	Dual Degree - Schulich Business Elective
DDPR 4911 3.0	Dual Degree - Schulich Business Elective
DDPR 4912 3.0	Dual Degree - Schulich Business Elective
DDPR 4913 3.0	Dual Degree - Schulich Business Elective
DDPR 4914 3.0	Dual Degree - Schulich Business Elective
DDPR 4915 3.0	Dual Degree - Schulich Business Elective
DDPR 4920 1.5	Dual Degree - Schulich Business Elective
DDPR 4921 1.5	Dual Degree - Schulich Business Elective
DDPR 4922 1.5	Dual Degree - Schulich Business Elective
DDPR 4923 1.5	Dual Degree - Schulich Business Elective
DDPR 4924 1.5	Dual Degree - Schulich Business Elective
DDPR 4925 1.5	Dual Degree - Schulich Business Elective
DDPR 4926 1.5	Dual Degree - Schulich Business Elective
DDPR 4927 1.5	Dual Degree - Schulich Business Elective
DDPR 4928 1.5	Dual Degree - Schulich Business Elective
DDPR 4929 1.5	Dual Degree - Schulich Business Elective
DDPR 4930 1.5	Dual Degree - Schulich Business Elective
DDPR 4931 1.5	Dual Degree - Schulich Business Elective
DDPR 4932 1.5	Dual Degree - Schulich Business Elective
DDPR 4933 1.5	Dual Degree - Schulich Business Elective
DDPR 4940 3.0	Dual Degree - Non Business Elective
DDPR 4941 3.0	Dual Degree - Non Business Elective
DDPR 4942 3.0	Dual Degree - Non Business Elective
DDPR 4943 3.0	Dual Degree - Non Business Elective
DDPR 4944 3.0	Dual Degree - Non Business Elective
DDPR 4945 3.0	Dual Degree - Non Business Elective
DDPR 4950 1.5	Dual Degree - Non Business Elective
DDPR 4951 1.5	Dual Degree - Non Business Elective
DDPR 4952 1.5	Dual Degree - Non Business Elective
DDPR 4953 1.5	Dual Degree - Non Business Elective
DDPR 4954 1.5	Dual Degree - Non Business Elective
DDPR 4955 1.5	Dual Degree - Non Business Elective
DDPR 4956 1.5	Dual Degree - Non Business Elective
DDPR 4957 1.5	Dual Degree - Non Business Elective
DDPR 4958 1.5	Dual Degree - Non Business Elective
DDPR 4959 1.5	Dual Degree - Non Business Elective

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Linda Lakats and Henry Kim, OMIS  
Date: April 25, 2024  
Re: OMIS 2010 3.0 – Addition of a pre-requisite

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**Motion:** OMIS 2050 3.0 be added as a prerequisite for OMIS 2010 3.0 effective Fall 2024

**Rationale:** the coverage re fundamental knowledge of expected value, variance, distributions and z scores that is required for success in OMIS 2010 has shifted with our recent curriculum change and is now taught in OMIS 2050

# 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*

**2. Responsible Unit:**

*OMIS*

**3. Subject Code (Rubric) and Course Number:**

*OMIS 2010*

**4. Credit Value:**

*3.00*

**5. Long Course Title:**

Introduction to Operations and Supply Chain Management

**6. Short Course Title:**

Operations and Supply Chain Management

**7. Type of Course Change(s) (indicate all that apply):**

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

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

Fall 2024

**9. Rationale:**

*Please indicate how the proposed change will contribute to the academic objectives of the course/program: students will be prepared with the knowledge required to take the course*

*Please provide a description of the amended learning outcomes/objectives for the course, if applicable: N/A*

*Additionally, please indicate if the course is presently inactive, active, or retired: active*

*Finally, please append the program's existing learning outcomes as a separate document.*

**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).*

<b>Existing Course Information (Change From):</b>	<b>Proposed Course Information (Change To):</b>
<p>Calendar Description:</p> <p>This course introduces concepts, principles, and techniques that can be leveraged to analyze, control, and improve critical processes responsible for efficiently making and delivering goods and services. These critical processes reside in manufacturing and service, for-profit and non-profit organizations. Operational and supply chain challenges, as well as various conceptual aids and quantitative techniques to cope with these challenges, are discussed.</p>	<p>New Calendar Description:</p> <p>This course introduces concepts, principles, and techniques that can be leveraged to analyze, control, and improve critical processes responsible for efficiently making and delivering goods and services. These critical processes reside in manufacturing and service, for-profit and non-profit organizations. Operational and supply chain challenges, as well as various conceptual aids and quantitative techniques to cope with these challenges, are discussed.</p> <p><b>Prerequisite: SB/OMIS 2050 3.00</b></p>

**11. Enrolment Notes:**

*Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.*





**Program Committee:**

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

Burkard Eberlein

Signature

May 10, 2024

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee



SAND\_OMIS2010 D2023 CREDITS:

## NEW DEV OMIS2010

### COURSE DIRECTOR



### ADMIN



#### BRIEF DESCRIPTION:

This course introduces concepts, principles, and techniques that can be leveraged to analyze, control, and improve critical processes responsible for efficiently making and delivering goods and services. These critical processes reside in manufacturing and service, for-profit and non-profit organizations. Operational and supply chain challenges, as well as various conceptual aids and quantitative techniques to cope with these challenges, are discussed. **Prerequisite: SB/OMIS 2050 3.00**

## HILA KOREN-COHEN BIOGRAPHY

Since 2005, Hila Koren-Cohen (B.Sc., MBA), has taught Statistics for Management Decisions, Operations Management, Information Systems and other courses at the Schulich School of Business, York University, and was a top ten Seymour Schulich Teaching Excellence Award nominee in 2014, 2015, 2018 and 2019 and the recipient of a Seymour Schulich Teaching Excellence Award in 2016 & 2020. Prior to her academic experience, Hila Koren-Cohen was involved in many IT projects in the health care industry, and worked as a consultant and business analyst for more than 10 years.

## LINDA LAKATS BIOGRAPHY

Dr. Linda Lakats combines teaching at Schulich (since 1998) with consulting/advisory roles in both corporate and not-for-profit environments. Her courses span the areas of statistics, business analytics, operations management, supply chain management, and service operations. Most recently, she has also taught MBA courses at Schulich's India campus and the Kellogg-Schulich Executive MBA program. She has been nominated for the Seymour Schulich Teaching Excellence Award at both the undergraduate and Masters' level (2007,2011,2016,2017,2018,2020) and is a recipient of the John Peace Part-Time Faculty Teaching Award. While her research at Stanford University focused on probabilistic risk analysis, her current interests include healthcare applications, supply chain issues, food security and sustainable agriculture.

## COURSE LEARNING OUTCOMES

**OMIS 2010 Introduction to Operations and Supply Chain Management** provides students with an understanding as to how effective operations and supply chain management contributes to the competitiveness and survival of an organization. The goal is to provide products and/or services with the **right level of quality** to the **right customer** in the **right quantity**, at the **right place**, at the **right time**, and for the **right cost (or price)**.<sup>[1]</sup>

([https://schulich.instructure.com/courses/10664/assignments/syllabus#\\_ftn1](https://schulich.instructure.com/courses/10664/assignments/syllabus#_ftn1))

Students will be introduced to concepts, principles, and techniques that can be leveraged to analyze, control, and improve critical processes responsible for efficiently making and delivering goods and services. These critical processes reside in manufacturing, as well as service, organizations and are evident in for-profit, as well as non-profit, organizations. Students will be exposed to key operational and supply chain challenges having strategic and tactical implications, as well as various conceptual aids and quantitative techniques to cope with these challenges. While quantitative techniques are discussed, the focus is on using these techniques to help make informed decisions to overcome operational and supply chain challenges. The course explicitly recognizes that the operations (& supply chain) function is embedded within an organization that is, itself, embedded within supply chains and, therefore, adopts a "systems" perspective in presenting relevant issues, problems, and decision tools.

At the end of the courses, students can:

1. Identify how the operations (and supply chain) function contributes to the overall competitiveness of any organization.
2. Define the different components of the operations (and supply chain) function in different types of organizations – manufacturing or service; non-profit or for-profit; private or public.
3. Recognize problems and decisions facing processes and how these problems and resolution decisions relate to and affect other processes within the organization.
4. Apply various conceptual aids and quantitative techniques to improve processes by structuring, analyzing, and providing initial solutions to complex problems facing operations (and supply chain) managers.

<sup>[1]</sup> ([https://schulich.instructure.com/courses/10664/assignments/syllabus#\\_ftnref1](https://schulich.instructure.com/courses/10664/assignments/syllabus#_ftnref1)) **right 6TM** and what it stands for is trademarked to Professor M. Rungtusanatham.

Classes will consist of a combination of theory and practical application. Some sessions will be more conceptually oriented, while others will have a greater emphasis on quantitative modeling. Each week will include one large group Lecture session, followed by a smaller group Experiential Mini-Lecture. Techniques and concepts will be reinforced by means of in-class practice examples and interactive experiences. Students should read and/or watch assigned materials before as well as after class to support their understanding of the material. Students should be prepared to actively participate in class discussion and problem solving. Students may be asked to present part of a solution worked on in class or assigned for practice at home.

Mastery of the techniques taught in this course requires regular practice. Students are encouraged to work on practice problems both individually and in groups. More detailed reading and practice problem lists will be provided on Canvas. Suggested exercises should be considered a starting point only – practice should not be limited to these questions. The more problems a student is exposed to, the easier it becomes and the better prepared they are for tests and exams. Students are free to solve other problems from the text or other sources, as well as to try the additional problems posted on Canvas.

Students are expected to have basic knowledge of computers and how to use email. They should also familiarize themselves with Canvas. Computations in the course will often require the use of Excel spreadsheets. Problem solution techniques using Excel will be discussed and illustrated in class. This necessitates

regular “hands on” practice.

This course introduces students to the Supply Chain Management sub-specialization offered by the OMIS department. Subsequent courses in this sub-specialization are Inventory Management (OMIS 4550), Supply Chain Management (OMIS 4560), Transportation Management (OMIS 4530), Predictive Analytics (OMIS 3020), Project Management (OMIS 3750), Information Systems (OMIS 3710), and Spreadsheet-Based Decision Support Systems (OMIS 3670).

### Getting Help

*Email:* E-mail the instructor with any questions about the course such as administrative issues, questions regarding the grading of the reinforcement activities, quiz, or exam, or if you have (very) brief questions about the material. **Please put OMIS 2010, the section #, your full name and brief heading (i.e., description of what the email is about) as the first part of the subject line in all e-mail correspondence.** Most emails will be responded to within two business days (48 hours) but if you do not get a response within this time frame, please send another email. For other issues including most concerns with the course material, please send an email to request an appointment to visit the instructor during office hours or at a mutually beneficial time. Please be professional in all your email correspondence. For more information on how to write an effective and professional email, please see the following links:


<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/> (Links to an external site.)[Links to an external site.](http://writingcenter.unc.edu/handouts/effective-e-mail-communication/)   
(<http://writingcenter.unc.edu/handouts/effective-e-mail-communication/>) <http://researchguides.library.yorku.ca/content.php?pid=476543&sid=3902786> (Links to an external site.)[Links to an external site.](http://researchguides.library.yorku.ca/content.php?pid=476543&sid=3902786)  (<http://researchguides.library.yorku.ca/content.php?pid=476543&sid=3902786>)

*Meetings and Office Hours:* Students are invited to attend office hours virtually or in person by appointment. If you cannot attend a scheduled appointment, notify the instructor as soon as possible. If you schedule an appointment and do not show up, this may affect your ability to schedule future appointments.

## Additional Course Support

*Course Announcements:* All course announcements will be posted in Canvas. This correspondence will be sent to the email account you have specified in your Canvas profile. **It is your responsibility to ensure that you have access to both sources of information and check each regularly.**

**Recording Lectures:** Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor’s explicit permission, and may not do so unless it is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted – any recordings for this purpose must be deleted at the end of the semester). This includes tape recording, filming, photographing PowerPoint slides, site materials, etc. If permission is granted, it is intended for the individual student’s own study purposes and does not include permission to “publish” them in anyway. It is absolutely forbidden for a student to publish an instructor’s notes to a website or sell them in any other form without formal permission.

*Accommodations:* For accommodations sought due to 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/> [Links to an external site.](http://cds.info.yorku.ca/) [Links to an external site.](http://cds.info.yorku.ca/)  (<http://cds.info.yorku.ca/>) .

## COURSE MATERIAL

**Text:** Required reading for this course includes the following custom book, which is available for purchase from the York University bookstore (<http://bookstore.blog.yorku.ca> (**Links to an external site.**)**Links to an external site.** ↗ (<http://bookstore.blog.yorku.ca/>) ):

Operations Management: Creating Value Along the Supply Chain, 2nd Canadian Edition by Roberta S. Russell, Bernard W. Taylor, Tiffany Bayley, Ignacio Castillo.

Two options to purchase the book:

(1) Printed copy with WileyPlus and eBook: 9781119613206 [\$149.00]

(2) WileyPlus stand alone (includes eBook) : 9781119613237 [\$98.95 - bookstore; \$109.95 - Wiley]

**Simulation:** Access to the simulation activity for class 6 must be purchased in advance. Purchase individual access code from <http://mgr.responsive.net/Manager/ShowClient> (**Links to an external site.**)**Links to an external site.** ↗ (<http://mgr.responsive.net/Manager/ShowClient>)

Your institution name is **York University**. The product is titled **EB Code for OMIS 2010**. The price is \$12.00 USD, payable by Mastercard, Visa, Discover or American Express cards. Instructions on what to do with the code and how to prepare for the simulation activity are provided in the Session 6 Study Plan.

**Canvas** is the course website, and contains information and materials specific to this course, including lecture slides, practice problems and information regarding additional readings. Check it frequently!















### Copyright

Course materials, such as lectures, PowerPoint slides, tests, course notes, outlines, and similar materials, are protected by copyright. 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 the instructor's expressed written permission. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

### Lecture Notes

Copies of lecture PowerPoint slides and other notes will be available on the Canvas. You are expected to download the lecture notes files prior to class and bring them to class. This will allow you to focus on what is being discussed in class, and reduce the time spent note-taking. You are granted a single use right to use these materials. You may also conserve computer and network resources by downloading the files once on behalf of a group of classmates in this section and photocopying the slides. You may not distribute these slides or reproduce them in any other way. Photocopying copyright materials is illegal.

# ASSIGNMENT SUMMARY

Assignment   Task	Group   Individual	Total % of Final Grade	Due Date
<b>Assignments 40%</b> 1 lowest will be dropped			
Assignment 1		4%	Mon Jan 13, 2025 at 11:59pm EST
Assignment 2		4%	Mon Jan 20, 2025 at 11:59pm EST
Assignment 3		4%	Mon Jan 27, 2025 at 11:59pm EST
Assignment 4		4%	Mon Feb 3, 2025 at 11:59pm EST
Assignment 5		4%	Mon Feb 10, 2025 at 11:59pm EST
Assignment 7		4%	Mon Mar 3, 2025 at 11:59pm EST
Assignment 8		4%	Mon Mar 10, 2025 at 11:59pm EDT
Assignment 9		4%	Mon Mar 17, 2025 at 11:59pm EDT
Assignment 10		4%	Mon Mar 24, 2025 at 11:59pm EDT
Assignment 11		4%	Mon Mar 31, 2025 at 11:59pm EDT
Assignment 12		4%	Mon Apr 7, 2025 at 11:59pm EDT
<b>Quiz 15%</b>			
Quiz Mark		15%	Sun Mar 2, 2025 at 11:59pm EST
<b>Beer Game Simulation 5%</b>			
Simulation Mark		5%	Mon Feb 24, 2025 at 11:59pm EST
<b>Final Exam 40%</b>			
Final Exam Mark		40%	

## WRITTEN ASSIGNMENTS: EVALUATION

### REINFORCEMENT ACTIVITIES (ASSIGNMENTS):

Working individually, you will complete and submit short exercises (drawn from the textbook and/or other sources) reinforcing concepts learned in class. After each class session a reinforcement activity will be assigned based on the material learned that week. Activities themselves as well as detailed instructions regarding submission expectations will be posted on Canvas. All instructions for activities are expected to be followed.

**NO LATE ACTIVITIES WILL BE ACCEPTED.**

**Value: 4% each, best 10 out of 11 = 40%**

## SUPPLY CHAIN SIMULATION

Working in teams of 4, students will have the opportunity to pit their supply chain management skills against those of their peers in an interactive simulation exercise. Students will take on the role of either a manufacturer, wholesaler, distributor or retailer in a supply chain that distributes cases of beer. Teams will have an opportunity to experience the simulation twice to learn from the experience and work to improve their scores. Students are awarded grades based on their team's final outcome in each round (total cost), the improvement in their scores, and a brief written reflection.

### QUIZ:

There will be one quiz in this course. The quiz will be common for all sections. The quiz is **online quiz**, and it will take place on Sunday **March 2, 2025 @ 10am**. It will cover the topics of sessions 1-5. Additional details regarding the quiz (coverage, timing, format) will be posted on Canvas. All students are expected to be present—any conflicts must be brought to the attention of the instructor before the end of the second week of class.

**Value: 1 x 15% = 15%**

### FINAL EXAM:

- Date, time, and location of the final exam TBA.
- The final exam will be given during the exam period for all sections. All students are expected to be present for the test — any conflicts must be brought to the attention of the instructor before the end of the 11th week of class.
- **The final exam will be administrated in person (in class) using Canvas.**
- **Students must bring their laptop to the exam and make sure it can connect to the internet in York.**
- **If an in-person exam will not be allowed due to the Covid situation and based on Ontario health guidelines, the exam will be administered online via Canvas.**
- **The final exam will be cumulative.**
- The final exam will include a variety of question formats: MC, T/F, multi-part short answers.
- Please refer to the exam schedule. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. Students should not make plans to be away from Toronto during any portion of the announced examination period until the dates for their specific examinations have been announced.

Max length: 2 hours in duration

**Value: 40%**


## CALCULATING COURSE GRADE

Deliverable	Quantity	% Weight	Total %	Author
Reinforcement activities	Best 10 out of 11	4	40	Individual
Quiz	1	15	15	Individual
Simulation Game	1	1	5	Group/Individual
Final Exam	1	40	40	Individual


## GRADING SCHEME

## WRITTEN ASSIGNMENTS: DESCRIPTIONS


### Assignment 1.

 **Due Date:** Mon Jan 13, 2025 at 11:59pm EST

### Assignment 2.


 **Due Date:** Mon Jan 20, 2025 at 11:59pm EST

### Assignment 3.


 **Due Date:** Mon Jan 27, 2025 at 11:59pm EST




## Assignment 4.

 **Due Date:** Mon Feb 3, 2025 at 11:59pm EST

## Assignment 5.

 **Due Date:** Mon Feb 10, 2025 at 11:59pm EST


## Assignment 7.

 **Due Date:** Mon Mar 3, 2025 at 11:59pm EST

## Assignment 8.

 **Due Date:** Mon Mar 10, 2025 at 11:59pm EDT


## Assignment 9.

 **Due Date:** Mon Mar 17, 2025 at 11:59pm EDT


## Assignment 10.

 **Due Date:** Mon Mar 24, 2025 at 11:59pm EDT


## Assignment 11.

 **Due Date:** Mon Mar 31, 2025 at 11:59pm EDT


## Assignment 12.

 **Due Date:** Mon Apr 7, 2025 at 11:59pm EDT

Quiz Mark.

 **Due Date:** Sun Mar 2, 2025 at 11:59pm EST

Simulation Mark.

 **Due Date:** Mon Feb 24, 2025 at 11:59pm EST

Final Exam Mark.

# CLASS-BY-CLASS SYLLABUS

## WEEK 1

### Overview: Class 1

Introduction and Strategic Implications

- Course Introduction
- Introduction to Operations Management and Supply Chain Management

## WEEK 2

### Overview: Class 2

Transformation Processes

- Describing Transformation Processes
- Quantitative Analysis of Processes

## WEEK 3

### Overview: Class 3

Facility Design

- Block Diagrams
- Relationship Diagrams
- Line Balancing
- Routing Matrix and Cellular Layouts

## WEEK 4

### Overview: Class 4

Sourcing and Distribution

- Purchasing, procurement

- Distribution and warehousing
- Transportation and logistics

## WEEK 5

Overview: Class 5

### Transportation Models

Transportation Problems  
Transshipment Problems

## WEEK 6

Overview: Class 6

### Supply Chain Simulation Game

NOTE: this activity will be completed **virtually** - students will **complete the simulation activity during the regularly scheduled lecture periods**

THERE WILL BE NO LECTURE THIS WEEK

THERE WILL BE NO MINI-LECTURE THIS WEEK

The activity takes the place of both the Lecture and Mini-Lecture

## WEEK 7

Overview: Class 7

Inventory Management  
Inventory Turns  
Perpetual and periodic inventory  
EOQ, ROP

## WEEK 8

Overview: Class 8

### Aggregate Planning

Capacity Planning and Expansion Strategies  
Chase Demand vs Level Demand

## WEEK 9

Overview: Class 9

### Materials Requirements Planning

MRP Explosion  
Capacity Requirements Planning

## WEEK 10

Overview: Class 10

Queuing

Variability and queues

M/M/1, M/M/S

M/G/1, M/D/1

## WEEK 11

Overview: Class 11

Statistical Process Control

X-bar and R charts

P and C charts

## WEEK 12

Overview: Class 12

## Project Management

Critical Path Method

Exam Expectations

## Final Exam

# STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

## Preparation

### Academic Honesty

Participating honestly in this academic community ensures that the York University degree that you earn will continue to be valued and respected as a true signifier of your individual work and academic achievement. All suspected cases of academic dishonesty will be investigated. If you have any questions as to what is and is not permitted, do not hesitate to contact the course instructor or your academic advisors. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement (i.e., citations).
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts that are false (i.e., the claim is completely unsubstantiated).
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aids (e.g., cell phone, graphing calculators).
- Looking at someone else's answers at any time during the exam.
- Misrepresenting your identity or having another individual write your exam.
- Submitting an altered exam or assignment for re-grading.

Misrepresentation:

- Falsifying institutional documents, grades or university documentation (e.g., medical notes).

### Student Responsibilities

1. Be prepared for class.
2. Be on time for class.
3. Keep the instructor informed. Do not suffer in silence. Let the instructor know if you are having problems. Let it be known if you cannot attend class. You do not want to miss anything.
4. Check Canvas the day before class to make sure you are aware of any class announcements and to download the PowerPoint slides and other documents left there by the instructor.
5. Get the information directly from the instructor. If you have a question about the course, contact the instructor directly. Do not rely on second hand information from other students and former students of the course. When in doubt, first consult this course outline.
6. Update your Canvas profile. Make sure to update the email account to your York or Schulich account. We also recommend you upload your photo to your profile.
7. Check your York or Schulich email account frequently to view any emails from the OMIS2010 instructors.

8. Must have a laptop that you can bring to class and the exam.
9. In scenarios that you can not attend the quiz or exam due to medical issues, send email to your instructor **within 24 hours** after the quiz or exam to inform him/her about the situation and to get guidelines.

*Late Assignments:* Please note that all assignments are due at the date and time specified. **The exact date and time will be given on the Common Canvas site.** Late work will not be accepted. Exceptions will only be granted for medical and other serious emergencies and only by prior arrangement with the instructor. Please make every effort to let your instructor know well in advance if your assignment is going to be late – use email. Supporting documentation will be required as per the **Schulich policy (Links to an external site.) (Links to an external site.)Links to an external site.** [\(http://undergradblog.schulich.yorku.ca/2012/12/04/exams-what-you-need-to-know/\)](http://undergradblog.schulich.yorku.ca/2012/12/04/exams-what-you-need-to-know/) on missed tests and assignments.

\* For students who are registered with the accommodation center, please note that your letter of accommodation will be shared by all OMIS 2010 instructors for exam setting purposes. Please ensure your letter is made available to the instructor at the start of the semester. The final exam will be accommodated only at the Accessibility Centre. Please ensure you register for your exam with the Centre well in advance; otherwise, no accommodation will be possible.

*Group Work:* Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behavior and contributions to your team activities.

When working in a team, Schulich students are expected to:

- Treat other members with courtesy and respect and honor the group ground rules.
- Contribute substantially and proportionally to each activity.

*Resolving Group Conflicts:* Conflicts are part of the team's process of learning how to work together effectively and when handled well, can generate creativity and bring multiple perspectives to the solution. Student teams are collectively expected to work through their misunderstandings as soon as they arise. In cases where teams are unable to arrive at a solution that works for all members, the team must bring this to the attention of the instructor.

**All students are expected to have the following technology to participate in this course:**

1. Laptop computer
2. High speed internet
3. Web camera
4. Microphone

Students will be writing the final exam in person using laptops and Canvas. It is therefore a course requirement that all students have functioning laptops that they must bring to the exam. It is the student's responsibility to ensure availability and functionality of the device.

Students are responsible for ensuring they have the equipment needed and corresponding practices in place (e.g., ability to tether to hotspot in the event of an internet outage, data backup strategy in the event of computer failure) to ensure they can complete course requirements in the event that parts of the course are required to shift to remote learning.

Several platforms will be used in this course (e.g., Canvas, Zoom, etc.) through which students will interact with the course materials, the instructor, as well as with one another. Please review the technical specifications for **Zoom (Links to an external site.) (Links to an external site.) (Links to an external site.)Links to an external site.** <https://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-Mac-and-Linux> and **Canvas (Links to an external site.) (Links**



to an external site.) (Links to an external site.Links to an external site. <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66>)

### **Technical Issues**

Students who are unable to submit an assignment or exam due to technical issues with their computer, network connection or learning tools should immediately email a copy of their work to their instructor, before the due date.

*For Quizzes and Exams*, you will be provided with detailed instructions. Please print and follow them. In the event of technical difficulties during a Quiz or remote Exam (if one is necessary), the instructions will contain a Zoom link for you to reach out for immediate assistance.

### **Time Zone**

All course meeting times are Eastern Time (ET) unless otherwise indicated.

# GENERAL SCHULICH ACADEMIC POLICIES

## Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. 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, consult your student handbook.

## Academic Honesty

**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:

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

(<http://accessibility.students.yorku.ca/>) .

## Exams (Absence from)

### Final

Within 24 hours of missing a final examination students must contact their course instructor. Students must also submit a completed Deferred Standing Request Form within 48 hours online. Formal documentation\* (e.g. Counselor's Statement, death certificate, etc.) regarding the reason for missing the exam must be submitted electronically via file upload as part of the form. The Deferred Standing Request form can be found at <https://schulich.yorku.ca/exam-deferral> ↗ (<https://schulich.yorku.ca/exam-deferral>) . Student & Enrolment Services will notify the instructor and copy the student by email if appropriate documentation has been received.

For full details regarding exam deferrals, consult the Undergraduate Academic Handbook (pg.30) and/or the Graduate Policy Handbook (pg. 23).

\* Currently, students are not required to submit a doctor's note or an Attending Physician's Statement in support of missed midterms, exams and/or requests for deferred standing for courses impacted by the COVID-19 situation. If you haven't already done so, we strongly encourage you to connect with your course instructor(s) first to make other arrangements to complete outstanding work, as a deferred standing may not be necessary.

## Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

- Do not attend in-person activities at any of York University's campuses/locations when you are feeling unwell. Please complete a self-assessment on YU Screen to receive support from a member of the University's case and contact management team.
- Wear a high quality, snugly fitting mask that completely covers the mouth, nose, and chin in all indoor spaces on campus
- Do not eat or drink in instructional spaces, including research and shared spaces (e.g., Libraries), unless for urgent health reasons.

More Information about COVID-19 health and safety measures can be found on the **Better Together** [🔗 \(https://www.yorku.ca/bettertogether/\)](https://www.yorku.ca/bettertogether/) website.

## Encouraging a Community of Care

As pandemic-weariness increases, instructors and students are encouraged to uphold compassion, kindness, empathy, and a sense of responsibility towards one another amid such uncertainty and strain. Students are reminded of their duties and responsibilities to uphold professional and respectful interactions with their instructors and classmates, including, but not limited to: the University's zero tolerance for inappropriate conduct in virtual forums; the safeguarding of people's intellectual property; and our collective responsibility to protect academic honesty at all times but especially in those situations when we face difficulty and stress, or when there is opportunity or temptation to cheat. These points, and others, are addressed in the **University's Senate Policy on Academic Honesty** [🔗 \(https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/\)](https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/) and **Code of Students Rights and Responsibilities** [🔗 \(https://oscr.students.yorku.ca/student-conduct\)](https://oscr.students.yorku.ca/student-conduct) .

## Student Rights and Responsibilities

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

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**Take time to fully review the Code of Student Rights and Responsibilities:**

<https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/> [🔗 \(https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/\)](https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

*\*\* Please note that academic policies specific to this course may be contained in other parts of this course outline.*

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## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Ming Dong, Finance Area Representative on the BBA Program Committee  
Date: April 12, 2024  
Re: Renumbering of FINE 4050 3.00

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**Motion :** That Faculty Council approves the proposal to change FINE4050 3.0 Personal Finance from a 4<sup>th</sup> year elective to a 3<sup>rd</sup> year one, renumbered to FINE3050 3.0.

**Rationale:** FINE4050 3.0 Personal Finance is currently designated as a 4th year course for legacy reasons, when the Finance Area only had one personal finance course. The Area has since introduced an advanced personal finance course, FINE4060 3.0. In order to differentiate between the two, we would like to change FINE4050 3.0 to a 3rd year elective, which will correctly reflect its level of difficulty and when students should take the course. Note that the only prerequisite is FINE2000 3.0 Introduction to Finance, the Finance core course.

# 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:**

BBA

**2. Responsible Unit:**

FINE

**3. Subject Code (Rubric) and Course Number:**

FINE4050

**4. Credit Value:**

3.00

**5. Long Course Title:**

Personal Finance

**6. Short Course Title:**

Same

**7. Type of Course Change(s) (indicate all that apply):**

X	in course number
	in credit value ( <b>provide course outline</b> )
	in course title ( <b>provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces</b> )
X	in course description ( <b>provide course outline; short course descriptions may be a maximum of 60 words, written in present tense</b> )
	in learning objectives/outcomes ( <b>please append the program's existing learning outcomes as a separate document</b> )
	in integration ( <b>please provide statement of approval from relevant undergraduate coordinator or Chair</b> )
	in cross-listing ( <b>please provide statement of approval from other program</b> )
	in pre/co-requisite
	retire course
X	other ( <b>please specify</b> ) Addition to the list of electives for Finance specialization (general stream) and addition of a course credit exclusion of FINE 4050 3.0

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

Fall 2024

**9. Rationale:**

FINE4050 3.0 Personal Finance is currently designated as a 4<sup>th</sup> year course for legacy reason, when the Finance Area only had one personal finance course. The Area has since introduced an advanced personal finance course, FINE4060 3.0. In order to differentiate between the two, we would like to change FINE4050 3.0 to a 3<sup>rd</sup> year elective, which will correctly reflect its level of difficulty and when students should take the course. Note that the only prerequisite is FINE2000 3.0 Introduction to Finance, the Finance core course.

**10. Proposed Course Information:**

<b>Existing Course Information (Change From):</b>	<b>Proposed Course Information (Change To):</b>
<p><b>Course Number and Title</b> <del>FINE4050 3.0 Personal Finance</del></p> <p><b>Calendar Description:</b></p> <p>Students learn personal financial management both for professional work in the financial services industry and for their own families. Topics include goal-setting, budgeting, taxation, debt management, risk management, insurance, investment principles and practice and retirement planning. Much of the course is based upon realistic problems and cases.</p> <p>Prerequisite: SB/FINE 2000 3.00</p>	<p><b>Course Number and Title</b> <b>FINE3050 3.0 Personal Finance</b></p> <p><b>Calendar Description:</b></p> <p>Students learn personal financial management with a focus <b>both for on</b> professional work in the financial services industry and <b>more so</b> for their own <b>families</b> family situation. <b>The main topics Topics</b> include goal-setting, budgeting, taxation, debt management, risk management, insurance, investment principles and practice and retirement planning. Much of the course is based upon realistic problems and cases.</p> <p>Prerequisite: SB/FINE 2000 3.00 <b>Course credit exclusion: SB/FINE 4050 3.0</b></p>

**11. Enrolment Notes:**

N/A

**12. Consultation:**

N/A





Burkard Eberlein

\_\_\_\_\_  
Signature

May 10, 2024

\_\_\_\_\_  
Date

Burkard Eberlein

\_\_\_\_\_  
Name of Committee Chair

BBA/iBBA Program Committee

\_\_\_\_\_  
Committee

# FINE 3050 3.0: Personal Finance



## Course Outline: Fall 2024

Section A: Monday

Section B: Friday

Room: TBA

### Instructor

Moshe A. Milevsky, Ph.D.

[www.MosheMilevsky.com](http://www.MosheMilevsky.com)

N204F Seymour Schulich Building

[milevsky@yorku.ca](mailto:milevsky@yorku.ca)

Live Office hours: Monday and Friday 11:30am to 1:00pm

### Assistant

Program Assistant

SSB N204A

416.736.2100 Ext: 55072

[fine@schulich.yorku.ca](mailto:fine@schulich.yorku.ca)

### Brief Description

Students learn personal financial management with a focus on professional work in the financial services industry and more so for their own family situation. The main topics include goal-setting, budgeting, taxation, debt management, risk management, insurance, investment principles and practice and retirement planning. Much of the course is based upon realistic problems and cases.

Prerequisites: SB/FINE 2000 3.00. Course Exclusion FINE4050 3.00

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## Course Learning Outcomes

This course is a general introduction to personal financial planning in Canada. The purpose of the course is to learn how to think about long-term financial planning in the presence of uncertainty as it pertains to the individual. The goal is to help you become **financially literate** and make better financial decisions. The actual lectures are built around a series of topics including. Algebra of Personal Finance, Personal Balance Sheet, Human Financial Life Cycle, Personal Income Tax Strategies, Insurance and Risk Management, Controlling Credit and Debt, Renting, Buying and Financing a Home, Risk and Return in the Capital Markets, Optimal Investment Strategies, Retirement and Pensions.

### Notes:

1. Assignments and projects are due on CANVAS (only, not email) by the designated time, late assignments will not be accepted under any circumstances unless a valid medical reason is provided. The Faculty Council of the Schulich School of Business has passed a motion prescribing a range and target mean for final grade distributions for elective courses. The motion states that the average grade using a nine point scale must be in the B+ range. Please note that I will be grading in accordance with this guideline.
2. The quickest and most reliable way to reach me is via E-mail: [milevsky@yorku.ca](mailto:milevsky@yorku.ca) I will also be posting information, lecture notes and recordings on CANVAS on a regular and ongoing basis. Please check CANVAS regularly, which is part of your participation responsibilities.
3. Details on the group research project (at most **3 per group**) will be released later in the fall terms, but in short, your group will have to give a **20-minute presentation, and every single member must identify themselves and be present.** This component can be satisfied remotely and more information to follow.
4. Make sure to have a business (or scientific) calculator available, or a laptop with Excel. We will be doing in-class (online) problems almost every week. Also, the technical homework assignment will involve a substantial amount of spreadsheet calculations, so you must be familiar with the basic functions in Excel.
5. The Teaching Assistant (TA) for this course will be grading the homework assignment (only) but we will also have a guest (virtual) lecture and recordings from a practicing and certified financial planner who will shed light on the practical aspects of personal financial planning in Canada, beyond the textbook.

## Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation & Engagement		10%		
Technical Homework Assignment		20%		
Group Project Presentation		30%		
Final Exam		40%		
<i>Total (all four components)</i>		<b>100%</b>		

## Course Material

*Required reading* for this course includes the following book (only the first 12 chapters). The book is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>), or you can purchase the chapters online at <https://www.cambridge.org/ca/academic/subjects/economics/finance/strategic-financial-planning-over-lifecycle-conceptual-approach-personal-risk-management?format=AR>

### **Strategic Financial Planning Over the Lifecycle:**

#### **A Conceptual Approach to Personal Risk Management**

Narat Charupat, Huaxiong Huang and Moshe A. Milevsky,  
Cambridge University Press, 2012, Paperback  
(ISBN-13:9780521148030).

The lecture notes will be available **after** the class and will be posted on CANVAS together with a zoom video of the lecture via Echo360. *Recommended readings* for the course are the following nine (9) research articles. More details on *\*when\** to read these articles -- and *\*why\** you should bother -- will follow.

**RR1:** Olafsson, A., & Pagel, M. (2018). The liquid hand-to-mouth: Evidence from personal finance management software. *Review of Financial Studies*, 31(11), 4398-4446. <https://doi.org/10.1093/rfs/hhy055>

**RR2:** Di Maggio, M., Kermani, A. and Majlesi, K. (2020), Stock Market Returns and Consumption. *Journal of Finance*, 75(6): 3175-3219. <https://doi.org/10.1111/jofi.12968>

**RR3:** Gathergood, J., Mahoney, N., Stewart, N., & Weber, J. (2019). How do individuals repay their debt? The balance-matching heuristic. *American Economic Review*, 109(3), 844-875. <https://doi.org/10.1257/aer.20180288>

**RR4:** Bhutta, N., Dokko, J. and Shan, H. (2017), Consumer Ruthlessness and Mortgage Default during the 2007 to 2009 Housing Bust. *Journal of Finance*, 72(6): 2433-2466. <https://doi.org/10.1111/jofi.12523>

**RR5:** Chetty, R., Sándor, L. and Szeidl, A. (2017), The Effect of Housing on Portfolio Choice. *The Journal of Finance*, 72(3): 1171-1212. <https://doi.org/10.1111/jofi.12500>

**RR6:** Robson, J., & Schwartz, S. Who Doesn't File a Tax Return in Canada? A Portrait of Non-Filers. Advance online publication on Project MUSE. <https://www.muse.jhu.edu/article/759572>

**RR7:** Sialm, C., & Zhang, H. (2020). Tax-efficient asset management: evidence from equity mutual funds. *Journal of Finance*, 75(2), 735-777. <https://doi.org/10.1111/jofi.12843>

**RR8:** Foerster, S., Linnainmaa, J.T., Melzer, B.T. and Previtro, A. (2017), Retail Financial Advice: Does One Size Fit All? *Journal of Finance*, 72(4): 1441-1482. <https://doi.org/10.1111/jofi.12514>

**RR9:** Heimer, R. Z., Myrseth, K. O., & Schoenle, R. (2019). YOLO: Mortality beliefs and household Finance Puzzles. *Journal of Finance*, 74(6), 2957-2996. <https://doi.org/10.1111/jofi.12828>

## Student Preparation for Class and Class Participation: Expectations

The final grade in the course is determined by **FOUR** components. ONE technical homework assignment, ONE group project presentation, ONE final exam and ONE class participation and engagement component.

## Evaluation of Written Assignments/Projects and Exams

**Class Participation and Engagement:** You are expected to participate in all sessions, be actively involved in the discussion and respond/reply to all *ad-hoc* quizzes and questions during class.

**Technical Assignment** is a collection of technical problems in personal finance that revolve around the use of the time value of money, working with statistics and probability concepts that will be required for the course. The due date is – and your solutions must be uploaded to CANVAS -- before **WEEK #3 CLASS** and will not be extended. (Every day the assignment is late will reduce grade by 25/100 marks and after four days the grade is zero.)

**Group Project Presentation.** This work will be done in groups of 3-4 (at most). You will be assigned a TOPIC (SUBJECT & THEME) during week #7 of the semester, that you will have to research, analyse and present in class during **WEEK #10 CLASS** or **WEEK #11 CLASS**. You will be required to upload a final deck of PowerPoint slides within 24 hours of your presentation.

**The Final Examination** will consist of responding to 5-8 technical questions, and will take place during the regularly scheduled examination period following the end of the term. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. The exact date will be announced in November and is not under control of the instructor.

## Calculation of Course Grade

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
B+	7
B	6
C+	5
C	4
D+	3
D	2
F	0

Students are reminded that they must maintain a cumulative GPA of at least 5.0 to remain in good standing and continue in the program, and to qualify for their degree. Schulich grading guidelines mandate a section GPA of between 5.5 and 7.0.)

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

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

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/>**

*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. *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 <Director of Student Services, 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>**

## Quick Reference: Summary of Classes, Activities and Deliverables

Class No. and Date	TOPIC
<p><b>Lecture #1:</b></p>	<p><b>Personal financial planning process from Cradle to Grave.</b> What is a financial plan? What does it include? What is the role of a personal financial advisor? How do you become a financial advisor? Who regulates them? What do you need-to-know to become a financial advisor or planner of consultant? How many financial advisors are there in Canada? What designations do they have? How hard are they to obtain? Where do they work? What exactly do they do all day? How do they get compensated exactly? Who pays them exactly? Do they add value to consumers? What does the scholarly and arms-length research say about their role in helping consumers? What are some of the current issues around financial planning in Canada? What are the challenges faced by the industry? Introduce the Personal Financial Balance Sheet. What is the true value of your assets and liabilities? What is your net-worth? How much human capital do you own? How is it invested? What is your personal capital structure and dividend policy? What is the relationship between corporate finance and personal finance? What exactly are the course requirements?</p> <p><b>Chapter #2, #3 (Read pages: 1-42)</b></p>
<p><b>Lecture #2:</b></p>	<p><b>Optimizing over the Human Financial Life Cycle:</b> Why should you bother saving any money? Why should you worry about retirement when you are barely in your 20s? How much do you need in order to retire comfortably? Are you saving too little or perhaps you are saving too much? Should the Government force you to save for the future or can you be relied upon to do it voluntarily? What is the exchange rate between saving today and spending tomorrow? Lifecycle smoothing is the foundation for decision-making. How much money should you have saved at various ages as function of your (average) lifetime earnings? How much should you have saved at the age of 20, 40, 50 or 60? What is the right spending rate during retirement? What are the key personal finance “ratios” for your personal balance sheet? Do you have a healthy balance sheet? Learning Outcome: Derive Optimal saving and consumption rates at all stages of the life cycle.</p> <p><b>Chapter #4 (Read pages: 46-76)</b></p>
<p><b>Lecture #3:</b></p> <p><b>HW#1 due before 8:30am</b></p>	<p><b>Controlling Credit and Debt.</b> How much do Canadians owe exactly? Who do they owe it to? What are the different forms of consumer debt? Do Canadian have “too much” debt? When does leverage make sense and pay off and how does it relate to debt? Should you diversify your debts? How much money can you afford to borrow? What is good and healthy debt versus bad and unhealthy debt? What is a safe amount of debt and how can you quantify your risk?</p> <p><b>Chapter #5 (Read pages: 79-100).</b></p>

<p><b>Lecture #4:</b></p>	<p><b>Mortgages and mortgage calculations.</b> Where do you get the money to buy a house? How do you find the best mortgage? Should you fix or float your mortgage rate? Should you go long-term or short-term? Should the mortgage be open or closed? Amortization schedules and penalties. Current events in the mortgage market. What risks are Canadians incurring when they borrow (so much) money to purchase a house? How do we quantify the risk and how do we explain it? The learning outcome is to ensure all students understand the mortgage market and business in great detail. <b>Finish Chapter #5 &amp; Chapter #11 (Read pages: 224-236)</b></p>
<p><b>Lecture #5:</b></p>	<p><b>Personal Income Tax Strategies:</b> Understand all aspects of completing a T1 General form and all the supporting documents. What is the difference between a tax deduction and a tax credit and which is better? How much are you really paying in income taxes? Why do some Canadians pay no tax? What is your average tax rate? What is your marginal tax rate? What is the difference? How do personal taxes in Ontario (and Canada) compare with the rest of the world? How much flexibility do you have? How can you save (more) money on your taxes? <b>Chapter #6 (Read pages: 103-134, note the new tax rates for 2023.)</b></p>
<p><b>Lecture #6</b></p>	<p><b>Continuation (completion) of the tax-theme.</b> What strategies can you implement to maximize your after-tax rate of return? How should taxes influence your financial planning decisions? Continued discussion of tax strategies, including a very carefully and proper understanding of the mechanics of RRSPs, RESPs, TFSAs and taxable accounts. How does your marginal tax bracket impact investment decisions? After-tax investment returns and strategy. Students will learn to THINK on an after-tax basis for all financial transactions. <b>Chapter #6 and taxes continued.</b></p>
<p><b>Lecture #7</b></p>	<p><b>Insurance and Risk Management.</b> What risks should you insure and what risks should you self-insure? Review the different types of (retail) personal insurance products purchased by Canadian. What is required insurance and what is recommended insurance? Is buying more (optional) insurance a good idea? Is insurance a good investment? How much life insurance does a family need? What is the difference between three major types of life insurance? Can I use insurance products to save income taxes? Insurance as a mechanism for smoothing consumption and expenditures. <b>Chapter #7 (lightly) and Chapter #8 (lightly)</b></p>

**Note: Projects will be assigned during Lecture #7, and you should be in groups of 3-4 by this date. We will spend quite a bit of time in class (Lecture #7) to discuss the project, requirements and my expectations.**



<b>Lecture #8:</b>	<b>Risk and Return in the Capital Markets:</b> What are the major asset classes? How do you build a diversified investment portfolio? What is a mutual funds and how does it different from an Exchange Traded Fund (ETF)? Why are there so many fund choices and how do they differ from each other? What are the odds I'll make money if I buy a stock fund vs. a bond fund? Which investments beat inflation in the long run? How can you find good stock and bond funds? Are stocks safe or risky (in the long run)? Discuss the historical behavior of various asset classes over time. How does human capital impact your investment portfolio? Should older people invest differently, compared to younger investors? How can you distinguish random luck from financial skills? Focus on getting students comfortable with the language of personal investments (in Canada) as opposed to portfolio theory or valuation theory, which would be covered in a more advanced course. <b>Chapter #9 and Chapter #10 (lightly)</b>
<b>Lecture #9:</b>	<b>Pensions and Retirement Income Planning:</b> Retirement Income and Pensions: I'm young and barely have a job or career. Why Should I care about pensions? What is the difference between a Defined Contribution (DC) pension plan and a Defined Benefit (DB) pension plan? Who pays for pensions? What happens to my pension when I (or my parents) retire? What happens to my pension when (or my parents of grandparents) I die? What is the Canadian Pension Plan (CPP) and how exactly does it work? Do I get a fair investment return from CPP? Would I be better off investing the required contributions myself? What is a real (inflation adjusted) pension annuity and when should I (or my grandparents) buy one? What is longevity risk? What is sequencing risk? What are the financial and insurance products that are available to help insurance or protect against these risks? Chapter #12 (Read pages: 238-264)

<b>Lecture #10:</b>	<b>Class Group Presentations Part I.</b> Every group member must present. Scheduling details and information to follow. This portion will be done in person (LIVE)
<b>Lecture #11:</b>	<b>Class Group Presentation Part II</b> Every group member must present. Scheduling details and information to follow. This portion will be done virtually as an option.
<b>Lecture #12:</b>	<b>Course Review</b> <b>Top Ten Concepts</b> <b>How to Prepare for Exam.</b> <b>Sample Questions Solved</b>

## **Appendix: Course Learning Objectives.**

This list of topics is organized sequentially, using (roughly) the order in which the material is presented and discussed over the course of the semester. The individual items within the 10 topics might be given different weights in different sections, as well as the background and interests of the students *vis a vis* the instructor's comparative strength, expertise and interests.

### **Topic #1: Environment, Industry and Background**

1. The importance of financial literacy. Why bother studying personal finance?
2. What does a Financial Planner do? How does it differ from an Investment Advisor, Insurance Agent, Mortgage Broker?
3. How do financial planners and investment advisors get paid, exactly? Understanding commissions vs. fees, and compensation based on advice vs. product sales.
4. The most common designations in the financial planning industry: CFP vs. CFA vs. all the other ones. How many are there? How are they obtained? Understanding regulatory designations (i.e., CSC) versus knowledge and proficiency-based designations (i.e., CFP or CFA or CA).
5. Finally, how much economics, finance, statistics and mathematics is required in this course? How much law, psychology and ancillary knowledge is required to be a financial planner?
6. Quick review of Time Value of Money (TVM) used in personal finance, including present value, future value, annuity valuation, and basic probability and statistics concepts.

### **Topic #2: Measuring Your Financial Health**

1. Understanding the various sources of income earned (in Canada)
2. What do Canadians earn? Does it depend on education? What is a reasonable salary? How does it depend on age and experience?
3. Personal Balance Sheet: Accounting (historical) vs. Economics (forward-looking)
4. Detailed Understanding of Human Capital (HC) Valuation and a variety of examples in which HC would be valued.
5. Key takeaway. You have (much) more Human Capital than Financial Capital (FC)

### **Topic #3: How Much (and When) to Save**

1. The Lifecycle from Cradle to Grave: How long does it last? How is it changing over time?

2. A proper understanding of the changing nature of the financial planning process over the generations and how various (financial) rules of thumb that developed decades ago, shouldn't be relied upon going forward.
3. Investment vs. Consumption: It isn't as easy to identify as you think.
4. Norms and patterns of consumption in Canada. Variations by age and region.
5. Do you have Savings or Investments? Understanding liquidity.
6. Measurement: Difference between a savings rate and savings amount.
7. Optimal Ratio of Wealth-to-Income over the Lifecycle.

#### **Topic #4: Prudent Debt Management**

1. What is debt, exactly?
2. Payday loans and other alternative lenders. How much do consumers actually pay (in interest) for those services?
3. What are typical interest rates paid on personal debts? Is 2% reasonable? Is 20% too high? Does it make a difference at the end of the month? Does it make a difference at the end of the year?
4. Who has the most debt in Canada? Do they have too much debt? What is a proper benchmark for determining who has too much debt?
5. What is Debt-to-Income (DIR) of Canadians? How is it measured exactly, how has it changed over time and why is it important?
6. How does a bank (or lender) decide how much to lend? How do credit scores affect your ability to borrow and the interest rate you will pay?
7. Key takeaway: Don't diversify your debts. These eggs belong in one basket. Find (and pay) the lowest interest rate possible.

#### **Topic #5: Home and Mortgage Mechanics**

1. Typical Housing Prices vs. Down-payments (in Canada). How exactly can anyone afford to purchase a house? Is it "cheaper" to rent? How does one compare the two?
2. In addition to the explicit "cost" of buying a house, what are the (many) implicit costs of actually owning a house (in Canada)?
3. Assuming you want to buy (vs. rent), how much money can you afford to borrow for your mortgage?
4. What is the role of CMHC in our economy (and your house)?

5. Decisions: Fixed vs. Floating, Open vs. Closed, Long vs. Short. What do they all mean? Which one is best for my family?
6. And how does the Bank of Canada's operations and in particular their overnight rate affect your mortgage rate directly and housing demand indirectly?
7. The mortgage (and home buying) process from beginning (real estate agent) to the very end (interior designer.)
8. How does social capital factor into housing decision? And how does it differ from human capital and financial capital?

### **Topic #6: Basic Income Taxes**

1. How much tax do Canadians pay? What are the different types of income tax? Who pays the most tax in Canada?
2. How do Canadian taxes compare against the U.S. for example? Is it "cheaper" to live in U.S.?
3. Progressive, Regressive and Flat Tax rates: What are the implications?
4. What is the difference between a marginal tax rate vs. average tax rate?
5. Federal vs. Provincial Taxes: Where exactly does the money go? How is it spent?
6. The tax code as an instrument of public and political policy.
7. Understanding The T1 General (form) and other Important T (slips).
8. Understanding Tax Credits vs. Tax Deductions vs. Tax Refunds. What is a refundable tax credit? What is a non-refundable tax credit? Understanding how benefits (Child Tax Benefit, Guaranteed Income Supplement, etc.) are integrated through the tax system, using household income levels.
9. The final tax return that everyone must file (even if they are dead.)

### **Topic #7: Income Tax Strategies**

1. Not all income is taxed at the same rate. Understanding salary vs. interest vs. realized capital gains vs. dividends vs. other employment perks.
2. Tax Free Savings Account (TFSA) vs. Registered Retirement Savings Plan (RRSP) vs. Fully Taxable Accounts. Understanding the similarities and differences. Which one is best for you?
3. Strategies: What are all the (legal) ways to pay less income tax?
4. To incorporate or not to incorporate? How much can you save? What will it cost?
5. Understanding various income splitting strategies and how progressive income tax rates result in an after-tax benefit from splitting.

6. Recharacterizing gains and losses to make them more tax advantageous.

### **Topic #8: Protecting with Insurance**

1. Risk aversion, risk tolerance, risk neutrality. How we (as humans) differ from each other in our natural and innate risk preference. This leads to unique and personal insurance recommendations.
2. The micro-economic concept of a utility function that maps wealth into “utils” and the related notion of diminishing marginal utility of wealth. Implications for the demand for insurance.
3. Who exactly sells Insurance? Who manufactures insurance?
4. Different industries: Property & Casualty (P&C) vs. Life & Health (L&H) insurance.
5. Major Types of insurance policies that are purchased (or not) and used by Canadians: Examples of pricing on auto, home, travel, (international) medical and extended warranties.
6. Term life insurance vs. whole life insurance vs. universal life insurance. What are their characteristics? Who owns them? How do they differ from each other?
7. How exactly does the insurance company decide how much to charge you for your insurance policy? How much money do they (manufacturer vs. agent) make when you buy a policy?
8. Should you absorb the (small) risks yourself or outsource (all of them)? When is it rational to take a chance? How to “think” about insurance from a conceptual point of view.
9. The tradeoff between probabilities (which should be small) and relative magnitudes (which should be large) in the insurance purchase decision.
10. The difference between saving money for risk on a rainy day (smoothing across states of nature) vs. saving money for future consumption (smoothing across time.)

### **Topic #9: Investments and Portfolio Management**

1. The difference between investing vs. speculating. How to identify? Why does it matter?
2. The main (broad) categories of investment assets: Stocks, Bonds, Cash, Commodities and Real Estate.
3. What is a reasonable (historical) rate of return from these categories and how do they co-vary with each other?
4. What is a (closed vs. open ended) mutual fund (MF) and how does it differ from an exchange traded fund (ETF)? What are the fees you pay, exactly?
5. The specifics of the Canadian “fund” market, where to get more information about the thousands of funds available as well as their asset allocation classification, returns and fees.

6. A brief overview of modern portfolio theory (MPT) and a preview of what you are likely to learn in the advanced investments course.
7. What is the proper investment portfolio for you at various stages of your lifecycle?
8. How should human capital (theory) affect the investment portfolio and asset allocation of the individual (i.e. your nest egg) vs. the asset allocation on an institution (i.e. endowment or pension plan)?
9. What are the common investment mistakes, known as behavioral biases made by individual retail investors? A short commercial for the behavioral finance course.
10. The emergence of ROBO-advisors, do it yourself investors and personal finance (and investment) FinTech trends in Canada.

### **Topic #10: Retirement Income Planning**

1. What are the characteristics of a true pension plan/fund and what happens to them around the time of retirement?
2. The Canadian Pension Plan (CPP). The rules, regulations and returns. What is the CPP-IB and do their returns really matter to my CPP benefit? How and why is CPP changing and does it matter (to you or anyone else)?
3. Old Age Security (OAS) and the Guaranteed Income Supplement (GIS). How much do you get? How much can you keep? Review the Marginal Effective Tax Rate in retirement.
4. Do you have a corporate pension (DB) plan? Or is it an investment (DC) plan? What exactly is the difference?
5. Understanding the commuted value of a DB pension plan. When does it make sense?
6. An RRSP becomes a RRIF at Age 71/72. Following the rules.
7. Longevity risk. What is it? How is it measured? Why does it matter? How long do people actually live (in retirement)? What keeps them alive longer? What do they actually spend?
8. What the (other) unique risks faced by retirees who are withdrawing money from a portfolio, such as sequencing risk and (personal) inflation risk.
9. Understanding (the pricing and valuation of) retail life annuities and their role in the optimal retirement portfolio.
10. What happens to your money when you die?
11. Estate Planning 101. Probate, trusts, ownership structure and spousal roll-over provisions.

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Pauline Shum Nolan, Professor of Finance and Area Coordinator  
Date: May 1, 2024  
Re: Course change proposal re: FINE4280 3.0 Fintech

---

**Motion:** That Faculty Council approves the changes to the co-requisite of FINE4280 3.0.

**Rationale:** When the course was proposed, the pre-/co-requisite was either FINE3100 3.0 Financial Management or FINE3200 3.0 Investments, because these two courses were required for the Finance specialization at the time. As of Fall 2024, the required course for the specialization is being changed to FINE3050 3.0 Personal Finance. Therefore, the proposal is to reflect this change, for current and future students. FINE 4280 3.0 is also a new course that should be added to the list of electives for the Finance specialization.

# 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:**

*BBA*

**2. Responsible Unit:**

*FINE*

**3. Subject Code (Rubric) and Course Number:**

*FINE4280*

**4. Credit Value:**

*3.00*

**5. Long Course Title:**

Fintech: Digital Transformation of Financial Services

**6. Short Course Title:**

Fintech

**7. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value ( <b>provide course outline</b> )
	in course title ( <b>provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces</b> )
	in course description ( <b>provide course outline; short course descriptions may be a maximum of 60 words, written in present tense</b> )
	in learning objectives/outcomes ( <b>please append the program's existing learning outcomes as a separate document</b> )
	in integration ( <b>please provide statement of approval from relevant undergraduate coordinator or Chair</b> )
	in cross-listing ( <b>please provide statement of approval from other program</b> )
X	in pre/co-requisite
	retire course
X	other ( <b>please specify</b> ) Addition to the list of electives for Finance specialization



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

*Fall 2024*

**9. Rationale:**

When the course was proposed, the pre-/co-requisite was either FINE3100 3.0 Financial Management or FINE3200 3.0 Investments, because these two courses were required for the Finance specialization at the time. As of Fall 2024, the required course for the specialization is being changed to FINE3050 3.0 Personal Finance. Therefore, the proposal is to reflect this change, for current and future students.

FINE4280 3.0 is also a new course that should be added to the list of electives for the Finance specialization.

**10. Proposed Course Information:**

<b>Existing Course Information (Change From):</b>	<b>Proposed Course Information (Change To):</b>
<p><b>Title</b> FINE4280 3.0 Fintech: Digital Transformation in Financial Services</p> <p>This course is designed for students interested in how technology is transforming the financial services industry. The course begins with an analysis of the Fintech ecosystem, and then dives into the various Fintech verticals, pain points and solutions, applications of emerging technologies, startup financing and valuation, and cryptocurrencies. In the capstone project, students learn to develop their own fintech business.</p> <p><del>Prerequisite: FINE2000 3.0</del> <del>Corequisite: FINE3100 3.0 or FINE3200 3.0</del></p> <p>(As currently approved; not in Calendar yet)</p>	<p><b>Title</b> FINE4280 3.0 Fintech: Digital Transformation in Financial Services</p> <p>This course is designed for students interested in how technology is transforming the financial services industry. The course begins with an analysis of the Fintech ecosystem, and then dives into the various Fintech verticals, pain points and solutions, applications of emerging technologies, startup financing and valuation, and cryptocurrencies. In the capstone project, students learn to develop their own fintech business.</p> <p><b>Prerequisite: FINE2000 3.0</b> <b>Corequisite: FINE3100 3.0 or FINE3200 3.0 or FINE3050</b></p>

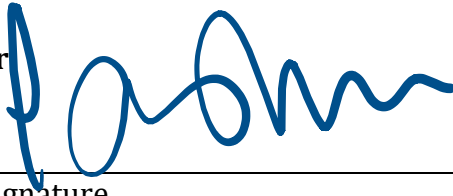
**11. Enrolment Notes:**

*These two courses will be added to the list of electives for the Finance specialization (General Stream).*

**12. Consultation:**

N/A

**Originator**



Signature

May 01, 2024

Date

Pauline Shum Nolan

Name

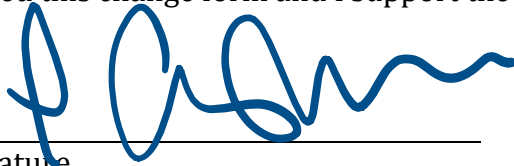
Finance

Area or Specialization

**Approvals:**

**Area or Specialization**

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



Signature

May 01, 2023

Date

Pauline Shum Nolan

Name

Finance

Area or Specialization

**Degree Program:**

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

Burkard Eberlein

Signature

May 10, 2024

Date

Burkard Eberlein

Name of Program Director

BBA/iBBA Programs

Program

**Program Committee:**

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

Burkard Eberlein

Signature

May 10, 2024

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

## Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business  
From: Pauline Shum Nolan, Finance Area Coordinator  
Date: April 16, 2024  
Re: Retirement of FINE4700 3.0 and FINE4400 3.0

**Motion:** That Faculty Council approves the retirement of FINE4700 3.0 Management of Canadian Financial Institutions and FINE4400 3.0 Managing Risk in a Changing Global Economy

**Rationale:**

These are courses with low enrolment that are being retired to make room for new electives in the Finance Area.

# 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:**

BBA

**2. Responsible Unit:**

FINE

**3. Subject Code (Rubric) and Course Number:**

FINE4400

**4. Credit Value:**

3.00

**5. Long Course Title:**

Risk Management in a Changing Global Economy

**6. Short Course Title:**

Same

**7. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value ( <b>provide course outline</b> )
	in course title ( <b>provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces</b> )
	in course description ( <b>provide course outline; short course descriptions may be a maximum of 60 words, written in present tense</b> )
	in learning objectives/outcomes ( <b>please append the program's existing learning outcomes as a separate document</b> )
	in integration ( <b>please provide statement of approval from relevant undergraduate coordinator or Chair</b> )
	in cross-listing ( <b>please provide statement of approval from other program</b> )
	in pre/co-requisite
X	retire course
	other ( <b>please specify</b> ) Addition to the list of electives for Finance specialization (general stream)

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

Fall 2024

**9. Rationale:**

This course has low enrolment and is being retired to make room for new electives in the Finance Area.

**10. Proposed Course Information:**

<b>Existing Course Information (Change From):</b>	<b>Proposed Course Information (Change To):</b>
<p><b>Title</b> FINE4400 3.0 Risk Management in a Changing Global Economy</p>	<p>Remove from specialization</p>

**10. Enrolment Notes:**

N/A

**11. Consultation:**

N/A

**Originator:**



\_\_\_\_\_  
Signature

\_\_\_\_\_  
April 16, 2024

Date

\_\_\_\_\_  
Pauline Shum Nolan

Name

\_\_\_\_\_  
Finance

Area or Specialization

**Approvals:**

**Area or Specialization**

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



\_\_\_\_\_  
Signature

\_\_\_\_\_  
April 16, 2024

Date

\_\_\_\_\_  
Pauline Shum Nolan

Name

\_\_\_\_\_  
Finance

Area or Specialization

**Degree Program:**

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

\_\_\_\_\_  
Burkard Eberlein

Signature

\_\_\_\_\_  
May 10, 2024

Date

\_\_\_\_\_  
Burkard Eberlein

Name of Program Director

\_\_\_\_\_  
BBA/iBBA Programs

Program

**Program Committee:**

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

Burkard Eberlein

Signature

May 10, 2024

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee



# 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:**

BBA

**2. Responsible Unit:**

FINE

**3. Subject Code (Rubric) and Course Number:**

FINE4700

**4. Credit Value:**

3.00

**5. Long Course Title:**

Management of Canadian Financial Institutions

**6. Short Course Title:**

Same

**7. Type of Course Change(s) (indicate all that apply):**

	in course number
	in credit value ( <b>provide course outline</b> )
	in course title ( <b>provide course outline; short course titles may be a maximum of 40 characters, including punctuation and spaces</b> )
	in course description ( <b>provide course outline; short course descriptions may be a maximum of 60 words, written in present tense</b> )
	in learning objectives/outcomes ( <b>please append the program's existing learning outcomes as a separate document</b> )
	in integration ( <b>please provide statement of approval from relevant undergraduate coordinator or Chair</b> )
	in cross-listing ( <b>please provide statement of approval from other program</b> )
	in pre/co-requisite
X	retire course
	other ( <b>please specify</b> ) Addition to the list of electives for Finance specialization (general stream)

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

Fall 2024

**9. Rationale:**

This course has low enrolment and is being retired to make room for new electives in the Finance Area.

**10. Proposed Course Information:**

<b>Existing Course Information (Change From):</b>	<b>Proposed Course Information (Change To):</b>
<p><b>Title</b> FINE4400 3.0 Management of Canadian Financial Institutions</p>	<p>Remove from specialization</p>

**10. Enrolment Notes:**

N/A

**11. Consultation:**

N/A

**Originator:**



\_\_\_\_\_  
Signature

\_\_\_\_\_  
April 16, 2024

Date

\_\_\_\_\_  
Pauline Shum Nolan

Name

\_\_\_\_\_  
Finance

Area or Specialization

**Approvals:**

**Area or Specialization**

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



\_\_\_\_\_  
Signature

\_\_\_\_\_  
April 16, 2024

Date

\_\_\_\_\_  
Pauline Shum Nolan

Name

\_\_\_\_\_  
Finance

Area or Specialization

**Degree Program:**

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

\_\_\_\_\_  
Burkard Eberlein

Signature

\_\_\_\_\_  
May 10, 2024

Date

\_\_\_\_\_  
Burkard Eberlein

Name of Program Director

\_\_\_\_\_  
BBA/iBBA Programs

Program

**Program Committee:**

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

Burkard Eberlein  
\_\_\_\_\_  
Signature

May 10, 2024  
\_\_\_\_\_  
Date

Burkard Eberlein  
\_\_\_\_\_  
Name of Committee Chair

BBA/IBBA Programs  
\_\_\_\_\_  
Committee

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Pauline Shum Nolan, Finance Area Coordinator  
Date: April 16, 2024  
Re: New Course Proposal – FINE 3300 3.0 Python for Finance Professionals

---

**Motion:** That Faculty Council approves the new course proposal: FINE3300 3.0 Python for Finance Professionals

**Rationale:**

In today's world that is reliant on technology, having proficiency in programming is an essential skill. Within the finance industry, practitioners are expected to work with a diverse set of structured and unstructured financial data to build models, price products, construct portfolios, and manage risks. This necessitates the ability to think algorithmically and write code that not only achieves the task but is also efficient, extendable, and maintainable.

The finance industry is readily adopting the use of new machine learning and AI modeling techniques. Within ML/AI, Python has become ubiquitous, effectively becoming a de-facto programming language. For students aspiring to excel in their careers in Finance, demonstrating proficiency in Python programming and understanding the intricacies of the models is crucial.

Having realized the need for graduates to be able to write code, many competing finance programs offer a course in Python programming and its applications in finance. Even Microsoft Excel, that is dominant across industry, has incorporated the use of Python with support for VBA eventually being phased out over time. This makes it vital for Schulich to offer a course that teaches an algorithmic approach to programming through Python, with the hands-on practical aspect reinforcing concepts students have learned in other courses.

The new course and its hands-on practical aspect will have students:

- learn to program in Python and leverage popular libraries.
- work with both structured and unstructured data from multiple sources.
- apply traditional statistical methods to compute risk metrics.
- develop financial models and planning using analytic and simulation-based approaches.
- present results visually using Python's rich set of graphing libraries.

# New Course Proposal Form

## Schulich School of Business

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

**1. Responsible Program:**

*Schulich BBA Program*

**2. Responsible Unit:**

*Finance*

**3. Subject Code (Rubric) and Course Number:**

*FINE 3300*

**4. Credit Value:**

*3.00*

**5. Long Course Title:**

*Python for Finance Professionals*

**6. Short Course Title:**

*Python for Finance Professionals*

**7. Effective Term/Calendar Year:**

*Winter 2025*

**8. Language of Instruction:**

*English*

**9. Calendar (Short) Course Description:**

*A comprehensive introduction to Python with emphasis on applications in Finance, a must-have skill for any analyst role. It is an immersive course where students acquire programming skills, work with financial data, build financial models, run analytics, and make predictions.*

*Prerequisites: FINE 2000 3.0 and OMIS 2050 3.0*

## **10. Expanded Course Description:**

*This course provides a comprehensive introduction to Python with emphasis on its use and application in finance. Corporations are increasingly reliant on data-driven decision making, and there is a trend to integrate Python within their products and services. Therefore, the ability to write properly structured code is crucial to build models, run simulations and analytics, and make reliable predictions. It is a must-have skill for today's business school graduates, and highly recommended by Chartered Financial Analyst (CFA) Societies.*

*Python is a general-purpose programming language that is easy to learn for beginners (and non-programmers). Python has gained popularity within the data science, machine learning, and mathematics community due to its wide availability of open-source tools and rich set of third-party libraries.*

*Throughout this immersive course, students will acquire programming skills, learn to work with a variety of financial data. They will develop a solid foundation in Python programming techniques, learn to manage unstructured financial information, and easily build financial models.*

*Prerequisites: FINE 2000 3.0 and OMIS 2050 3.0*

## **11. Course Learning Outcomes:**

*In today's job market, having proficiency in programming is an essential skill. Within the finance industry, analysts are expected to work with a diverse set of data to build models, price products, construct portfolios, and manage risks. Increasingly, individuals must work with structured and unstructured data that is in a variety of formats to be able to complete their tasks.*

*The hands-on practical aspect of this course will reinforce many of the theoretical concepts that students would have encountered during their studies in finance. In the first half of the course, students will learn about programming principles and how to manage and work with data, specifically financial data, using various Python modules and libraries. In the second half, students will utilize their technical prowess and financial knowledge to solve problems using an algorithmic approach in Python.*

*After taking this course, students will:*

- *learn to program in Python and leverage popular libraries.*
- *work with both structured and unstructured data from multiple sources.*
- *apply traditional statistical methods to compute risk metrics.*
- *develop financial pricing models using analytic and simulation-based approaches.*
- *present results visually using Python's rich set of graphing libraries.*



## 12. Rationale:

*In today's world that is reliant on technology in every sector of business, having proficiency in programming is an essential skill. Within the finance industry, practitioners are expected to work with a diverse set of data to build models, price products, construct portfolios, and manage risks. Increasingly, individuals must work with structured and unstructured data that is in a variety of formats to be able to complete their tasks. This necessitates the ability to think algorithmically and write code that not only achieves the task but is also efficient, extendable, and maintainable.*

*This course is an introduction to Python programming. The hands-on practical aspect of the course will reinforce many of the theoretical concepts that students would have encountered during their studies in finance. In the first half of the course, students will learn about programming principles and how to manage and work with data, specifically financial data, using various Python modules and libraries. During this period, students will gain practical skills necessary for working with structured and unstructured data sets and gaining mastery of programming principles.*

*In the second half of the course, students will utilize their technical prowess and financial knowledge to solve problems using an algorithmic approach in Python. Students will learn how to formulate and build both analytic and simulation-based models to develop solutions that are practical and relevant to real-world scenarios.*

## 13. Evaluation:

<i>Programming assignment #1</i>	<i>20%</i>
<i>Programming assignment #2</i>	<i>20%</i>
<i>Programming assignment #3</i>	<i>20%</i>
<i>Final Project</i>	<i>40%</i>
<i>Written plan (10%)</i>	
<i>Final written report (30%)</i>	

*Programming assignments will require students to solve a series of finance problem sets that require writing a Python program, using appropriate packages, and presenting their analysis and interpretation in a report format.*

*Final project will be a group activity where students will research a finance topic, build a quantitative model, carry out their analysis and write a project report.*

## 14. Integrated Courses:

*N/A*

## 15. Cross-listed Courses:

*N/A*





**16. Enrolment Notes:**

*This course will be of interest to students who wish to learn Python, however, due to its application in finance it will be better suited to those enrolled in finance.*

**17. Faculty Resources:**

*Faisal Habib is qualified to teach this course. He has a background in Engineering, Finance, and Machine Learning and has been teaching at Schulich since 2012.*

**18. Physical Resources:**

*Besides the standard Schulich classroom equipment, no additional physical resources are needed.*

**19. Bibliography and Library Statement:**

*Please provide an appropriate and up-to-date bibliography in standard format. A statement from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.*

[1] Mastrodomenico, Rob. 2022. *The Python Book*. Hoboken, NJ: Wiley.

[2] Srikant M. Datar, Caitlin N. Bowler. LendingClub: Decision Trees and Random Forests, Harvard Business Case Product #: 119021-PDF-ENG, 2018.

[3] Hull, John. 2021. *Machine Learning in Business: An Introduction to the World of Data Science*. Third edition. GFS Press.

[4] Hilpisch, Yves J. 2015 - 2015. *Derivatives Analytics with Python: Data Analysis, Models, Simulation, Calibration and Hedging*. 1st ed. Wiley Finance Series. Chichester, England: Wiley.



# New Course Proposal Template

## (Part B - Schulich Use Only)

### 20. Instructors and Faculty Coordinator

**Initial instructor:**

*Faisal Habib*

**Alternative instructors:**

*Bogdan Tudose (suggestion)*

**Course coordinator:**

*Pauline Shum Nolan*

### 21. Specializations

**Primary area or specialization:**

*Finance*

**Secondary areas or specializations:**

*N/A*

### 22. Student Contact and Enrolment

**Contact hours:**

*36 classroom hours (3 hrs x 12 weeks)*

**Maximum enrolment:**

*45*

**Expected enrolment:**

*45*

**Evidence for enrolment expectations:**

*Python and its data analysis applications are in high demand in the business industry. It is shaping up to be a must-have skill for business school graduates.*

### 23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan

*a. Describe how equity, diversity, and inclusion including decolonization and Indigenization perspectives are reflected in (1) content (e.g., assigned readings, materials,*

case studies, etc.) and (2) delivery (e.g., ensuring that everyone is included and that diverse perspectives are valued and respected) of the proposed course.

b. Describe how this course contributes to students' learning about equity, diversity, inclusion, and decolonization with respect to the context of this course.

*This course is an introduction to coding in Python with use cases in business and finance. As such, it does not have content that is directly related to topics on equity, diversity, and inclusion. However, this course levels the playing field for students who did not have a chance to learn programming previously and enables them to apply for jobs that they would not otherwise be eligible for. Further, the course assignments and group projects may include working with datasets that have inherent biases. Therefore, students will encounter the effect that historical biases have had on decisions (for example, loan approvals). It will help students realize and consider the impact of certain explanatory variables on the performance of their predictive models that lead to unintended but biased decisions. Through these activities students will not only acquire analytic skills but also learn to recognize biases that exist within society that is reflected within data.*

*Throughout the term, University guidelines and policies will be followed to support students in their learning. The instructor will create an environment where students are respected, feel safe to share their opinions and embrace learning. Recognizing that students taking this course may not have had an opportunity to learn computer programming, multiple modes of learning will be provided such as alternative readings, videos, and online resources to help them gain mastery. Through group exercises, students will be encouraged to participate in class and interactions will be facilitated where students do not feel judged. Wherever possible, students will be provided with personalized feedback (individual comments on assignments submitted on Canvas) and flexible office hours (in-person & virtual) could be arranged to accommodate student schedules.*

## **24. Human Participants Research**

*N/A*

## **25. Conditions for Approval**

*If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:*

**a) The Area is deleting courses with at least the same total number of credits.**  
*The Finance Area is retiring FINE4700 3.0.*

**b) Provide a convincing case for the proposed course.**

*In a world that is reliant on technology in every sector of business, having proficiency in programming is an essential skill. Within the finance industry, practitioners are expected to work with a diverse set of data to build models, price*

*products, construct portfolios, and manage risks. Increasingly, individuals must work with structured and unstructured data that is in a variety of formats to be able to complete their tasks. This necessitates the ability to think algorithmically and write code that not only achieves the task but is also efficient, extendable, and maintainable.*

*Businesses and the finance industry are readily adopting the use of new machine learning and AI modeling techniques. Within ML/AI, Python has become ubiquitous, effectively becoming a de-facto programming language. For students and graduates, aspiring to excel in their careers in Finance, demonstrating proficiency in Python programming and understanding the intricacies of the models is crucial.*

*Having realized the need for graduates to be able to write code, many competing finance programs offer a course in Python programming and its applications in finance at the undergraduate and graduate level. Even Microsoft Excel, that is dominant across industry, has incorporated the use of Python with support for VBA eventually being phased out over time. This makes it vital that for Schulich to offer a course that teaches an algorithmic approach to programming through Python, with the hands-on practical aspect reinforcing concepts students have learned in other courses.*

**Originator:**

Faisal Habib  
\_\_\_\_\_  
Signature

April 16, 2024  
\_\_\_\_\_  
Date

Faisal Habib  
\_\_\_\_\_  
Name

Finance  
\_\_\_\_\_  
Area or Specialization

**Supporting Faculty Members**

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.



Schulich  
School of Business  
York University

Henry Kim

OMIS

Murat Kristal

OMIS

David Rice

Marketing

Linda Thorne

Accounting

Irene Henriques

Economics

Moshe Milvesky

Finance

Mark Kamstra

Finance

### **Approvals**

#### **Area or Specialization:**

I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

Pauline Shum Nolan  
Signature

April 16, 2024  
Date

Pauline Shum Nolan  
Name of Coordinator or Director

Finance  
Area or Specialization

#### **Program:**

I support the addition of the course to the SSB curriculum.



Burkard Eberlein	May 10, 2024
_____ Signature	_____ Date
Burkard Eberlein	BBA Program
_____ Name of Program Director	_____ Program

**Program Committee:**

This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Burkard Eberlein	May 10, 2024
_____ Signature	_____ Date
Burkard Eberlein	BBA/iBBA Program
_____ Name of Committee Chair	_____ Committee

## Course Outline

Winter 2024

<Class Day>, <Time>, beginning on <Date>

### Instructor

Faisal Habib

fhabib@schulich.yorku.ca

Office hours: By appointment

### Administrative Support

TBA

SSB 204A

416-736-5300

TBA

## Course Description

This course provides a comprehensive introduction to Python with emphasis on its use and application in finance. Corporations are increasingly reliant on data-driven decision making, and there is a trend to integrate Python within their products and services. Therefore, the ability to write properly structured code is crucial to build models, run simulations and analytics, and make reliable predictions. It is a must-have skill for today's business school graduates, and highly recommended by Chartered Financial Analyst (CFA) Societies.

Python is a general-purpose programming language that is easy to learn for beginners (and non-programmers). Python has gained popularity within the data science, machine learning, and mathematics community due to its wide availability of open-source tools and rich set of third-party libraries.

Throughout this immersive course, students will acquire programming skills, learn to work with a variety of financial data. They will develop a solid foundation in Python programming techniques, learn to manage unstructured financial information, and easily build financial models.

Prerequisites: FINE2000 3.0 Introduction to Finance, OMIS2050 3.0

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## Course Learning Outcomes

Upon completion of this course, students will be equipped with the analytical and algorithmic thinking skills necessary to write code specific to the finance domain. The practical skills in programming, simulation, and modelling techniques should uniquely position them in the workforce and prepare them for upper-level advanced courses.

## Deliverables at a Glance

There will be three individual assignments and students will have two weeks to complete it. Students are also expected to do a group project, present, and write a group project report. Late submissions will incur a 25% penalty per day.

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

Assignment/Task	Quantity	% Weight	Author
Assignments	3	60%	Individual
Group Project Report	1	40%	Group
		<b>100%</b>	

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

## Course Material

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

1. Mastrodomenico, Rob. *The Python Book*. Wiley, 2022 (or an alternative online text to be chosen by the instructor).

Other:

2. Srikant M. Datar, Caitlin N. Bowler. *LendingClub: Decision Trees and Random Forests*, Harvard Business Case Product #: 119021-PDF-ENG, 2018.

The following books are optional but recommended with content specific to finance:

3. Hilpisch, Yves J. *Derivatives Analytics with Python: Data Analysis, Models, Simulation, Calibration and Hedging*. Wiley, 2015.
4. Hull, John. *Machine Learning in Business: An Introduction to the World of Data Science*. GFS Press, 2021.

It is not anticipated that this course will require other library resources. Links to any additional reading material or alternative resources will be made available on Canvas.

Class material, such as lecture notes, will be posted on Canvas and should be accessible through your Schulich account. It will contain general information for students and information and materials specific to this course. Check it frequently.

Students will be required to download and install *Python* and *Visual Studio Code* on their laptops. Additionally, students will be asked to setup an account on *GitHub*, an online site used by developers to



share, manage, and maintain their code. These programs are available online and are extensively used by programmers, data scientists, and machine learning practitioners in industry. Students do not require any prior experience or knowledge of Python.

### Student Preparation for Class and Class Participation: Expectations

Students are expected to read relevant chapters prior to class. Student should check Canvas for any weekly reading topics and lecture notes. Students are also encouraged to use alternative resources (online tutorials and videos) to aid in understanding important concepts. The instructional pedagogy is hands-on; thus class time will include formal lectures that introduce key concepts and part of the class devoted to programming in Python.

### Class-by-Class Syllabus

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

Students are encouraged to bring their personal computers to be able to do the in-class exercises.

Date	Class session	Topic
	1	Introduction to the course Download and setup the programming environment: Python, VSC, Git Configure Visual Studio Code Learn about GIT and SCM Write some simple code in Python  Reading: TPB Chapters 1 -- 3
	2	Introduction to Python Variables & Data Types List, Tuples, Dictionaries, and Sets  Reading: TPB Chapters 4 -- 10
	3	Conditional Statements Loops Functions  Reading: TPB Chapters 11 <i>Assignment #1 (due in 2 weeks)</i>
	4	Object Oriented Programming Defining objects with Classes Working with objects  Reading: TPB Chapters 15
	5	Working with Files Introduction to Pandas Importing Data Data Manipulation  Reading: TPB Chapter 14, and 16 <i>Assignment #2 (due in 2 weeks)</i>
	6	Additional features of Pandas

		<p>Series Data Frames Merge, Join, Concatenate Grouping and Aggregation</p> <p>Reading: TPB Chapter 16</p>
		<i>Reading Week – No Class Scheduled</i>
	7	<p>Visualization Plotting with Matplotlib Histograms Bar Charts Line Graphs Bubble Plots Pie Charts</p> <p>Reading TPB Chapter 17 Matplotlib Quick Start Guide <i>Assignment #3 (due in 2 weeks)</i></p>
	8	<p>Introduction to NumPy Review of Matrix Operations Review of Simple Statistics</p> <p>Reading: NumPy Basics for Beginners <a href="https://numpy.org/doc/stable/user/absolute_beginners.html">https://numpy.org/doc/stable/user/absolute_beginners.html</a></p>
	9	<p>Introduction to Numpy (Cont'd) Review of Linear Regression (single and multiple features) Categorical features Regularization (Ridge &amp; Lasso)</p> <p>Real Estate Price Prediction</p>
	10	<p>Predicting Consumer Credit Quality and Loan Repayment Decision Trees Naive Bayes Classifier</p> <p>LendingClub: Decision Trees and Random Forests (HBR)</p>
	11	<p>Financial Planning using Monte Carlo Simulation</p> <p>Catch up – overall course</p>
	12	<p>Privacy and Ethics Ethics of Managing Data</p> <p>Reading: The Ethics of Managing People’s Data (HBR) <a href="https://hbr.org/2023/07/the-ethics-of-managing-peoples-data">https://hbr.org/2023/07/the-ethics-of-managing-peoples-data</a></p>

### Written Assignments/Projects and Exam: Descriptions

There are 3 assignments and 1 group project in the course that involve Python coding. Students will be given 2 weeks to complete each assignment. Assignments are due by 11:59 p.m. (EST) on the due date. A 25% penalty per day will be imposed on late assignments.

Assignments must be submitted on CANVAS. Attach all files directly into CANVAS.

There is no mid-term or final exam.

Weeks 3, 5, 7      Assignment #1, #2, and #3  
 The homework assignment will require you to solve problems related to finance and will require you to write code in Python. The assignments are to be completed individually. Details of the assignment will be posted on Canvas.  
*Value: 20% each (60% of the total grade)*

Week 12      Group Project Report  
 The group project will require you to solve a financial problem using the computational methods and programming skills that you have acquired in this course. You will work with data, build, and calibrate your model in Python to answer important questions. Your final submission will be in the form of a written report. Further details will be provided on Canvas.  
*Value: 40%*

### Evaluation of Written Assignments/Projects and Exam

Grade on assignments that involve Python programming will be based on coding style, correctness, and interpretation of results. Students must document their code and make use of proper (modular) code design principles. For numerical problems, the grade will be based on correctness of the solution. For essay style/short questions, the grade will be based on how well the student has articulated the response.

Grade on the group project will be based on the quality of the written material. 90% of the grade will be determined by the written report, and 10% will be determined by peer review whereby your group members will assign a grade which will be dependent upon your individual participation and contribution to the overall project.

### Calculation of Course Grade

Your final course grade is a weighted sum of your performance on assigned work (homework assignments, summaries, and group project report).

Percentage Points	Letter Grade	Grade Points
90% – 100%	A+	9
80% – 90%	A	8
75% – 80%	B+	7
70% – 75%	B	6
65% – 70%	C+	5
60% – 65%	C	4
55% – 60%	D+	3
50% – 55%	D	2
0% – 50%	F	0

Higher letter grades may be assigned to maintain a grade point average between 5.5 and 7.0, but the assigned letter grade will never be lower than the grade earned according to the above scale.

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

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

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/>

*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/>.

## Quick Reference: Summary of Classes, Activities and Deliverables

The following list of lecture topics and readings indicate the material to be read, reviewed and/or prepared for the various class sessions. If any changes in this schedule become necessary, notifications will be posted on Canvas, and where such changes need to be announced between class sessions, an email will be sent to the class group email and the announcement section on Canvas, notifying them of the change.

Date	Class session	Topic	Assignedments & Reading
	1	Introduction to the course Download and setup the programming environment: Python, VSC, Git Configure Visual Studio Code Learn about GIT and SCM Write some simple code in Python	TPB 1 -- 3
	2	Introduction to Python Variables & Data Types List, Tuples, Dictionaries, and Sets	TPB 4 -- 10
	3	Conditional Statements Loops Functions <i>Assignment #1 (due in 2 weeks)</i>	TPB 11
	4	Object Oriented Programming Defining objects with Classes Working with objects	TPB 15
	5	Working with Files Introduction to Pandas Importing Data Data Manipulation <i>Assignment #2 (due in 2 weeks)</i>	TPB 14, and 16 Assignment #1
	6	Additional features of Pandas Series	TPB 16

		Data Frames Merge, Join, Concatenate Grouping and Aggregation	
		Reading Week – No Class Scheduled	
	7	Visualization Plotting with Matplotlib Histograms Bar Charts Line Graphs Bubble Plots Pie Charts <i>Assignment #3 (due in 2 weeks)</i>	TPB 17 Matplotlib Quick Start Guide Assignment #2
	8	Introduction to NumPy Review of Matrix Operations Review of Simple Statistics	NumPy Basics for Beginners
	9	Introduction to Numpy (Cont'd) Review of Linear Regression (single and multi- features) Categorical features Regularization (Ridge & Lasso)  Real Estate Price Prediction	Assignment #3
	10	Decision Trees Naive Bayes Classifier  LendingClub: Decision Trees and Random Forests (HBR)	
	11	Principles of Monte Carlo Simulation Generating random numbers Catch up – overall course	
	12	Privacy and Ethics Ethics of Managing Data	The Ethics of Managing People's Data (HBR)  Project Report

# MEMORANDUM

## York University Libraries

**To:** Pauline Shum Nolan, Professor, Finance Area, Schulich School of Business

**From:** Stephanie Quail, Director, Open Scholarship department, York University Libraries

**Date:** April 19, 2024

**Subject:** Library Statement - FINE 3300 3.0 Python for Financial Professionals

### Summary

York University Libraries (YUL) is well positioned to support this proposed course, which is designed for students to acquire programming skills, learn to work with a variety of financial data, build robust models, run advanced analytics, and make accurate predictions. Upon completion of this course, students will be equipped with the analytical and algorithmic thinking skills necessary to write Python code specific to the finance domain. The practical skills in programming, simulation, and modelling techniques should uniquely position them in the workforce and prepare them for upper-level advanced courses. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings in the business collections related to the major themes of the course.

### Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects related to this course such as:

- Python(Computer Program Language), Machine Learning, Data Mining, Big Data, Business— Mathematics models, Derivative securities, Hedging(Finance) and Capital market etc.

The Omni single-search interface provides students with access to a wide range of materials, including books and e-books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni.

The Libraries will purchase an e-book copy of the required textbook, *The Python Book*, by R. Mastrodomenico. Once this book is available in the catalogue, the instructor can provide students with a stable, persistent URL in Canvas to provide students with access to the required textbook. Students will have to purchase the assigned Harvard Business case study directly via the Harvard Business Publishing Education website through a coursepack link created by the course instructor.

The course proposal also lists two supplementary books for students. The Libraries will purchase an e-book version of *Derivatives Analytics with Python: Data Analysis, Models, Simulation, Calibration and Hedging*. The persistent URL can then be added to Canvas to provide students with access to this supplementary text. The Libraries' also has a print copy of [Machine Learning in Business: An Introduction to the World of Data Science](#). Unfortunately, at this point in time, it is not possible for the Libraries to purchase an e-book version. It is recommended the instructor submits a [course reserve request](#) to the Libraries to place the print version of this book on short term loan for students in the course.

If additional reading material or alternative resources will be posted on Canvas, it is recommended that the instructor use the [Copyright Office's Course Reading List/Syllabus Review Service](#) to ensure that the terms of use for the various materials allow for the content to be used in a course. Based on the librarian's review of class themes and weekly topics, a tailored selection of electronic databases of interest for this course are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings, and the [A-Z Business Databases](#) list focuses specifically on business-related databases.

#### **Business & Technology Publication Databases:**

- Proquest Business
- Business Source Complete
- ACM Digital Library
- IEEE Xplore
- Engineering Village
- Scholars Portal Journals

#### **Newspaper Databases:**

- Factiva
- Nexis Uni

#### **Key Financial Databases:**

- TSX CFMRC
- Capital IQ
- Datastream via Workspace
- MorningStar Direct
- Compustat and CRSP via WRDS
- Global Financial Data
- LinkedIn Learning

## **Services**

### **Library Instruction**

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

### **Relevant Guides & Online Tutorials of Interest:**

- [Finance Research Guide](#)
- [Computer Science Research Guide](#)
- [OMNI Search Guide](#)
- [Finding Business Articles Guide](#)
- [Business Citation Guide](#)
- [Step-by-Step Business Database Tutorials](#)

### **Research Help**

Online [research assistance](#) is available in both English and French via chat and email. Drop-in reference service is also available at the Bronfman Business Library Monday to Friday. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

### **Accessibility Services**

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact [lashelp@yorku.ca](mailto:lashelp@yorku.ca) with questions.



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Lilian Ng, Professor of Finance, Scotiabank Chair in International Finance  
Date: April 16, 2024  
Re: New Course Proposal: FINE 4880 (Financial Innovation & Impact Investing) Elective

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### **Motion:**

New Course Proposal: Financial Innovation & Impact Investing

### **Rationale:**

In recent years, impact investing has seen significant growth within sustainable finance, driven by increased investments that deliver social, environmental, and financial benefits. Investors are drawn to these opportunities because they have the potential to tackle climate change and social inequality while yielding financial returns. Additionally, regulators are implementing stricter sustainability guidelines, asset owners are prioritizing impact in their investment decisions, and corporations are adopting sustainable practices to meet both investor expectations and regulatory requirements.

As the field of impact investing expands, the demand for skilled professionals also increases. This proposed course lets students tackle team projects and analyze real-world cases to build skills for strategic decision-making in impact investing. It, therefore, focuses on hands-on learning and critical thinking. This course is ideal for students interested in using finance to promote social and environmental change, equipping them with the necessary tools to succeed in impact investing.

The CFA Institute offers a certificate in ESG investing, and this is a premier qualification. (<https://www.cfauk.org/study/esg#gsc.tab=0>). This course will help students prepare for the certificate.

# New Course Proposal Form

## Schulich School of Business

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

**1. Responsible Program:**

*Schulich BBA Program*

**2. Responsible Unit:**

*Finance*

**3. Subject Code (Rubric) and Course Number:**

*FINE 4880*

**4. Credit Value:**

*3.00*

**5. Long Course Title:**

*Financial Innovation & Impact Investing*

**6. Short Course Title:**

*Financial Innovation & Impact Investing*

**7. Effective Term/Calendar Year:**

*Winter 2025*

**8. Language of Instruction:**

*English*

**9. Calendar (Short) Course Description:**

This course prepares students to develop investment vehicles addressing social and environmental challenges, gearing them for careers in the expanding field of impact investing. Unlike traditional finance, this course integrates ESG considerations into investment strategies. Students will engage in team projects, analyze real-world cases, and develop innovative financial solutions that generate positive impacts, emphasizing experiential learning and critical thinking.

Note: Students must have already taken a FINE 3000-level course or be taking one concurrently.

## **10. Expanded Course Description:**

All investments have impacts, both positive and negative. Impact investing equips asset owners with tools to direct their investments toward positive social and environmental outcomes. Broadly, impact investing applies across various approaches and asset classes, from global public equity and debt markets to less liquid and more catalytic strategies. Therefore, this course is designed for students looking to understand how investment mechanisms can be structured to address critical social and environmental challenges, positioning them for success in the growing field of impact investing. Students will examine how pivotal financial stakeholders, including institutional investors, asset managers, and corporations, can strategically utilize capital in alignment with Environmental, Social, and Governance (ESG) criteria to foster advancements in sustainability and ethical practices. Unlike traditional finance, which primarily focuses on financial returns and risk assessment, this course integrates ESG considerations into investment strategies, ensuring a comprehensive approach to resource allocation.

Through team projects and in-depth case analysis, students will develop skills for making informed, strategic decisions in impact investing. The course emphasizes practical application and critical thinking, ideal for students committed to driving social and environmental change through finance.

## **11. Course Learning Outcomes:**

Upon successful completion of this course, students will have a solid grasp of identifying, assessing, and financing impact investments across diverse asset classes and themes, utilizing essential concepts, frameworks, and models. Through collaborative team projects, students will be able to design and execute innovative investment strategies that address critical social or environmental challenges. This experiential learning approach not only equips students for successful careers in the dynamic field of impact investing but also seeks to shape the future leaders of sustainable finance.

- Provide students with the necessary concepts, frameworks, and models to identify, assess, and finance impact investments across various asset classes, themes, and perspectives.
- Introduce students to theories of change and frameworks for impact measurement and management, and how these tools can complement conventional risk and return models.
- Gain an understanding of the role and interplay between different stakeholders and opportunities for future development.

- Analyze the effectiveness of impact investing tools and structures available to impact investors.
- Understand sustainable responsible investment strategies across various asset classes.
- Investigate the impact capital chain to understand the functions of funds, fund managers, and other intermediaries and vehicles involved in impact investing.
- Provide student teams the opportunity to design and develop innovative impact investment strategies and vehicles that tackle critical social or environmental challenges.

## **12. Rationale:**

In recent years, impact investing has seen significant growth within sustainable finance, driven by increased investments that deliver social, environmental, and financial benefits. Investors are drawn to these opportunities because they have the potential to tackle climate change and social inequality while yielding financial returns. Additionally, regulators are implementing stricter sustainability guidelines, asset owners are prioritizing impact in their investment decisions, and corporations are adopting sustainable practices to meet both investor expectations and regulatory requirements.

As the field of impact investing expands, the demand for skilled professionals also increases. This proposed course lets students tackle team projects and analyze real-world cases to build skills for strategic decision-making in impact investing. It, therefore, focuses on hands-on learning and critical thinking. This course is ideal for students interested in using finance to promote social and environmental change, equipping them with the necessary tools to succeed in impact investing.

The CFA Institute offers a certificate in ESG investing, and this is a premier qualification. (<https://www.cfauk.org/study/esg#gsc.tab=0>). This course will help students prepare for the certificate.

## **13. Evaluation:**

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

Assignment/Task	Quantity	% Weight	Total %	Author
Class participation	1	10%	10%	Individual
Quizzes	4	30%	30%	Individual
Case Analysis	2	20%	20%	Individual
Project 2-Page Prospectus	1	20%	20%	Group
Team's Final Pitch	1	10%	10%	Group
Team Peer Evaluation	1	10%	10%	Individual
			<b>100%</b>	

The team project, a centerpiece of this course, involves developing and pitching innovative financial strategies to address pressing social and environmental challenges - - 'the Sustainable Investing Project.' This Project harnesses the power of capital markets and student creativity to create a positive impact, offering a profound immersion into real-world issues. Students will apply theoretical knowledge to practical challenges, bridging the gap between academic learning and real-world application. The Project also cultivates essential skills such as teamwork, delegation, and group management while enhancing students' time management and prioritization abilities due to the project's time constraints. Presenting their solutions will further refine students' skills in articulation, presentation design, and handling questions. Teams of up to four students must prepare a two-page prospectus and a slide deck. Judges and teams will assess and rank the projects based on the degree of financial innovation demonstrated.

**14. Integrated Courses:**

NA

**15. Cross-listed Courses:**

None

**16. Enrolment Notes:**

45

**17. Faculty Resources:**

*Lilian Ng will be the regular faculty member teaching the course, which will be offered once a year.*

**18. Physical Resources:**

A standard classroom equipped with A/V equipment is required.

**19. Bibliography and Library Statement:**

*Please provide an appropriate and up-to-date bibliography in standard format. A statement*



*from the University librarian responsible for the subject area certifying that adequate library resources are available for the new course must be provided.*

# New Course Proposal Template

## (Part B - Schulich Use Only)

### 20. Instructors and Faculty Coordinator

**Initial instructor:**

*Lilian Ng*

**Alternative instructors:**

*Pouyan Foroughi*

*Aleksandra Rzeznik*

**Course coordinator:**

*Lilian Ng*

### 21. Specializations

**Primary area or specialization:**

*Indicate the primary area or specialization where the proposed course will be listed in the program handbook.*

*FINE*

**Secondary areas or specializations:**

*List all other areas or specializations where the proposed course will be listed as an elective.*

### 22. Student Contact and Enrolment

**Contact hours: 36**

*State the number of classroom hours of this course per term. If there is a lab requirement, also state the number of lab hours per term.*

**Maximum enrolment: 45**

*For core courses, 55. For electives, 45. Any other maximum requires approval from the Associate Dean Academic and explicit endorsement from the Program Committee and Faculty Council.*

**Expected enrolment: 45**

*State the expected “steady-state” enrolment would be 45. It is understood that new courses may take one or two terms to reach this level.*

### **Evidence for enrolment expectations:**

We surveyed students enrolled in the introductory finance course (FINE 2000), and the majority expressed interest in a finance course focused on ESG.

### **23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan**

- a. Describe how equity, diversity, and inclusion including decolonization and Indigenization perspectives are reflected in (1) content (e.g., assigned readings, materials, case studies, etc.) and (2) delivery (e.g., ensuring that everyone is included and that diverse perspectives are valued and respected) of the proposed course.*
- b. Describe how this course contributes to students’ learning about equity, diversity, inclusion, and decolonization with respect to the context of this course.*

The proposed course integrates equity, diversity, and inclusion (EDI) in both content and delivery, fostering a comprehensive and respectful learning environment. Course materials such as readings, case studies, and supplementary resources are carefully chosen to represent diverse perspectives. While the content doesn’t directly address decolonization and indigenization, inclusivity is emphasized, including a case study on financial inclusion for marginalized communities. Additionally, I plan to invite Brendon Grant, a Canadian Indigenous and former Schulich MBA graduate who took my graduate courses in Sustainable Finance and Impact Investing. Brendon, now an investment manager for Indigenous Services at Jarislowsky Fraser Limited, will share his insights and experiences, enhancing the course with real-world EDI perspectives. He has been a regular guest speaker in my MBA class, contributing significantly to our discussions on sustainable finance.

This approach ensures that the course not only imparts technical finance skills but also promotes a socially conscious and inclusive viewpoint, preparing students for the practical application of these principles in their finance careers.

### **24. Human Participants Research**

*If any assignment for this course involves Human Participants Research, the course outline should make reference to the Human Participants Research procedures and approval process. Otherwise indicate “N/A”.*

N/A

### **25. Conditions for Approval**



*If this proposal is for a new elective course, please indicate which one of the following conditions required by Faculty Council applies:*

- a) The Area is deleting courses with at least the same total number of credits.**  
*Specify the course or courses being deleted.*

*Due to low enrollment, FINE 4400 will be deleted. The Finance Area is replacing this course with this proposed new elective for students.*

- b) Provide a convincing case for the proposed course.**  
*State the reason the program needs this new course and provide evidence that the Area has no elective with student enrolments low enough to warrant deletion. Approval from the ADA will be required.*

*This course is crucial and timely, as it explores the increasingly essential role of impact investing in the finance sector. Students will learn to integrate environmental, social, and governance (ESG) criteria into investment strategies, ensuring their financial activities drive ethical and sustainable outcomes. With the growing public and regulatory emphasis on sustainability, proficiency in impact investing is vital for professionals dedicated to making a significant impact. Students will learn to channel capital into investments that not only offer financial returns but also deliver substantial social and environmental improvements. This focus on impact investing prepares students to lead in aligning financial performance with global sustainability goals, equipping them to be advocates for a fairer and more sustainable world. Currently, no similar undergraduate course is offered in the Finance Area.*

**Originator:**

Lilian Ng  
Signature

April 22, 2024  
Date

Lilian Ng  
Name

FINANCE  
Area or Specialization

**Supporting Faculty Members**

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.



The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

<u>Ming Dong</u>	<u>FINE</u>
<u>Pouyan Foroughi</u>	<u>FINE</u>
<u>Melanie Cao</u>	<u>FINE</u>
<u>Kee-Hong Bae</u>	<u>FINE</u>
<u>Moshe Milevsky</u>	<u>FINE</u>
<u>Ambrus Kesckes</u>	<u>FINE</u>
<u>Yisong Tian</u>	<u>FINE</u>
<u>Mark Kamstra</u>	<u>FINE</u>
<u>Aleksandra Rzeznik</u>	<u>FINE</u>
<u>Olaf Weber</u>	<u>SUST</u>
<u>Avis Devine</u>	<u>SUST</u>
<u>Irene Henriques</u>	<u>ECON</u>

### Approvals

#### Area or Specialization:

I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

Pauline Shum Nolan

Signature

April 22, 2024

Date

Pauline Shum Nolan

\_\_\_\_\_  
Name of Coordinator or Director

FINE

\_\_\_\_\_  
Area or Specialization

**Degree Program:**

I support the addition of the course to the SSB curriculum.

Burkard Eberlein

\_\_\_\_\_  
Signature

May 10, 2024

\_\_\_\_\_  
Date

Burkard Eberlein

\_\_\_\_\_  
Name of Program Director

BBA Program

\_\_\_\_\_  
Program

**Program Committee:**

This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Burkard Eberlein

\_\_\_\_\_  
Signature

May 10, 2024

\_\_\_\_\_  
Date

Burkard Eberlein

\_\_\_\_\_  
Name of Committee Chair

BBA/iBBA Program Committee

\_\_\_\_\_  
Committee

## Course Outline

Winter 2025

Section:

### Instructor

Dr Lilian Ng  
N223 - Seymour Schulich Building  
lmg@schulich.yorku.ca  
Office hours: By appointment

### Assistant

Kaltum Osman  
N204A  
+1.416.736.5072  
[mfin@schulich.yorku.ca](mailto:mfin@schulich.yorku.ca)

Professor Ng holds the Scotiabank Chair in International Finance and is a member of the esteemed European Corporate Governance Institute. Her research explores environmental, social, and governance (ESG) factors, global supply chains, international financial markets, and institutional trading behavior, garnering her several prestigious awards, including the 2019 Premier Global Prize for Research in Sustainable Finance (Moskowitz Prize for Sustainable Finance). Her contributions have been featured in prestigious outlets, including the New York Times, Smart Money Magazine, the Straits Times, Business Times, Forbes.com, the United Nations Principles of Responsible Investment Academic Blog, the Global Research Alliance for Sustainable Finance and Investment (GRASFI), and the Columbia Law School Blue Sky Blog on Corporations and the Capital Markets.

## Brief Description

This course prepares students to develop investment vehicles addressing social and environmental challenges, gearing them for careers in the expanding field of impact investing. Unlike traditional finance, this course integrates ESG considerations into investment strategies. Students will engage in team projects, analyze real-world cases, and develop innovative financial solutions that generate positive impacts, emphasizing experiential learning and critical thinking.

Note: Students must have already taken a FINE 3000-level course or be taking one concurrently.

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## Course Learning Outcomes

Upon successful completion of this course, students will have a solid grasp of identifying, assessing, and financing impact investments across diverse asset classes and themes, utilizing essential concepts, frameworks, and models. Through collaborative team projects, students will be able to design and execute innovative investment strategies that address critical social or environmental challenges. This experiential learning approach not only equips students for successful careers in the dynamic field of impact investing but also seeks to shape the future leaders of sustainable finance.

## Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Class participation	1	10%	10%	Individual
Quizzes	4	30%	30%	Individual
Case Analysis	2	20%	20%	Individual
Project 2-Page Prospectus	1	20%	20%	Group
Team's Final Pitch	1	10%	10%	Group
Team Peer Evaluation	1	10%	10%	Individual
			<b>100%</b>	

For details, see "Written Assignments/Projects and Quizzes: Descriptions" (p. 6) and "Evaluation of Written Assignments/Projects and Quizzes" (p. 7).

## Course Material

Below is a list of required and recommended books, along with a selection of websites offering supplemental materials in specific areas. These resources may be useful for Team Projects. Additionally, weekly lecture slide decks will be available on Canvas before each class session begins.

### Required

1. Godeke, S. and Briaud, P., 2020. Impact Investing Handbook, Rockefeller Philanthropy Advisors, Available Free Online. ([IIH](#)) (GB 2020)

### Recommended

2. Edmans, A., 2020. Grow the pie: How great companies deliver both purpose and profit. Cambridge: Cambridge University Press. (Edmans)
3. Handbook on Responsible Investment Across Asset Classes, Boston College Center for Corporate Citizenship ([BC Handbook](#))
4. Krosinsky, C. and Purdom, S., 2017. *Sustainable Investing: Revolutions in Theory and Practice*, Routledge.

**Suggested Websites**

- [www.thegiin.org](http://www.thegiin.org)
- [www.impactalpha.com](http://www.impactalpha.com)
- [www.impactmanagementproject.com](http://www.impactmanagementproject.com)
- [www.acumen.org](http://www.acumen.org)
- [www.rockefellerfoundation.org/our-work/initiatives/innovative-finance/](http://www.rockefellerfoundation.org/our-work/initiatives/innovative-finance/)
- [ssir.org/articles/category/impact\\_investing](http://ssir.org/articles/category/impact_investing)
- [www.socialimpactinvestment.org](http://www.socialimpactinvestment.org)
- [www.toniic.com](http://www.toniic.com)

**Additional timely media articles will be added to the course on CANVAS.**

## Student Preparation for Class and Class Participation: Expectations

**Class participation**

Active class participation makes our time together more enjoyable and more productive. Participation includes class attendance, arriving in class on time and staying for the class duration, and active discussions in class. Students are expected to show critical thinking, respectful interactions with classmates, a positive attitude towards learning and freely discuss the proposed topics. Extra weight will be given to contributions during classmates' presentations and evaluating the work of other classmates and their groups. For example, are the points made relevant to the discussion? Does your contribution further the class's understanding of the issues?

- **Active Participation:** This subject matter is ever-evolving, making in-class discussions a cornerstone of our learning. Ensure you finish the reading assignments before each class and arrive on time, ready to start. *If you must miss class for any reason, please e-mail me prior to the start of class.*
- **Absences:** Emergencies can arise. I understand. If you foresee missing a class, please notify me in advance. Remember, you must catch up on readings and obtain notes from a fellow student.

**Assignment Deadlines**

Ensure you submit assignments as per the timelines provided in the course outline. There is a penalty for late submissions: a decrease by half a grade for each day delayed, unless stated otherwise.

**Device Etiquette**

To maintain a focused learning environment, avoid using cell phones and other non-course-related electronic devices during class.

## Class-by-Class Syllabus

*A tentative list of topics outlines the material to be read, reviewed, and/or prepared for each class session. Should any changes to this schedule be necessary, notifications will be posted on Canvas and an email will be sent to the class as well.*

Class Number and Topic	Topic
<b>Week 1</b>	<p><b>Slide Deck: Introduction to Course and Key Concepts</b>            Understanding and Identifying Impact Investing            Core Characteristics of Impact Investing  <i>Required Reading – Global Impact Investing Network (<a href="#">Link</a>)</i>  <i>Required Reading – GB (2020) Introduction &amp; Chapter 1</i></p>
<b>Week 2</b>	<p><b>Slide Deck: Responsible Investment Landscape</b>            Definition and Principles            Market Overview            Regulatory Framework            Stakeholders and their Roles  <i>Required Reading – Principles for Responsible Investment (<a href="#">Link</a>)</i>  <i>Required Reading – Sustainability Standards Board Materiality Map (<a href="#">Link</a>)</i>  <i>Optional Reading – Hartzmark and Sussman, “Do Investors Value Sustainability?” (<a href="#">Link</a>)</i></p>
<b>Week 3</b>	<p><b>Slide Deck: Who are the players involved?</b>            Participants and Stakeholders in the Impact Capital Chain  <i>Required Reading – GB (2020) Chapter 2</i>  <b>Team Members Formed</b>  <b>Quiz 1</b></p>
<b>Week 4</b>	<p><b>Slide Deck: Impact goals and investment goals</b>            Defining impact, theory of change  <i>Required Reading – GB (2020) Chapter 3</i>  <i>Optional Reading -- Brest, Paul, and Kelly Born, “When Can Impact Investing Create Real Impact?” Stanford Social Innovation Review, Fall 2013 (<a href="#">Link</a>)</i>  <i>Optional Reading -- Grantcraft, The Ford Foundation, “Mapping Change: Using a Theory of Change to Guide Planning and Evaluation,” (<a href="#">Link</a>)</i></p>
<b>Week 5</b>	<p><b>Case Studies on Environmental and Social Challenges</b>            Use past cases to introduce various innovative financial solutions addressing environmental and social challenges  <b>Teams Identifying an Environmental or a Social Challenge</b>  <b>Quiz 2</b></p>
<b>Week 6</b>	<p><b>Slide Deck: Impact Tools</b>            Impact theme: environmental finance            Portfolio selection and construction  <i>Required Reading – DG (2020) Chapter 4 (p. 86-105)</i>  <i>Optional Required Reading – Towards a Blue Revolution: Encourage capital and the nature of conservancy (<a href="#">Link</a>)</i>  <i>Optional Reading -- The Forest Resilience Bonds (<a href="#">Link</a>)</i>  <b>Case study: Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism (HBR: 9-514-061)</b>  <b>Teams Proposing Innovative Financing Solutions</b></p>

Class Number and Topic	Topic
Term Break	Term Break
Week 7	<p><b>Slide Deck: Impact Structures</b>            Development finance and access to financial services  <i>Required Reading – DG (2020) Chapter 4 (p. 106-120)</i>  <b>Team Draft Prospectus Due</b></p>
Week 8	<p><b>Case Studies – Blended Finance</b>            What is blended finance?            Stakeholders and their Roles            Case studies and examples  <i>Required Reading -- Cole, Shawn and Caitlin Reimer Brumme, "Root Capital and the Efficient Frontier, 2018, HBS Case 9-218-084,</i>  <b>Quiz 3</b></p>
Week 9	<p><b>Slide Deck: Impact Measurement</b>            Is there a positive or negative relationship between financial and impact performance?            Review the risk-return relationship and factor models.  <i>Required Case study: Impact assessment of lending to the automotive industry (<a href="#">Link</a>)</i>  <i>Required Case study: Impact assessment of lending to the palm oil industry (<a href="#">Link</a>)</i>  <b>Case study: Root Capital and the Efficient Impact Frontier (HBR: 9-218-084)</b></p>
Week 10	<p><b>Slide Deck: Climate Risk</b>            Climate Risk Definition            Physical and Transition Risks            Financial Implications            Risk Assessment and Management  <i>Please watch - Litterman, "Pricing of Climate Risk and the Effect on Portfolio Construction" (<a href="#">Link</a>)</i>  <i>Optional reading – Daniel, Litterman, and Wagner, "Applying Asset Pricing Theory to Calibrate the Price of Climate Risk" (<a href="#">Link</a>)</i>  <b>Team Final Prospectus Due</b>  <b>Quiz 4</b></p>
Week 11	<p><b>Slide Deck: Financial Inclusion</b>            Microfinance            FinTech and Financial Inclusion  <i>Required Reading -- Sherry, R., 2020. "Towards Inclusive Societies – Impact Investing and Financial Inclusion," (<a href="#">Link</a>)</i>  <i>Required Case study: Ant Financial: The Road to Financial Inclusion in China through QR Codes and Technology-as-a-Service (HBR: 112047-PDF-ENG)</i></p>
Week 12	<b>Team Final Pitches</b>



## Written Assignments/Projects and Quizzes: Description/Evaluation

The course includes four quizzes, two case analyses to be presented in slide deck format, and one team project, 'the Sustainable Investing Challenge.' All assignments must be submitted by 10:00 a.m. (EST) on the specified due dates. There are NO midterm or final exams in this course.

Due Dates	Assignments and Quizzes
Weeks 3, 5, 8, and 10	Quizzes, each covering previously discussed topics.
Week 6	Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism (HBR: 9-514-061)
Week 9	Root Capital and the Efficient Impact Frontier (HBR: 9-218-084)
Week 10	Team Prospectus Due
Week 12	Team Final Pitch

### **Case analysis/presentations**

You need to prepare a slide deck addressing the issues raised in the two case studies: (i) Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism, and (ii) Root Capital and the Efficient Impact Frontier. The third case, "Ant Financial: The Road to Financial Inclusion in China through QR Codes and Technology-as-a-Service," will be discussed as an example to demonstrate financial inclusion. Questions for each case will be given to you two weeks prior to the due date.

### **Team Project – The Sustainable Investing Project**

The team project, a centerpiece of this course, involves developing and pitching innovative financial strategies to address pressing social and environmental challenges -- 'the Sustainable Investing Project.' This Project harnesses the power of capital markets and student creativity to create a positive impact, offering a profound immersion into real-world issues. Students will apply theoretical knowledge to practical challenges, bridging the gap between academic learning and real-world application. The Project also cultivates essential skills such as teamwork, delegation, and group management while enhancing students' time management and prioritization abilities due to the project's time constraints. Presenting their solutions will further refine students' skills in articulation, presentation design, and handling questions. Teams of up to four students must prepare a two-page prospectus and a slide deck. Judges and teams will assess and rank the projects based on the degree of financial innovation demonstrated.

## Calculation of Course Grade

The [course grading scheme](#) for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
B+	7
B	6

C+	5
C	4
D+	3
D	2
F	0

Students are reminded that they must maintain a cumulative GPA of at least 5.0 to remain in good standing and continue in the program, and to qualify for their degree. Schulich grading guidelines mandate a section GPA of between 5.5 and 7.0.

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

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

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 also be found on **Schulich** website:

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

*Accommodations.* For accommodations sought due to quiz 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/>.

*Quizzes (Absence from)*

*Quizzes.* Students who miss a quiz must contact the 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. Students who miss a quiz 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>

## Quick Reference: Summary of Classes, Activities and Deliverables

Class Session	Date	Topic	Assignments/Required Readings
1		<b>Introduction to Course and Key Concepts</b> Understanding and Identifying Impact Investing Core Characteristics of Impact Investing	<b>Instructor's Slide Deck</b> Global Impact Investing Network ( <a href="#">Link</a> ) GB (2020): Introduction & Chapter 1
2		<b>Responsible Investment Landscape</b> Definition and Principles Market Overview Regulatory Framework Stakeholders and their Roles	<b>Instructor's Slide Deck</b> Principles for Responsible Investment ( <a href="#">Link</a> ) Sustainability Standards Board Materiality Map ( <a href="#">Link</a> )
3		<b>Who are the players involved?</b> Participants and Stakeholders in the Impact Capital Chain	<b>Instructor's Slide Deck</b> GB (2020) Chapter 2 Team Members Formed Quiz 1
4		<b>Impact goals and investment goals</b> Defining impact, theory of change	<b>Instructor's Slide Deck</b> GB (2020) Chapter 3
5		<b>Case Studies on Environmental and Social Challenges</b> Review past financial solutions to address Env and Soc challenges	<b>Instructor's Slide Deck</b> Quiz 2
6		<b>Impact Tools</b> Impact theme: environmental finance Portfolio selection and construction	<b>Instructor's Slide Deck</b> Required Reading – DG (2020) Chapter 4 (p. 86-105) Case study: Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism (HBR: 9-514-061) Team's Env/Soc Challenge Identified
		<b>No Class (Reading Period)</b>	
7		<b>Impact Structures</b> Development finance and access to financial services	<b>Instructor's Slide Deck</b> Team Draft Prospectus Due DG (2020) Chapter 4 (p. 106-120)
8		<b>Blended Finance</b> What is blended finance? Stakeholders and their Roles Case studies and examples	<b>Instructor's Slide Deck</b> Cole, Shawn and Caitlin Reimer Brumme, "Root Capital and the Efficient Frontier, 2018, HBS Case 9-218-084,

Class Session	Date	Topic	Assignments/Required Readings
			Quiz 3
9		<b>Impact Measurement</b> Is there a positive or negative relationship between financial and impact performance? Review the risk-return relationship and factor models	<b>Instructor's Slide Deck</b> Case study: Impact assessment of lending to the automotive industry ( <a href="#">Link</a> ) Case study: Impact assessment of lending to the palm oil industry ( <a href="#">Link</a> ) Case study: Root Capital and the Efficient Impact Frontier (HBR: 9-218-084)
10		<b>Climate Risk</b> Climate Risk Definition Physical and Transition Risks Financial Implications Risk Assessment and Management	<b>Instructor's Slide Deck</b> Please watch - Litterman, "Pricing of Climate Risk and the Effect on Portfolio Construction" ( <a href="#">Link</a> ) Team Final Prospectus Due Quiz 4
11		<b>Financial Inclusion</b> Microfinance FinTech and Financial Inclusion	<b>Instructor's Slide Deck</b> Sherry, R., 2020. "Towards Inclusive Societies – Impact Investing and Financial Inclusion," ( <a href="#">Link</a> ) Case study: Ant Financial: The Road to Financial Inclusion in China through QR Codes and Technology-as-a-Service (HBR: 112047-PDF-ENG)
12		<b>Team Project Pitches to Judges</b>	

# MEMORANDUM

## York University Libraries

**To:** Lilian Ng, Professor, Finance Area, Schulich School of Business

**From:** Stephanie Quail, Director, Open Scholarship department, York University Libraries

**Date:** May 2, 2024

**Subject:** Library Statement - FINE 4880 3.0 Financial Innovation & Impact Investment

### Summary

York University Libraries (YUL) is well positioned to support this proposed course which is designed for students to learn how to use investments to generate positive social and environmental outcomes. It covers various investment approaches and asset classes, focusing on aligning capital with Environmental, Social, and Governance (ESG) criteria to promote sustainability and ethical practices. Unlike traditional finance, this course integrates ESG considerations into investment strategies for a holistic approach. Students will participate in team projects and case studies to develop skills for informed decision-making in impact investing, preparing them for success in this growing field. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings in the business collections related to the major themes of the course.

### Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects related to this course such as:

- Impact investing, Investment -- Social aspects, Investments – Moral and ethical aspects, Investments – Environments aspects, and Social responsibility of business etc.

The Omni single-search interface provides students with access to a wide range of materials, including books and e-books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni.

The required textbook for this course, *Impact Investing Handbook*, appears to be freely available to students through the Godeke Consulting website. Additional recommended books listed in this course proposal and outline that are not currently in our collections will be ordered and added to our collections before the course is delivered. The Libraries will attempt to purchase e-books instead of print books, where possible. The required Harvard Business Cases can be purchased directly via Harvard Business Publishing Education website through a Coursepack link created by the course instructor.

It is recommended that the instructor use the [Copyright Office's Course Reading List/Syllabus Review Service](#) to ensure that the terms of use for the various materials allow for the content to be used in a course. Based on the librarian's review of class themes and weekly topics, a tailored selection of electronic databases of interest for this course are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings, and the [A-Z Business Databases](#) list focuses specifically on business-related databases.

#### **Business Publication Databases:**

- Proquest Business
- Business Source Complete
- Scholars Portal Journals

#### **Newspaper Databases:**

- Factiva
- Nexis Uni

#### **Key ESG Research Databases:**

- Sustainalytics
- Workspace
- MorningStar Direct
- Datastream
- Bloomberg

## **Services**

#### **Library Instruction**

Librarians and archivists help students build research skills and digital fluencies through [workshops](#), online [research guides](#), and individual research assistance. Instructors can [arrange a research skills workshop](#) (or seminar) geared to a specific assignment, course, or competency.

#### **Relevant Guides & Online Tutorials of Interest:**

- [Business Ethics Research Guide](#)
- [Corporate Governance Research Guide](#)
- [Finance Research Guide](#)
- [OMNI Search Guide](#)
- [Finding Business Articles Guide](#)
- [Business Citation Guide](#)
- [Step-by-Step Business Database Tutorials](#)

#### **Research Help**

Online [research assistance](#) is available in both English and French via chat and email. Drop-in reference service is also available at the Bronfman Business Library Monday to Friday. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian.

## **Accessibility Services**

[Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact [lashelp@yorku.ca](mailto:lashelp@yorku.ca) with questions.

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Olaf Weber, Professor, CIBC Chair in Sustainable Finance  
Date: May 2, 2024  
Re: New Course Proposal: SUST4010 – Sustainability in the Financial Industry

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**Motion:** That Faculty Council approve the new course proposal – SUST 4010 3.0 Sustainability in the Financial Industry

**Rationale:** The course fills a gap in the curriculum since there is no course on the intersection between sustainability and the financial industry. Though other courses address impact investing, a course that covers sustainability in the conventional financial industry is not offered. The financial industry, particularly the Canadian financial industry, can be both a driver and a barrier to sustainable development. However, professionals who have the knowledge and the skills to address sustainability-related issues in the financial industry are in high demand. Particularly in fields such as climate finance, a need for expertise exists to address climate-related risks and opportunities for the financial industry as well as their impact through financed emissions of GHG reductions. Consequently, this course will be able to address the industry demand for qualified employees.



# New Course Proposal Form

## Schulich School of Business

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

All new course proposals must include a library statement, course outline and motion document. Provide evidence of consultation, where appropriate.

**1. Responsible Program:** BBA

**2. Responsible Unit:** SUST

**3. Subject Code (Rubric) and Course Number:** *SUST4010*

**4. Credit Value:** 3.00

**5. Long Course Title:** Sustainability in the Financial Industry

**6. Short Course Title:** Sustainability in the Financial Industry

**7. Effective Term/Calendar Year:** Fall 2025

**8. Language of Instruction:** English

**9. Calendar (Short) Course Description:**

The blended course covers sustainability in the financial industry, including strategies, financial products and services, and risks and opportunities. Learning will be achieved through an experiential approach, working on cases in collaboration with financial industry partners, enabling the students to develop tangible problem-solving skills for sustainability issues in the financial industry. The course has no prerequisites.

**10. Expanded Course Description:**

The course aims to introduce students to the main sustainability risks and opportunities in the financial industry. It uses an interactive and experiential approach that allows students to work on sustainability issues in various aspects of the industry, such as banking, insurance, pension funds, and sustainability ratings. The students will interact with industry representatives to help them address current sustainability challenges.

The course covers real-world aspects of sustainability in the financial industry, including sustainability strategies, sustainable financial products and services, and sustainability

risks and opportunities. These concepts will be applied to real-life cases in collaboration with industry leaders. The experiential learning approach equips students with the necessary problem-solving skills to tackle sustainability issues in the financial industry. The course will partner with Toronto-based banks, insurance companies, pension funds, asset managers, and rating agencies.

The course is designed in a modular format, with each module building on the knowledge and skills acquired in the previous one. The first module, titled "Developing in-class financial industry sustainability skills and knowledge," spans over five weeks. During this module, students will familiarize themselves with sustainability aspects in the financial industry. They will also develop expertise in the history of sustainable banking, financial industry sustainability strategies, sustainability impacts, risks, and opportunities, as well as sustainable finance products and services. This module will lay a strong foundation for the rest of the course, enabling students to apply their learning effectively in the second module. In the second experiential and blended module, students will work with a partner organization for five weeks to address and solve sustainability issues through hands-on learning. Student groups interact with the instructor online through Zoom meetings during the second module. The third module, which spans over two weeks and involves in-class group presentations, provides an opportunity for peer-to-peer learning. Students can compare and contrast their recommendations with other students and identify key differences such as organization type, size, and sub-industry that have influenced the specifics of their recommendations.

### **11. Course Learning Outcomes:**

The course learning outcomes are aligned with the BBA learning outcomes. Through the experiential learning approach, students will receive knowledge and skills in financial sector sustainability that will help them address sustainability-related tasks in the industry. Consequently, the course will contribute to students' personal and professional development. At the conclusion of this course, students are expected to be able to:

- Develop an understanding of the knowledge and skills required to address sustainability risks and opportunities in the financial industry;
- acquire expertise in the history of sustainable banking, financial industry sustainability strategies, financial industry sustainability impacts, risks, and opportunities, and sustainable finance products and services;
- identify how external (institutional, stakeholder, regulations, competitors) and internal pressure (financial, tangible, and intangible resources, strategic approaches) influence sustainability performance in the financial industry, contributing to the development of core business knowledge and critical analysis and decision-making;
- apply their skills in an intensive experiential learning opportunity that involves sustainability consulting in a financial service organization;

- understand how sustainability aspects vary depending on the sub-industry, organizational type, and size;
- acquire problem solving skills regarding sustainability challenges in the financial industry that enable them to address these challenges on the job;
- effectively work in groups;
- gain professional communication and presentation skills that enable them to work in sustainability-related fields in the financial industry through interaction with business representatives;
- produce a clear and effective written report and presentation.

## 12. Rationale:

The course fills a gap in the curriculum since there is no course on the intersection between sustainability and the financial industry. Though other courses address impact investing, a course that covers sustainability in the conventional financial industry is not offered. The financial industry, particularly the Canadian financial industry, can be both a driver and a barrier to sustainable development, However, professionals who have the knowledge and the skills to address sustainability-related issues in the financial industry are in high demand. Particularly in fields such as climate finance, a need for expertise exists to address climate-related risks and opportunities for the financial industry as well as their impact through financed emissions of GHG reductions. Consequently, this course will be able to address the industry demand for qualified employees.

## 13. Evaluation:

Assignment / Task	Quantity	% Weight	Total %	Author
Class Participation / Activities	1	10		individual
Reflection Essay	1	20		individual
Midterm quizzes	2	15		individual
Activity logs for consulting weeks	4	15		individual
Sustainability Consulting (including critique from project client)	1	30		group
Final presentation	1	10		group
Total			100	

**14. Integrated Courses:** N/A

**15. Cross-listed Courses:** N/A

**16. Enrolment Notes:** N/A



**17. Faculty Resources:**

Olaf Weber will be the regular instructor. The course will be offered once a year.

**18. Physical Resources:**

A regular class- or seminar room with standard A/V equipment is required. In addition, one or two breakout rooms for consultations with groups is desirable but not absolutely necessary.

**19. Bibliography and Library Statement:**

See the attachment.

# New Course Proposal Template

## (Part B - Schulich Use Only)

### 20. Instructors and Faculty Coordinator

**Initial instructor:**

*Olaf Weber*

**Alternative instructors:**

*Charles Cho, Dana Krechowicz*

**Course coordinator:**

*Olaf Weber*

### 21. Specializations

**Primary area or specialization:** *Responsible Business*

**Secondary areas or specializations:** *N/A*

### 22. Student Contact and Enrolment

**Contact hours:** *36*

**Maximum enrolment:** *45*

**Expected enrolment:** *45*

*State the expected “steady-state” enrolment. It is understood that new courses may take one or two terms to reach this level.*

**Evidence for enrolment expectations:**

The course content addresses a gap in the BBA curriculum through an experiential learning approach. Furthermore, sustainability in the financial industry is an interesting topic from an employment perspective since expertise is needed in this field.

### 23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan

Equity, diversity, and inclusion are essential parts of sustainability. Hence, they will be reflected in readings, materials, and delivery to ensure everyone is included and diverse

perspectives are valued and respected. The nature of the course—sustainability in the financial industry—easily lends itself to serious consideration of these issues since the industry needs to address the challenges of decolonization and indigenization in its sustainability strategies. Students must be knowledgeable about this history and these issues when they address sustainability in the financial industry.

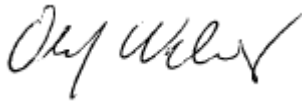
**24. Human Participants Research: N/A**

**25. Conditions for Approval**

This new Area is in the process of building up a portfolio of elective courses. Currently, the Area only has four active elective courses with a SUST designation, all of them with healthy enrolment (3 sections of SUST 3200, 2 sections of SUST 4300). Sustainable Finance is an important domain for the Area to grow in, reflecting industry and student demand, and the mandate of the CIBC Chair in Sustainable Finance, which the course proponents holds.

Also, the course fills a gap in the curriculum since there is no course on the intersection between sustainability and the financial industry. Though other courses address impact investing, a course that covers sustainability in the conventional financial industry is not offered. Furthermore, there is a growing interest in sustainable finance topics from students and on the employer side. Particularly in fields such as climate finance, a need for expertise exists to address climate-related risks and opportunities for the financial industry as well as their impact through financed emissions of GHG reductions. Consequently, this course will be able to address the industry demand for qualified employees.

**Originator:**



\_\_\_\_\_  
Signature

April 30, 2024

\_\_\_\_\_  
Date

Olaf Weber

\_\_\_\_\_  
Name

Sustainability

\_\_\_\_\_  
Area or Specialization

### **Supporting Faculty Members**

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below (minimum 6) confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Amin Mawani

Accounting

Lilian Ng

Finance

Yuval Deutsch

Strategic Management/Policy

Markus Biehl

Operations Management and Information Systems

Eileen Fischer

Marketing

Irene Henriques

Economics

Moren Levesque

Operations Management and Information Systems

Julian Scott Yeomans

Operations Management and Information Systems



## Approvals

### Area or Specialization:

I have reviewed this course proposal with the faculty members of this Area or Specialization, and I support the addition of the course to the SSB curriculum.

Geoff Kistruck  
Signature

April 24, 2024  
Date

Geoff Kistruck  
Name of Coordinator or Director

Sustainability  
Area or Specialization

### Degree Program:

I support the addition of the course to the SSB curriculum.

Burkard Eberlein  
Signature

May 10, 2024  
Date

Burkard Eberlein  
Name of Program Director

BBA Program  
Program

### Program Committee:

This course proposal has received the approval of the relevant Program Committee and documentation attesting to the faculty member support for the course has been received and archived by the committee chair.

Burkard Eberlein  
Signature

May 10, 2024  
Date

Burkard Eberlein  
Name of Committee Chair

BBA/iBBA Program Committee  
Committee



## Course Outline

Fall 2025

<Class day[s]>, <Time>, beginning on <month/day>

<Class location>

### Instructor

Dr. Olaf Weber

McEwen Building – G325

(416)736-2100 x 40478

oweber@schulich.yorku.ca

Office hours: By appointment

### Assistant

Menglin (Mary) Bai

McEwen Building – G324

(416) 736-5268

mbai@schulich.yorku.ca

Olaf Weber holds the CIBC Chair in Sustainable Finance. His research and teaching interests address the connection between financial sector players, such as banks, and sustainable development and the link between sustainability and the financial performance of enterprises. He has designed and taught a number of sustainability management and sustainable finance courses at both the graduate (MBA, PhD, MES) and undergraduate levels.

## Brief Description

The blended course covers sustainability in the financial industry, including strategies, financial products and services, and risks and opportunities. Learning will be achieved through an experiential approach, working on cases in collaboration with financial industry partners, enabling the students to develop tangible problem-solving skills for sustainability issues in the financial industry. The course has no prerequisites.

## Contents

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## Course Learning Outcomes

The course learning outcomes are aligned with the BBA learning outcomes. Through the experiential learning approach, students will receive knowledge and skills in financial sector sustainability that will help them address sustainability-related tasks in the industry. Consequently, the course will contribute to students' personal and professional development. At the conclusion of this course, students are expected to be able to:

- Develop an understanding of the knowledge and skills required to address sustainability risks and opportunities in the financial industry;
- acquire expertise in the history of sustainable banking, financial industry sustainability strategies, financial industry sustainability impacts, risks, and opportunities, and sustainable finance products and services;
- identify how external (institutional, stakeholder, regulations, competitors) and internal pressure (financial, tangible, and intangible resources, strategic approaches) influence sustainability performance in the financial industry, contributing to the development of core business knowledge and critical analysis and decision-making;
- apply their skills in an intensive experiential learning opportunity that involves sustainability consulting in a financial service organization;
- understand how sustainability aspects vary depending on the sub-industry, organizational type, and size;
- acquire problem solving skills regarding sustainability challenges in the financial industry that enable them to address these challenges on the job;
- effectively work in groups;
- gain professional communication and presentation skills that enable them to work in sustainability-related fields in the financial industry through interaction with business representatives;
- produce a clear and effective written report and presentation.

## Deliverables at a Glance

Assignment / Task	Quantity	% Weight	Total %	Author
Class Participation / Activities	1	10		individual
Reflection Essay	1	20		individual
Midterm quizzes	2	15		individual
Activity logs for consulting weeks	4	15		individual
Sustainability Consulting (including critique from project client)	1	30		group
Final presentation	1	10		group
Total			100	

For details, see “Evaluation of Written Assignments / Projects: Description and Evaluation” (p. 11).

## Course Material

*Required readings* for this course are listed as readings in the respective week. They include books, journal articles, and websites. Books and articles can be assessed as e-books and articles from the library.

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 without my express written permission. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this content for distribution may lead to a violation of Copyright law.

## Student Preparation for Class and Class Participation: Expectations

### **Method of Instruction**

This course is structured with a variety of teaching tools, such as interactive lectures, class discussions, presentations, simulations or role-playing, case studies, and individual or group projects. It is both, blended and experiential. The teaching style will be mostly interactive, allowing for a dialogue between the instructor and the students. During class time, there will be further clarifications and expansions on the readings to reinforce key points. Additionally, throughout the semester, there will be guest speakers, to the extent of their availability, who will share their experiences on various topics.

### **Student Preparation**

Students are expected to have read the readings and fulfilled the task provided for each week. The weekly readings and tasks can be found on Canvas.

It is important to note that this course operates on the assumption that students are active participants in their own learning experience. This means that students are responsible for creating the learning experience for themselves and their peers through active engagement in class. This includes listening

attentively to others and contributing respectfully to class discussions, which are an essential opportunity to practice communication skills and exchange ideas.

To ensure maximum participation and engagement, students are encouraged to ask questions and actively contribute to class discussions. It is also expected that students have read all assigned materials before class and have made an honest effort to think critically about the subject matter. As the course aims to foster a well-informed view of the role of corporations in society, students will be expected to express their opinions on the topics covered and engage in debates.

Please note that this course requires a considerable amount of effort and dedication, with a minimum of 6 to 8 hours of work outside of class required each week. This includes keeping up with readings, completing assignments, and preparing for exams and presentations. If you have any questions or concerns, please do not hesitate to ask in class or email the instructor to schedule an appointment. The instructor is here to help you learn and succeed.

### ***Group Work***

During the In-Class Exercises/Activities and the Sustainability Consulting Project, you will be assigned to a group (formed by the instructor) to work together. The size of each group will depend on the number of students enrolled in the course.

Working in a group is an important learning experience for developing managerial skills. While it is common for group members to face challenges like difficulty coordinating meetings or differences in participation, it should be viewed as an opportunity to improve interpersonal abilities. It is expected that any issues arising in your group will be addressed in a professional manner.

Remember that great managers are those who motivate and encourage their team members to succeed, take responsibility for failures and share credit for successes. Every group will experience some problems, but it is important to approach them positively and learn from them.

### ***Attendance, Etiquette and Courtesy***

Students are required to attend all classes and are responsible for all content, assignments, and information covered in class, even if they are absent. During class time, it is important to focus on the lesson at hand and avoid engaging in private discussions with classmates that may distract others. Instead, share your insights and thoughts with the entire class.

Punctuality is crucial in the business world and is a key factor in success and good ethics. Therefore, students are expected to arrive on time to avoid disturbing the instructor and other students. However, if extenuating circumstances arise, and you are unavoidably late, please enter the class discreetly and quietly using the rear door if available.

It is also expected that students turn off all electronic devices, such as cell phones and beepers, during class time. This helps to maintain a professional atmosphere and avoid any unnecessary distractions.

Overall, it is important to conduct oneself with professionalism, respectfulness, and courtesy expected of students at the Schulich School of Business. This is an essential part of developing oneself as a human being.

### ***Contacting the Instructor***

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

**Disclaimer**

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

## Class-by-Class Syllabus

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

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

### Class 1     Introduction to the course

September 8     Topics:

- Introduction to the course concept;
- Introduction to the cases by industry representatives;
- Definition of sustainable finance in the course context.

Read:

- Weber, O., & Feltmate, B. (2016). *Sustainable banking: Managing the social and environmental impact of financial institutions*. Toronto: University of Toronto Press. Chapter 9, The Sustainability Case of Banking.
- Weber, O. (2014). Sustainable Finance. In H. Heinrichs, G. Michelsen, P. Martens, & A. Wiek (Eds.), *Sustainability Science Handbook*. Springer.

Optional:

- Bansal, P. C., & Song, H. (2017). Similar but not the same: Differentiating corporate sustainability from corporate responsibility. *Academy of Management Annals*, 11(1), 105-149. [Bansal Song 2017 AA Differentiating CSR and Sustainability.pdf](#)
  - Labatt, S. & White, R. R. (2002) *Environmental Finance*. Hoboken, N.J., John Wiley & Sons. pp. 1-13.
  - Soppe, A. (2004). Sustainable Corporate Finance. *Journal of Business Ethics*, 53 (1-2; Building Ethical Institutions for Business (Guest Editors:), 213-224.
  - Weber, O. (2014). The financial sector's impact on sustainable development. *Journal of Sustainable Finance & Investment*, 4(1), 1-8. doi: 10.1080/20430795.2014.887345.
-

Class 2 Motivations of the financial industry to adopt sustainability

## September Topics:

15

- History of sustainability in the financial industry;
- motivations of green and sustainable finance and banking;
- sustainability regulations in the financial industry;
- voluntary initiatives in the financial sector.

## Prep: Check the following websites

- UNEP-Finance Initiative  
[Explore website](#)
- The Equator Principles  
[Explore website](#)
- Principles for Responsible Investment  
[Explore website](#)
- Global Reporting Initiative  
[Explore website](#)
- Global Alliance for Banking on Values  
[Explore website](#)
- Partnership for Carbon Accounting Financials  
○ [Explore website](#)

## Read:

- Weber, O., & Feltmate, B. (2016). *Sustainable banking: Managing the social and environmental impact of financial institutions*. Toronto: University of Toronto Press. Chapter 1, Introduction to Sustainable Banking, and Chapter 3, The Business Case for Sustainability.

## Optional:

- Weber, O. (2018). [The Financial Sector and the SDGs: Interconnections and Future Directions](#). Waterloo., ON: Centre for International Governance Innovation.
- United Nations Global Compact, & KPMG International. (2015). [SDG Industry Matrix: Financial Services \(PDF\)](#).
- Shrivastava, P., et al. (2019). "Finance and Management for the Anthropocene." *Organization & Environment* 32(1): 26-40.
- Weber, O. and R. K. Chowdury (2020). "Corporate Sustainability in Bangladeshi Banks: Proactive or Reactive Ethical Behavior?" *Sustainability* 12(19): 7999.
- Weber, O. (2005). Sustainability Benchmarking of European Banks and Financial Service Organizations. *Corporate Social Responsibility and Environmental Management.*, 12, 73–87.
- Scholtens, B. (2008). Corporate Social Responsibility in the International Banking Industry. *Journal of Business Ethics*, 86, 159-175. doi: DOI 10.1007/s10551-008-9841-x.

- Hu, V.-i., & Scholtens, B. (2014). Corporate Social Responsibility Policies of Commercial Banks in Developing Countries. *Sustainable Development*, n/a-n/a. doi: 10.1002/sd.1551.
  - Liu, Y., & Lin, Z. (2014). Understanding the External Pressure and Behavior of Commercial Banks' Environmental Risk Management: An Empirical Study Undertaken in the Yangtze River Delta of China. *AMBIO*, 1-11. doi: 10.1007/s13280-013-0414-6.
  - Niven, J. (2014). Change-makers: The global alliance for banking on values. *Global Social Policy*, 14(2), 269-272. doi: 10.1177/1468018114539864b.
  - Pérez, A., & Rodríguez del Bosque, I. (2012). The Role of CSR in the Corporate Identity of Banking Service Providers. *Journal of Business Ethics*, 108(2), 145-166. doi: 10.1007/s10551-011-1067-7.
- 

### Class 3 Direct and indirect sustainability impacts of the financial industry

September Topics:  
22

- Difference between direct and indirect sustainability impacts;
- types of direct and indirect impacts;
- importance of direct and indirect impacts of banks and financial institutions.

Read:

- Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 4, The Direct and Indirect Impacts of Banking on Sustainable Development, and Chapter 5, Internal Processes.

Optional:

- Cui, Y., Geobey, S., Weber, O., & Lin, H. (2018). The Impact of Green Lending on Credit Risk in China. *Sustainability*, 10(6), 2008. <https://doi.org/doi.org/10.3390/su10062008>
  - Weber, O. (2014). The financial sector's impact on sustainable development. *Journal of Sustainable Finance & Investment*, 4(1), 1-8. <https://doi.org/10.1080/20430795.2014.887345>
  - Weber, O. (2019). Sustainable Finance and the SDGs: The Role of the Banking Sector. In S. Dalby, S. Horton, R. Mahon, & D. Thomaz (Eds.), *Achieving the Sustainable Development Goals* (pp. 226-239). Routledge.
- 

### Class 4 Sustainable financial products and services

September Topics:  
29

- Sustainable lending and sustainable project finance;
  - responsible investment and ESG;
-



- climate finance and green bonds;
- impact investing and social banking.

Read:

- Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 6 (until and including 6.8), Chapter 7, Chapter 8.

Optional:

- Carè, R., & Weber, O. (2023). How much finance is in climate finance? A bibliometric review, critiques, and future research directions. *Research in International Business and Finance*, 64, 101886. <https://doi.org/https://doi.org/10.1016/j.ribaf.2023.101886>

Assignment Due:

- Midterm Quiz 1
- 

Class 5 Sustainability risks and opportunities in the financial industry

October 6 Topics:

- Sustainability risks in the financial industry and their assessment;
- Sustainability opportunities in the financial industry and their assessment.

Read:

- Battiston, S., Mandel, A., Monasterolo, I., Schuetze, F., & Visentin, G. (2017). A climate stress-test of the financial system [Article]. *Nature Climate Change*, 7(4), 283-288. <https://doi.org/10.1038/nclimate3255>
- Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 9, The Sustainability Case for Banking

Optional:

- Battiston, S., Dafermos, Y., & Monasterolo, I. (2021). Climate risks and financial stability [Editorial]. *Journal of Financial Stability*, 54, Article 100867. <https://doi.org/10.1016/j.jfs.2021.100867>
- 

Class 6 Preparation meeting with the industry partner

October 13 Topics:

- Presentation of projects by project partners

Assignment Due:

- Midterm quiz 2
-

Class 7 Field work: On-site sustainability consulting project with partner organization

October Topics:

27

- Check-in meeting with instructor and progress report (Zoom)

Assignment Due:

- End of Week 7: Activity log
- 

Class 8 Field work: On-site sustainability consulting project with partner organization

November Topics:

3

- Check-in meeting with instructor and progress report (Zoom)

Assignment Due:

- End of Week 8: Activity log
  - Reflection Essay
- 

Class 9 Field work: On-site sustainability consulting project with partner organization

November Topics:

10

- Check-in meeting with instructor and progress report (Zoom)

Assignment Due:

- End of Week 9: Activity log
- 

Class 10 Field work: On-site sustainability consulting project with partner organization

November Topics:

17

- Check-in meeting with instructor and progress report (Zoom)

Assignment Due:

- End of Week 10: Activity log
  - End of Week 10: Group presentation slides
- 

Classes 11 Group presentations to class and to project client

to 12

Assignment Due:

November

24 and

December

1

- Group presentations
-

## Evaluation of Written Assignments / Projects: Description and Evaluation

All written work will be submitted to TURNITIN, a tool that accurately identifies many different types of plagiarism. This tool identifies plagiarism within the class and external sources such as the Internet. Artificial intelligence tools such as large language model-based chatbots (e.g., ChatGPT) are not allowed for any assignments in this course, including the group project. Where credible evidence of academic dishonesty is found, students will be submitted to the university's disciplinary process.

### ***Class Participation/Activities (10% -- Individual)***

Class participation is essential for the effectiveness of this course, as outlined above. Students will be evaluated primarily for demonstration of having **prepared** for the class, and for their efforts and the quality of their **contributions** during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

### ***Reflection Essay (20%)***

Students will be required to write a reflective essay on a class topic that will be assigned between class 2 and class 5. The essay should consist of 1500 words plus a reference list and must be submitted via Canvas. Late submissions will be penalized. The essay should not merely summarize the class but provide an in-depth analysis, critique, and reflection on the topic discussed during that class session. The essays will be evaluated on the basis of the quality and comprehensiveness of the analysis and reflection, as well as the timeliness, writing, and conciseness.

### ***Midterm quizzes (15%)***

There will be two closed-book quizzes that account for 15% of the final grade. Students will get a set time of 20 minutes to complete each quiz unless they have made separate arrangements with Accommodation Services. The quizzes will be based on the material covered in classes 1 to 3 and 4 to 6, respectively, and will include multiple-choice, true/false, and short-answer questions. It is mandatory to complete the quizzes in person.

### ***Weekly activity log, Weeks 7 to 10 (15%)***

Students write a weekly activity log addressing the main learnings and activities during the week. The activity log will be submitted via Canvas. Late submissions will be penalized. The log should address the main learning, experiences, and activities during the week from the student's point of view. The logs should be no longer than 250 words. The log will be evaluated based on the quality and comprehensiveness of the analysis and reflection, as well as the timeliness, writing, and conciseness.

### ***Sustainability Consulting (30%, group assignment)***

The Sustainability Consulting Project is a group assignment. Groups will be announced during Class 3. Each group will partner with an organization, such as a bank, insurance company, pension fund, or rating agency, and conduct an on-site sustainability consulting project by engaging with stakeholders and providing reporting recommendations. The final deliverable will be a written report describing the partner organization, the current sustainability problem, barriers, opportunities for solving the problems, a proposal for solving the problem, and the financial and sustainability impact of the proposal. This report will be graded based on the quality of analysis, analytical ability, and critical thinking, not just technical competence. Additionally, it will be graded based on presentation, organization of thoughts, and

understanding of context. The report will be due at the beginning of Class 11. More details will be provided at the beginning of the semester.

***Final presentation (10%, group assignment)***

Each group will be expected to deliver a formal presentation to the class and the project client. The presentation should be accompanied by a slide deck, which should not exceed 25 slides. The presentation and the slide deck will be evaluated based on their organization, delivery, and communication of key ideas. All group members will receive the same grade.

## Calculation of Course Grade

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

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

Grade	Grade Point / Index	Percentage Points	Description
<b>A+</b>	9	100% to 89.5%	Exceptional
<b>A</b>	8	< 89.5% to 84.5%	Excellent
<b>A-</b>	7	< 84.5% to 79.5%	Very Good
<b>B+</b>	6	< 79.5% to 74.5%	Good
<b>B</b>	5	< 74.5% to 69.5%	Competent
<b>B-</b>	4	< 69.5% to 64.5%	Fairly Competent
<b>C+</b>	3	< 64.5% to 59.5%	Passing
<b>C</b>	2	< 59.5% to 54.5%	Barely Passing
<b>C-</b>	1	< 54.5% to 49.5%	Marginally Failing
<b>F</b>	0	< 49.5% to 0%	Failing

## General Schulich Academic Policies

***Grading***

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9), and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are

normally expected to have a mean grade between 4.7 and 6.1. 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, consult your student handbook.

### ***Academic Honesty***

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

### ***Student Rights and Responsibilities***

York University is a place of teaching, research, and learning where people value civility, diversity, equity, honesty and respect in their direct and indirect interactions with one another.

The Schulich School of Business strongly supports and adheres to the [Code of Student Rights and Responsibilities](#). All students have rights and responsibilities as outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca>). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at: <https://oscr.students.yorku.ca/student-conduct>. Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

**Take time to fully review the Code of Student Rights and Responsibilities [here](#)**

## Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings )	Written Preparation
1. September 8 Introduction to the course	Group work: Defining sustainable finance	Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 9, The Sustainability Case of Banking.  Weber, O. (2014). Sustainable Finance. In H. Heinrichs, G. Michelsen, P. Martens, & A. Wiek (Eds.), Sustainability Science Handbook. Springer.	
2. September 15 Motivations of the financial industry to adopt sustainability	The history of sustainability in the financial industry  Motivations of green and sustainable finance and banking  Sustainability regulations, standards, and voluntary initiatives	Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 1, Introduction to Sustainable Banking, and Chapter 3, The Business Case for Sustainability.	
3. September 22 Direct and indirect impacts of the financial industry	Difference between direct and indirect impacts  Types of impacts  Importance of different types of impacts	Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 4, The Direct and Indirect Impacts of Banking on Sustainable Development, and Chapter 5, Internal Processes.	
4. September 29 Sustainable financial products and services	Lending and project finance  Responsible investment and ESG  Climate finance and green bonds  Impact investing and social banking  Midterm quiz 1	Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 6 (until and including 6.8), Chapter 7, Chapter 8.	
5. October 6 Sustainability risks and opportunities in the financial industry	Discussion of sustainability risks and opportunities based on double materiality	Battiston, S., Mandel, A., Monasterolo, I., Schuetze, F., & Visentin, G. (2017). A climate stress-test of the financial system [Article].	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings )	Written Preparation
	Assessment of sustainability risks and opportunities	Nature Climate Change, 7(4), 283-288.  Weber, O., & Feltmate, B. (2016). Sustainable banking: Managing the social and environmental impact of financial institutions. Toronto: University of Toronto Press. Chapter 9, The Sustainability Case for Banking	
6. October 13 Preparation meeting with industry partner	Presentation of cases  Midterm quiz 2		
	<i>NO CLASS (Reading Week)</i>		
7. October 27 Field work	On-site sustainability consulting project  Online check-in meeting with instructor		Discussion agenda for check-in meeting
8. November 3 Field work	On-site sustainability consulting project  Online check-in meeting with instructor		Discussion agenda for check-in meeting
9. November 10 Field work	Online check-in meeting with instructor		Discussion agenda for check-in meeting
10. November 17 Field work	Online check-in meeting with instructor		Discussion agenda for check-in meeting
11. November 24 Student presentations	Group presentations		Presentations
12. December 1 Student presentations	Group presentations		Presentations

**SUBJECT:** Library Statement for SUST XXXX: Sustainability in the Financial Industry  
**FROM:** Angie Liann, Teaching & Learning Librarian / Business Liaison Librarian  
**DATE:** April 29, 2024

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### **SUST XXXX: Sustainability in the Financial Industry**

York University Libraries (YUL) will be able to support the proposed course, SUST XXXX: Sustainability in the Financial Industry. The course covers sustainability in the financial industry, such as sustainability strategies, financial products and services, and risks and opportunities. YUL has a strong collection of electronic and print periodicals, books, and databases that will help students conduct secondary research for this course.

All the course materials can be accessed through the YUL's Omni search interface. It is recommended to place the textbooks and readings on reserve via the [online reserves request form](#). YUL has an extensive collection of print and eBooks on the course topics.

YUL's Omni search interface can be used to locate scholarly, trade, and newspaper articles. Students may consult the [Omni search guide](#) for tips on using this discovery layer to find relevant articles. *Proquest Business* and *Business Source Complete (BSC)* are two core databases that provide subject-specific scholarly and trade business article publications. *Factiva* and *Nexis Uni* are two excellent databases that provide access to thousands of business news publications.

Students will have access to key business databases such as *Morningstar Sustainalytics*; *Mergent Intellect*; *Mergent Online*; *Passport*; *Statista*; *IBISworld*; and *Marketline Advantage*. A complete list of YUL's business databases can be viewed at [Business Resources A-Z](#). Additional information on relevant article databases can be located on YUL's [Business Articles guide](#).

Students are encouraged to learn more about various databases the library subscribes to by consulting [YUL's well-developed and curated research guides](#) and [Step-by-Step Business Research Tutorials](#). These guides and tutorials list librarians' recommended resources for most asked research tasks.

Students will have access to [research help and consultation services](#) both in-person and online. Students have the options to visit the reference desk at Peter F. Bronfman Business library, send an email to [bronfref@yorku.ca](mailto:bronfref@yorku.ca), use the online chat service, or book a Zoom consultation with a [business librarian](#).



## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Ming Dong, Finance Area Representative on the BBA Program Committee  
Date: April 12, 2024  
Re: Changes to the BBA Finance Specialization

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**Motion:** That Faculty Council approves the proposal to (1) replace the required courses for the BBA Finance specialization, FINE 3100 3.0 and FINE 3200 3.0 with FINE 3050 3.0 and (2) add FINE 3300 3.0, FINE 4280 3.0 and FINE 4880 3.0 to the list of approved electives.

**Rationale:** The current required courses for the Finance specialization, FINE3100 3.0 Investments and FINE3200 3.0 Financial Management, are quantitatively more challenging courses that are best left up to individual student choices. In addition, having two required courses for the specialization leaves little room for other Finance electives.

The Finance Area would like to replace these two courses with FINE3050 3.0 Personal Finance. This course has been our most popular elective with five sections per academic year. The content, with a focus on financial literacy, is practical and useful, and we believe designating it as the required course will attract more students to take other Finance electives and complete the specialization.

# 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:**  
Schulich BBA Program

**2. Responsible Unit:**  
FINE

**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 <b>Additions</b>
	retire specialization/stream
	other <b>(please specify)</b>

**4. Effective Term/Calendar Year of Proposed Change(s):**  
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 current required courses for the Finance specialization, FINE3100 3.0 Investments and FINE3200 3.0 Financial Management, are quantitatively more challenging courses that are best left up to individual student choices. In addition, having two required courses for the specialization leaves little room for other Finance electives.

The Finance Area would like to replace these two courses with FINE3050 3.0 Personal Finance. This course has been our most popular elective with five sections per academic year. The content, with a focus on financial literacy, is practical and useful, and we believe designating it as the required course will attract more students to take other Finance electives and complete the specialization.

The Finance Area is also adding a new course, FINE4280 3.0 Fintech: Digital Transformation of Financial Services, to the list of electives for the Finance specialization.

<b>Existing Specialization/Stream Information (Change From):</b>	<b>Proposed Specialization/Stream Information (Change To):</b>
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<p><b>How to Specialize:</b> To specialize in Finance, enrol in 6.00 credits of Required courses and 6.00 credits of the Elective Courses listed below for a total of 12.00 credits*</p> <p>Required courses: FINE3100 3.0 Financial Management FINE3200 3.0 Investments</p> <p>Electives: SB/FINE 3310 3.0 Applications of Data Science in Finance SB/FINE 3500 3.0 Behavioural Finance SB/FINE 3810 3.0 Fixed Income Fundamentals <del>SB/FINE 4050 3.0 Personal Finance</del> SB/FINE 4060 3.0 Advanced Personal Finance: Retirement Income Models SB/FINE 4150 3.0 Advanced Corporate Finance SB/FINE 4400 3.0 Managing Risk in a Changing Global Environment SB/FINE 4700 3.0 Management of Canadian Financial Institutions SB/FINE 4800 3.0 Options, Futures &amp; Other Derivative Securities</p> <p><del>*Required Courses apply only for students graduating in the class of 2022 and thereafter. For students pursuing the specialization in the graduating class of 2021 and earlier, these are Recommended and not Required courses. You may complete any 12.00 credits of Finance electives listed on this page.</del></p>	<p><b>How to specialize:</b> To specialize in Finance, enrol in 3.00 credits of Required course and 9.00 credits of the Elective Courses listed below for a total of 12.00 credits*</p> <p>Required courses: SB/FINE 3050 3.0 Personal Finance</p> <p>Electives: FINE3100 3.0 Financial Management FINE3200 3.0 Investments FINE 3300 3.0 Python for Finance Professionals SB/FINE 3310 3.0 Applications of Data Science in Finance SB/FINE 3500 3.0 Behavioural Finance SB/FINE 3810 3.0 Fixed Income Fundamentals SB/FINE 4060 3.0 Advanced Personal Finance: Retirement Income Models SB/FINE 4150 3.0 Advanced Corporate Finance <del>SB/FINE 4400 3.0 Managing Risk in a Changing Global Environment SB/FINE 4700 3.0 Management of Canadian Financial Institutions</del> SB/FINE 4800 3.0 Options, Futures &amp; Other Derivative Securities FINE4280 3.0 Fintech: Digital Transformation of Financial Services FINE 4880 3.0 Financial Innovation &amp; Impact Investing</p> <p>*FINE3050 3.0 is the required course for the Finance specialization starting with the graduating class of 2026. The graduating class of 2025 can use the old set of required courses, FINE3100 3.0 and FINE3200 3.0, towards the specialization, or they can use the new required course, FINE3050 3.0 (formerly FINE4050 3.0), towards the specialization.</p>
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**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).*

**7. Consultation:**

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

N/A (does not affect other Areas)

**Originator:**



Signature

April 12, 2024

Date

Ming Dong

Name

Finance

Area or Specialization

**Approvals:**

**Area or Specialization**

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



Signature

April 12, 2024

Date

Pauline Shum Nolan

Name

Finance

Area or Specialization

**Degree Program:**

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

Burkard Eberlein

Signature

May 10, 2024

Date

Burkard Eberlein  
Name of Program Director

BBA/iBBA Programs  
Program

**Program Committee:**

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

Burkard Eberlein  
Signature

May 10, 2024  
Date

Burkard Eberlein  
Name of Committee Chair

BBA/iBBA Program Committee  
Committee

## Schulich School of Business Memorandum

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To: Faculty Council, Schulich School of Business  
From: Matthias Kipping, Associate Dean  
Date: May 21, 2024  
Re: EMBA 6620: Healthcare Strategy - Course credit value change

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**Motion:**

Requesting approval to change the course credit value for EMBA 6620: Healthcare Strategy

**Rationale:**

The course has been updated and expanded with an increase in topics, readings and deliverables. As a result of the content change, a 4-credit elective course is reflective of this offering.

## Course Change Proposal – Healthcare Strategy

The following information is required for all course change proposals at the undergraduate and graduate level. To facilitate the review/approval process, please use the headings below (and omit the italicized explanations below each heading).

**1. Program**

*Kellogg-Schulich Executive MBA Program*

**2. Course Number and Credit Value**

*EMBA 6620 3.00*

**3. Course Title**

**a) Long Course Title**

*Healthcare Strategy*

**b) Short Course Title**

*Healthcare Strategy*

**4. Existing Pre-requisites/Co-Requisites**

*N/A*

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

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

**6. Effective Session of Proposed Change(s)**

*Winter 2024*

**7. Academic Rationale**

This course used to be taught as a 3-credit elective. It has now been updated and expanded, with a commensurate increase in topics, readings and deliverables.

**8. Proposed Course Information**

<b>Existing Course Information (Change from)</b>	<b>Proposed Course Information (Change to)</b>
<i>Course Credits: 3</i>	<i>Course Credits: 4</i>

**9. Consultation**

*N/A*



**Originator**

Craig Garthwaite \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Craig Garthwaite \_\_\_\_\_ Area or Specialization \_\_\_\_\_  
Name

**Approvals:**

**Area or Specialization**

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

Matthias Kipping \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Matthias Kipping \_\_\_\_\_ Kellogg-Schulich Executive MBA  
Name Area or Specialization

**Degree Program**

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

Matthias Kipping \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Matthias Kipping \_\_\_\_\_ Kellogg-Schulich Executive MBA  
Name of Program Director Program

**Program Committee**

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

Kevin Tasa \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Kevin Tasa  
Name of Committee Chair

Kellogg-Schulich Executive MBA  
Committee

**Required Attachments**

- For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).
- For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.

**Send to**

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members, to the appropriate program committee secretary.

# Northwestern | Kellogg

## **STRT(X) 443\_HC: Healthcare Strategy** Winter 2024 Syllabus

**Professor Craig Garthwaite**

4231 Global Hub

(847) 491-2509

e-mail: [c-garthwaite@kellogg.northwestern.edu](mailto:c-garthwaite@kellogg.northwestern.edu)

## COURSE OVERVIEW AND OBJECTIVES

The fundamental question of strategy is both simple and difficult: “How can a firm make long-run profits?” As you have discussed in your other strategy classes at Kellogg, the answer to this question is far more complicated than simply raising revenue or cutting costs. Firms face fundamental trade-offs and deal with a variety of legal and economic constraints that limit their ability to earn long run profits.

In 2018, the U.S. healthcare sector accounted for approximately 18 percent of GDP. This economic activity involves a diverse set of industries with public, nonprofit, and for-profit buyers and sellers. Many firms in this industry, while united by the provision of healthcare goods and services have meaningfully different business models that require distinct models and frameworks for strategic success. For example, the business model of a large payer or provider is economically distinct from that of a biopharmaceutical or medical device firm.

That said, the success of all of these types of firms are increasingly intertwined. Payers and providers must understand the supply chain for devices and pharmaceuticals. Similarly, providers must understand how they can uniquely create value in order to capture value in negotiations with payers and patients. Biopharmaceutical firms must understand how payers consider value as they set premiums and determine utilization management – which are critical inputs to understanding potential market size. Furthermore, increasingly complex products require partnerships between providers and pharmaceutical manufacturers. These include not only for the administration developments such as CAR-T and gene therapy as well as working with providers to identify patients with unique genetic profiles that make them available for precision medicine such as for Loxo’s oncology products that target patients with a TRK gene fusion.

Firms operating in the U.S. healthcare sector face additional difficulties that at times require sector specific strategies. For example, the government represents a near majority of spending, customers rarely directly pay for services, quality is difficult to observe, information is not commonly held across market participants, and value is often best provided by a coordinated set of economic actors that face different incentives. Together, these features (and many others) make developing and maintaining profit maximizing strategies quite difficult. Further complicating matters, many firms in the health sector are non-profit organizations whose explicit goal to maximize social value while competing directly with for-profit firms.

Recent industry changes have only increased the need to better understand the entire healthcare ecosystem. Vertical integration, value-based contracts, and potentially disruptive entrants have led to both firms with entirely new sets of assets and novel partnerships intended to create and capture value. Success in the changing market requires both understanding important institutional details and having frameworks for taking in new information and developing profitable courses of action.

The aim of this course is to build upon your existing courses and frameworks to provide the tools necessary for crafting successful strategies for firms operating in the U.S. health sector. As a participant, you will be introduced to the key strategic problems facing the complete set of healthcare organizations and to develop strategic frameworks that can be applied in a variety of settings.

In addition, this course will explicitly cover recent health reform efforts and how those can represent both opportunities and threats for participants in a variety of markets. This will involve a variety of more policy-related topics and questions than might be found in a strategy class focusing on a different sector.

## TEACHING APPROACH

In order to best prepare you for future success in healthcare, this course will be co-taught by a combination of Kellogg academic faculty and clinical faculty who are currently leading organizations across the healthcare sector.

Regardless of the professor, the course will combine both lecture and case discussion formats. Because the aim of the course is to build your own critical and analytical thinking abilities, you will spend much of your time preparing for and engaging in class discussion. These will include longer cases and shorter examples of firms that are currently confronting the theoretical course concepts.

Many of our discussions will be based on both large and small business cases. Cases tend not to have a single, tidy solution. However, there are always better and worse answers, and valid and invalid inferences. Cases *never* contain all the information you would like to have to make a decision—in this way, they are very much like real life. You may find it frustrating to be pushed to make a decision or take a stand when you are not sure whether it is the right one; this is the nature of real-world business decision-making. Cases often offer conflicting information. They will require you to make judgment calls. This kind of ambiguity is also a feature of real-world business decisions, particularly in a field such as health which almost uniquely combines the uncertainty of the business and policy world.

## COURSE MEETING DATES SUMMARY

Throughout the course we will move between content related to the broad application of the economics of strategy to the healthcare sector and more focused modules that “drill down” on particular concepts or topics of importance to success in this sector. The table below provides a high-level summary of course meeting times and topics for discussion. More detail on readings and content for each day is provided below.

## PREPARATION

Preparing for class discussion means more than just reading the case. There is no explicit preparation task to do as you read the material for the course, but it is a good idea always to be asking yourself, “Do I believe this argument? Where else does it apply? When would this approach not be useful?”

If for some reason you are not prepared for class, the faculty expect you to let us know before class. We know that you are juggling work, other classes and other commitments; you don’t need to give a detailed explanation of excuse. However, if you haven’t told us otherwise, then you have implicitly committed to be ready to contribute to the class if we should call on you.

## READINGS

**A course packet, which includes the cases on the syllabus, is required.**

**In addition to the course packet, this course also relies on a large number of mandatory readings from the popular press.** These readings are available in a PDF packet that you can download from the Course Canvas website.

## ADDITIONAL COURSE MATERIALS

The following materials will be posted on the course's Canvas website.

- **Course announcements:** We will use the Canvas site to post course-related announcements and reminders. As a result, you should check the site regularly. If there is something critical to which we need to draw your attention, we will also email you.
- **Assignments:** The website will contain the group case assignments, the individual case assignments, and the preparation questions for each case.
- **Slides and handouts from class:** Anything we hand out in class will be posted on Canvas. If you miss something or lose something, you can find it there. These will also be posted to the "Modules" section of Canvas.

## DELIVARABLES

### **Group Case Assignment: 40%**

You have been assigned a study group for this course. For the last day of class, you will submit a group case assignment on value-based care models. This case requires some amount of quantitative analysis combined with strategic reasoning. I would recommend starting on the case with some time to be able to work with and think about the data.

### **Final Exam: 40%**

The final exam is a 100-minute timed exam to be downloaded and completed by March 8, 2022. The exam will consist of short essays and one longer essay and/or analysis of an article/case.

### **Class Preparation and Participation: 20%**

The class participation grade provides you with an *added* incentive to prepare for class—the value of your own learning should be the primary incentive. Case discussions work well as learning tools when everyone participates.

Your participation will be graded on quality, not volume. You should provide insights, observations, inferences, or conclusions that not only express your viewpoint, but *also* defend your analysis. Your comment should be relevant to the topic at hand, and should advance the discussion. A simple opinion or viewpoint is not very valuable without any justification. We value comments that respond to, elaborate on, lend support to, contradict, or correct a comment by one of your classmates. Counter-productive comments include opinions without a justifying argument, pure repetition of previous point, and rambling, vacuous or disparaging comments.

Discussion constitutes a large portion of our class time; you will have ample opportunity to participate. **We will cold call in class**, both to give you an incentive to prepare for class, and to make sure the class discussion does not collapse to a handful of students.

## MIAMI SESSIONS

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### Pre-Readings for the Course

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- R. Huckman, J. Charca, and C. Garthwaite, “Health Care Payment in the United States”(available via Canvas)
- C. Garthwaite and A. Starc, “Why Drug Pricing Reform Is Complicated: A Primer and Policy Guide to Pharmaceutical Prices in the US”
  - *We will not explicitly cover this article, but understanding how things are actually paid for in U.S. Healthcare is a critical (and often overlooked) part of strategy in this sector. These two articles provide the basics of how healthcare services and prescription drugs are paid for in the United States healthcare system. These concepts will continually be a backdrop in the course and I would expect that you have a general familiarity with the concepts in these two articles before the course starts.*
  - *Reviewing these documents would be particularly important for those students who have less familiarity with payments for healthcare (either in total or for parts of the system where you have less experience)*

### Friday, January 19: 8:00am – 9:30am

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#### Introduction to The United States Healthcare Sector

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- D. Leonardt, “Making Healthcare Better,” *New York Times*, 11/3/2009.
- A. Gwande, “The Cost Conundrum,” *New Yorker*, 6/1/2009

### Friday, January 19: 9:45am – 11:15am

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#### The Healthcare Services Market

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##### *The Hospital Industry*

- M. Evans, “What Employers Pay Hospitals Varies Widely, Study Finds,” *New York Times*, May 9, 2019.

##### *Insurance Market Structure*

- HEALTH CARE PAYMENT SYSTEM IN THE UNITED STATES, pg. 6-11

**Friday, January 19: 11:30 – 1:00pm**

**Guest Lecture – Jim Rehtin, former CEO, Envision Healthcare and current COO Humana**

**Mandatory Readings**

*Note: These readings will be explicitly covered in class and without understanding these issues it will be hard for you to take part in the class discussion and activities. For the purposes of cold calling and class participation, it is expected you will be familiar with these topics.*

Bugbee, Mary. *Envision Healthcare: A Private Equity Case Study*, Private Equity Stakeholder Project PESP, Dec. 2022, [pestakeholder.org/wp-content/uploads/2022/12/Envision\\_CaseStudy\\_Final\\_Dec2022.pdf](https://pestakeholder.org/wp-content/uploads/2022/12/Envision_CaseStudy_Final_Dec2022.pdf).

Ellul, Andrew. “Private Equity in the Hospital Industry.” *Department of Finance*, 19 Oct. 2021, [blogs.iu.edu/kelleyfinancedept/2021/10/19/private-equity-in-the-hospital-industry/](https://blogs.iu.edu/kelleyfinancedept/2021/10/19/private-equity-in-the-hospital-industry/).

Hiltzik, Michael. *Column: Anthem Expands Its Policy of Punishing Patients for “inappropriate” Er Visits*, Los Angeles Times, 24 Jan. 2018.

Van, Jon, and Science Writer. “Hospital Study: Poor Dumped on County.” *Chicago Tribune*, 27 Feb. 1986, [www.chicagotribune.com/news/ct-xpm-1986-02-27-8601150282-story.html](https://www.chicagotribune.com/news/ct-xpm-1986-02-27-8601150282-story.html).

**Supplemental Readings**

*Note: These readings will not be covered in depth, but provide more background and context for the issues that are discussed in class. You will not be cold called on anything in this material, but you will get much more out of the in-class discussion and exercises if you are largely familiar with these issues.*

Ansell DA, Schiff RL. Patient Dumping: Status, Implications, and Policy Recommendations. *JAMA*. 1987;257(11):1500–1502.

Cooper Z, Scott Morton F. Out-of-Network Emergency-Physician Bills - An Unwelcome Surprise. *N Engl J Med*. 2016 Nov 17;375(20):1915-1918.

Gao, Janet and Sevilir, Merih and Kim, Yongseok, Private Equity in the Hospital Industry (September 15, 2021). European Corporate Governance Institute – Finance Working Paper No. 787/2021.

Perlberg, Heather, and Melissa Karsh. “Private Equity Dodges Worst from Surprise-Billing Crackdown.” *Bloomberg.Com*, Bloomberg, 22 Dec. 2020, [www.bloomberg.com/news/articles/2020-12-22/virus-fears-helped-private-equity-tame-rule-on-surprise-billing](https://www.bloomberg.com/news/articles/2020-12-22/virus-fears-helped-private-equity-tame-rule-on-surprise-billing).

Thomas, Wendi C., et al. “A Private Equity-Owned Doctors’ Group Sued Poor Patients until It Came under Scrutiny.” *NPR*, 28 Nov. 2019, [www.npr.org/sections/health-shots/2019/11/27/783449133/a-private-equity-owned-doctors-group-sued-poor-patients-until-it-came-under-scru](https://www.npr.org/sections/health-shots/2019/11/27/783449133/a-private-equity-owned-doctors-group-sued-poor-patients-until-it-came-under-scru).



Torres, Lelsey. "Emergency Care Law Test Awaits in Delayed UnitedHealth Policy." *Bloomberg Law*, 1 July 2021, [news.bloomberglaw.com/health-law-and-business/emergency-care-law-test-awaits-in-delayed-unitedhealth-policy](https://news.bloomberglaw.com/health-law-and-business/emergency-care-law-test-awaits-in-delayed-unitedhealth-policy).

**Friday, January 19: 2:00 – 3:15pm**

*Guest Lecture – Jim Rehtin, former CEO, Envision Healthcare and current COO Humana (Cont.)*

**Friday, January 19: 3:30 – 5:00pm**

*Guest Lecture – Jim Rehtin, former CEO, Envision Healthcare and current COO Humana (Cont.)*

**Friday, January 6:30-8pm**

Evening Guest speaker: Vinita Gupta, CEO, Lupin Pharmaceuticals

**Saturday, January 20: 8:00am – 9:00am**

- D. Armstrong, “A Surgeon Earns Riches, Enmity By Plucking Profitable Patients,” *Wall Street Journal*, August 2, 2005.

**Saturday, January 20: 9:15am – 10:45am**

*Medicare Advantage*

DEVOTED AND THE MEDICARE ADVANTAGE MARKET (SM334-PDF-ENG)

**Saturday, January 20: 11:00am – 12:30pm**

***Guest Lecturer: Sean Salmon, EVP & President, Cardiovascular Portfolio, Medtronic***

- “Renal Denervation in Resistant Hypertension—A White Paper,” *Oppenheimer Research*
  - *This paper is a bit dense. In order to engage with the session, you should be largely familiar with:*
    - Pages 63-88; and
    - Pages 96-140
  - *You don’t need to understand every detail in these pages, but just be largely familiar with the existing market, treatments, and firms.*

**Saturday, January 20: 1:30 – 3:00pm**

Guest Lecturer: Sean Salmon, EVP, President Structural Heart, Medtronic (Cont.)

**Saturday, January 20: 3:15pm – 4:15m**

- RENAL CARE IN THE UNITED STATES (KELLOGG CASE)

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**Pharmaceutical Market**

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**Saturday, January 20: 4:30 – 5:30pm**

*Added Value in Pharmaceutical Industry*

- L. Johnson, “Lipitor became world’s top-selling drug despite uncertain beginning,” *Associated Press*, Dec 28, 2011.
- J. Rockoff, “How Pfizer Set the Cost of its New Drug at \$9,850 Per Month,” *Wall Street Journal*, Dec. 9, 2015.

**Sunday, January 21: 8:00-9:45**

- PRICING THE PRICELESS: COVERING TRANSFORMATIONAL THERAPIES AT HARVARD PILGRIM HEALTH PLAN (621-059-PDF-ENG)

**BACKGROUND READING** (these readings are not required but would be quite helpful)

- C. Garthwaite and A. Starc, “Why Drug Pricing Reform Is Complicated: A Primer and Policy Guide to Pharmaceutical Prices in the US”

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**Pharmaceutical Pricing in Action**

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**Sunday, January 21: 10:00am – 12:00pm**

**GROUP CASE ON BIOSIMILARS AND MARKET ENTRY DECISIONS DUE**

- QUINTILESIMS: BIOSIMILAR MARKETING IN ENGLAND: HBS CASE: 517054-PDF-ENG
- CHINESE BIOTECH MARKET [AVAILABLE VIA CANVAS WEBSITE]
- G. Kolata, “F.D.A. Panel Rejects Lilly’s Cancer Drug Tested Only in China,” *New York Times*, February 10, 2022.

## EVANSTON SESSIONS

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### Innovation in Payment Models for Healthcare

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#### Thursday, February 8: 12:00-1:15

- K. Ho, “Barriers to Entry of a Vertically Integrated Health Insurer: An Analysis of Welfare and Entry Costs,” available at:  
[https://scholar.princeton.edu/sites/default/files/kateho/files/paper\\_vertint\\_080708.pdf](https://scholar.princeton.edu/sites/default/files/kateho/files/paper_vertint_080708.pdf).

*Note: Please read only pages 1-11 pages and 29-30. You DO NOT need to read the entire paper.*

- B. Madden, “CVS, OAK STREET HEALTH, AND THE GREAT PAYOR VERTICAL INTEGRATION WAR,” *Hospitality*, Feb 9, 2023.
- J. Tozzi, “UnitedHealth’s Recipe for Lower Costs: Send Patients to Its Own Doctors,” *Bloomberg*, Mar 2, 2020.
- T. Bannow, “UnitedHealth signs a deal with Walmart for a new Medicare Advantage plan,” *STAT News*, September 7, 2022.
- R. Abelson, “Corporate Giants Buy Up Primary Care Practices at Rapid Pace,” *New York Times*, May 8, 2023.

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### Mergers and Acquisitions in Healthcare

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#### Thursday, February 8: 1:30-3:15

*Guest Lecture: Peter van Der Goes, Goldman Sachs*

Readings (TBD)

#### Thursday, February 8: 3:30-5:00

Guest Lecture: Peter van Der Goes, Goldman Sachs (Cont.)

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### Innovation in Payment Models for Healthcare (Cont.)

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#### Friday, February 9: 12:30 – 2:30

#### ACO Group Assignment Due

- ACO CASE ASSIGNMENT PACKET (available on Canvas website)
- B. Madden, “Breaking Down Physician Enablement Platforms,” *Hospitality*, January 26, 2023.

#### Friday, February 9: 6:30-8pm [Required Session for Class]

Evening Guest Speaker: Parth Mehrotra, CEO, Privia Healthcare

# Schulich School of Business Nominating Slate (2024 – 2025)

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Date: May 28, 2024

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# Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Winny Shen

Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:

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

The committees in this section include:

PhD Program Committee
Masters Programs/Programs Coordinating Committee
BBA/iBBA Program Committee
Master's Admissions Committee
Student Affairs Committee
Committee for Equity and Diversity
Area Affirmative Action Representatives

## Ph.D Program Committee

<b>Chair:</b> Program Director	Peter Darke
Secretary:	Stephanie Allen
<b>Faculty Representatives:</b>	
ACTG	Gregory Saxton
FINE	Lilian Ng
MKTG	Ela Veresiu
OMIS	Isik Bicer
ORGS	Winnie Shen
SGMT	Anoop Madhok
SUST	Maxim Voronov
<b>Elected Student Members:</b>	
Ph.D. Rep.	TBA
<b>Ex Officio Voting Members:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Students	Kiridaran Kanagaretnam
<b>Non-Voting Members:</b>	
Executive Director Student Services and International Relations	Lindsay Hillcoat

## Masters Programs/Programs Coordinating Committee

<b>Chair:</b> Associate Dean Academic	Kevin Tasa
Secretary:	TBA
<b>Faculty Representatives:</b>	
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Luke Zhu
SGMT	Theodore Peridis
SUST	Mike Valente



BBA/iBBA	Farrokh Zandi
<b>Elected Student Members:</b>	
1 <sup>st</sup> yr MBA rep.	TBA
2 <sup>nd</sup> yr MBA rep.	TBA
BBA/iBBA student rep.	TBA
BBA/iBBA student rep.	TBA
Student Rep MAcc	TBA
Student Rep MBAN	TBA
Student Rep MBAt	TBA
Student Rep MFIN	TBA
Student Rep MHIA	TBA
Student Rep MMAI	TBA
Student Rep MMTG	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
<b>Ex Officio Voting Members:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Chair, Committee for Equity and Community	Luke Zhu
Director BBA/iBBA	Burkard Eberlein
Director MAcc	Viswanath Trivedi
Director MBA	Mike Valente
Director MBAN	Julian Scott Yeomans
Director MBAt	Murat Kristal
Director MFIN	Melanie Cao
Director MHIA	Amin Mawani
Director MMAI	Julian Scott Yeomans
Director MMgt	Luke Zhu
Director MMKG	Grant Packard
Director MREI	Jim Clayton
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald

Director MBA/MA, MBA/MFA	Kenneth Rogers
Director SCTE	Tom Medcof
Director Global Relations	Theodore Peridis
Faculty E-Learning and EE Leads	Minerva Cernea
eLearning Lead	Ingo Holzinger
<b>Ex Officio Non-Voting Members:</b>	
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Representative	TBA
Director, IST	Brenn Kha
Executive Director, CCD	Hollis Sinker
Executive Director, Alumni Relations	Christina Niederwanger
Director, Academic Affairs	Kathryn Doyle

### BBA/iBBA Program Committee

<b>Chair:</b> Program Director	Burkard Eberlein
Secretary:	Nikki Jagdeosingh
<b>Faculty Representatives:</b>	
ACTG	Abu Rahaman
ECON	Perry Sadorsky
FINE	Ming Dong
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
<b>Elected Student Members:</b>	
1st yr BBA rep.	TBA
2nd yr BBA rep.	TBA
3rd yr BBA rep.	TBA
4th yr BBA rep.	TBA
iBBA rep.	TBA
<b>Ex Officio Voting Members:</b>	
Associate Dean Academic	Kevin Tasa

Executive Director, Student Services & International Relations	Lindsay Hillcoat
Assoc. Director, BBA/iBBA	Farrokh Zandi
Chair, Committee for Equity and Community	Luke Zhu
<b>Ex Officio Non-Voting Members:</b>	
Director SCTE	Tom Medcof
Student Services Rep.	Luba Pan
Centre for Career Design Reps.	Miles Collyer, Shauna Marie Kerr
Director, Academic Affairs	Kathryn Doyle

### Master's Admissions Committee

<b>Chair:</b>	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
<b>Faculty Representatives:</b>	
ACTG	Jeffery Everett
ECON	Fred Lazar
FINE	Ambrus Kesckes
MKTG	Yigang Pan
OMIS	Adam Diamant Divinus Oppong-Tawiah
ORGS	Ruodan Shao
SGMT	Charles McMillan
SUST	Olaf Weber
<b>Ex Officio Voting Members:</b>	
Associate Dean Students	Kiridaran Kanagaretnam
GBC President or member of GBC	Mehra Praatika
<b>Non-Voting Members:</b>	
Assistant Director of Recruitment and Admissions	Susan Calahan

### Student Affairs Committee

<b>Chair</b>	Markus Giesler
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<b>Vice-Chair</b>	Sylvia Hsu
Secretary	Elena Maizel
<b>Faculty Representatives:</b>	
ACTG	Sylvia Hsu (Vice Chair)
ECON	
FINE	Kee-Hong Bae
MKTG	Markus Giesler (Chair)
OMIS	Vibhuti Dhingra
OMIS	Raha Imanirad
SGMT	Yuval Deutsch
SUST	Avis Devine
<b>Elected Student Members:</b>	
Masters Rep.	TBA
Masters Rep.	TBA
Undergrad Rep.	TBA
Undergrad Rep.	TBA
<b>Ex Officio Voting Members:</b>	
Associate Dean Academic	Kevin Tasa
<b>Ex Officio Non-Voting Members:</b>	
Associate Dean Students	Kiridaran Kanagaretnam
Student Services Representative	TBA

### Committee for Equity and Community

<b>Chair</b>	Luke Zhu
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	TBA
ACTG	Matt Bamber
ECON	Alexander Coutts
FINE	Pouyan Foroughi
MKTG	Alexandra Campbell
OMIS	Henry Kim
ORGS	Luke Zhu
SGMT	Theodore Peridis

SUST	Charles Cho
<b>Elected Student Members:</b>	
BBA/iBBA	TBA
Masters	TBA
MBA	TBA
EMBA	TBA
PhD	TBA
<b>Ex Officio Non-Voting Member:</b>	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop, Jean-Jacques Rousseau
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	Luba Pan
Executive Officer	Jillian Yeung Do
Student Representative	TBA
Student Representative	TBA
Student Representative	TBA

### Area Affirmative Action Representatives

ACTG	n/a
ECON	n/a
FINE	n/a
MKTG	n/a
ORGS	n/a
OMIS	n/a
SGMT	n/a
SUST	n/a

## Section 2: Committees Based on Faculty Survey

Chair of Faculty Council: Winny Shen

Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:

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

The committees in this section include:

Kellogg Schulich Executive MBA Program Committee
Research and Library Committee
Tenure and Promotions Committee
Tenure and Promotions Appeals Committee
Nominating Committee
Faculty Service Roles
Senators
Senate Committees

## Kellogg-Schulich Executive MBA Program Committee

<b>Chair</b>	Kevin Tasa
Secretary	Frances Sugay
Associate Dean EMBA	Matthias Kipping
<b>Faculty Representatives:</b>	
	Ashley Konson
	Mike Valente
Director, Global Executive Programs	Chris Bray
Director EMBA Program and Operations	Ardene Harris
Assistant Dean, Kellogg EMBA Global Network	John Kaplan
<b>Ex Officio Voting Members:</b>	
Associate Dean Academic	Kevin Tasa
Student Members:	
1 <sup>st</sup> year EMBA rep.	TBA
2 <sup>nd</sup> year EMBA rep.	TBA

## Research and Library Committee

<b>Chair:</b> Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
<b>Faculty Representatives:</b>	
	Ruodan Shao
	Cameron Graham
	Mark Kamstra
<b>Elected Student Members:</b>	
Masters Rep.	TBA
BBA/iBBA Rep.	TBA
<b>Ex Officio Voting Members:</b>	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam
<b>Ex Officio Non-Voting Members:</b>	
Director IST	Brenn Kha

## Tenure and Promotions Committee

<b>Chair</b>	TBA
Secretary:	Sabine Friedrich
<b>Core Members Continuing:</b>	
	<b>2023</b>
	Brent Lyons (June 30, 2025) Moshe Milevsky (June 30, 2025) Eileen Fischer (June 30, 2025)
<b>To Be Elected:</b> (One Representative to be Elected)	
	Adam Diamant
	Charles Cho
<b>Elected Student Members:</b>	
Ph.D. Rep	TBA
<b>Noncore Members:</b>	
ACTG	n/a
ECON	Irene Henriques, Perry Sadorsky
FINE	Kee Hong Bae, Ming Dong
MKTG	n/a
OMIS	Henry Kim, Markus Biehl, Adam Diamant
ORGS	Kevin Tasa, Winnie Shen
SGMT	n/a
SUST	n/a

## Tenure and Promotions Appeals Committee

Chris Bell
Fred Lazar
Yigang Pan

## Nominating Committee

<b>Chair</b>	Ashwin Joshi
Secretary	Nikki Jagdeosingh



<b>Faculty Representatives:</b>	
	Justin Tan
	Dean Neu
<b>Elected Non-Voting Student Members:</b>	
GBC President	Mehra Praatika
UBS President	Ustav Alok
<b>Ex Officio Members:</b>	
Associate Dean Academic	Kevin Tasa

### SSHRC Explore & Exchange Grants

<b>1 Schulich Faculty (2-year term)</b>	Moren Lévesque (Jun. 30, 2025)
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### Faculty Service Roles

Schulich Behavioral Research Lab	Nicole Mead
Affirmative Action Coordinator	Ashwin Joshi
YUFA Stewards	Jeff Everett Markus Biehl

### Senators

<b>6 Faculty including the Dean</b>	Kevin Tasa (June 2025)
	Markus Biehl (June 2025)
	Kiridaran Kanagaretnam (June 2025)
	Preet Aulakh (June 2026)
	TBA
Ex Officio	Detlev Zwick
<b>Student Senators:</b>	
Graduate Student rep.	Louis Long Nguyen (June 2025)
Undergraduate Student rep.	Ayush Chhetri (June 2025)

## Senate Committees:

(\* = designated Schulich slots)

Academic Policy, Planning & Research (APPRC)*	Viswanath Trivedi (June 2025)
HPRC (subcommittee of APPRC)	Brent Lyons (June 2025)
Tenure & Promotions	Russell Belk (June 2025)
Executive*	Kevin Tasa (June 2025)
Honorary Degrees and Ceremonials Sub-Committee*	Matthias Kipping (June 2027)
Academic Standards, Curriculum and Pedagogy (ASC)	Fred Lazar (June 2026)

## Section 3: Administrative Committees and Roles

Chair of Faculty Council: Winny Shen

Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:

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

These committees and roles in this section are constituted by decanal authority. The slate reflects the public announcements from the Dean's office. As and when new announcements are made, the slate will be modified.

Executive Committee
Operating Committee
Management Committee
Faculty of Graduate Studies
Other Schulich Academic Administrative Roles
Other University Administrative Roles

## Executive Committee

<b>Chair:</b>	Winnie Shen
Secretary	Kathryn Doyle
<b>Ex Officio Voting Members:</b>	
Dean	Detlev Zwick
Vice-Chair Faculty Council	TBA
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
<b>Chairs of Faculty Council Standing Committees:</b>	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Avis Devine
Tenure and Promotion	TBA
Equity and Community	Luke Zhu
BBA/iBBA Program Committee	Burkard Eberlein
EMBA Program Committee	Kevin Tasa
PhD Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
<b>Program Directors:</b>	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping
PhD	Peter Darke
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard

MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	Julian Scott Yeomans
MBAt	Murat Kristal
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
GBC President	Praatika Mehra
UBS President	Ustav Alok
PhD President	TBA

## Operating Committee

<b>Chair:</b>	Dean Detlev Zwick
Secretary	Sharon Liu
<b>Ex Officio Members:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Director, Office of Strategic Initiatives & Engagement	Yvonne Massop
<b>Program Directors:</b>	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping
PhD	Peter Darke
MREI	Jim Clayton
<b>Area Coordinators:</b>	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	Ella Veresiu

OMIS	Henry Kim
ORGS	Ruodan Shao
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck

## Management Committee

<b>Chair:</b>	Dean Detlev Zwick
Secretary	Jaime Naperi
<b>Ex Officio Members:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Executive Director, SSIR	Lindsay Hillcoat
Executive Director, CCD	Hollis Sinker
Executive Director, SEEC	Rami Mayer
Executive Director, AAE	Christina Niederwanger
Director, IST	Brenn Kha
Director, OSIE	Yvonne Massop

## Faculty Of Graduate Studies Council

Ex Officio	Dean Detlev Zwick
<b>Program Directors and Representatives:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Ph.D.	Peter Darke
EMBA	Matthias Kipping
MAcc	Viswanath Trivedi
MBA	Mike Valente
MBAN	Julian Scott Yeomans
MBA <sub>t</sub>	Murat Kristal
MFIN	Melanie Cao
MHIA	Amin Mawani

MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Julian Scott Yeomans
MSCM	David Johnston
MREI	Jim Clayton
<b>Diploma Directors:</b>	
Accounting Analytics	Manuel Campos
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Global Metals and Minerals Management	Claudia Mueller, Richard Ross
Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
<b>Student Representatives:</b>	
PhD	TBA
EMBA	TBA
MBA	TBA
MBAN	TBA
MBA <sub>t</sub>	TBA
M <sub>Acc</sub>	TBA
M <sub>FIN</sub>	TBA
M <sub>HIA</sub>	TBA
MMAI	TBA
MMGT	TBA
MMKG	TBA

MREI	TBA
MSCM	TBA
GBC President	TBA

## Schulich Academic Administrators

<b>Associate Deans:</b>	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Students	Kiridaran Kanagaretnam
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
<b>Program Directors:</b>	
BBA/iBBA	Burkard Eberlein
EMBA	Matthias Kipping
MBA	Mike Valente
MAcc	Viswanath Trivedi
MBAN	Julian Scott Yeomans
MBAat	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
MMgt	Luke Zhu
MREI	Jim Clayton
MSCM	David Johnston
PhD	Peter Darke
<b>Diploma Directors:</b>	
(source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck



Communication, Culture & Leadership	Ashwin Joshi
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
<b>Specialization Directors:</b> (source: <a href="#">Graduate Academic Handbook</a> and <a href="#">Undergraduate Academic handbook</a> )	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business Consulting	TBA
Digital Transformation	TBA
Economics	Irene Henriques
Entrepreneurial Studies	Moren Lévesque, Chris Carder
Entrepreneurial & Family Business Studies	Moren Lévesque, Chris Carder
Finance	Pauline Shum Nolan
Financial Risk Management	Pauline Shum Nolan
Global Metals and Minerals Management	Richard Ross
Global Retail Management	Markus Giesler
Health Industry Management	Joseph Mapa
Leading Equitable, Diverse, and Inclusive Organizations	Ruodan Shao
International Business	Farrokh Zandi
Marketing	Ella Veresiu
Operations Management & Information Systems	Henry Kim

Organization Studies	Ruodan Shao
Real Property	Jim Clayton
Responsible Business	Geoffrey Kistruck
Strategic Management	Preet Aulakh
Sustainability	Geoffrey Kistruck
<b>Certificate Directors:</b>	
Certificate in International Management (CIM)	Bernie Wolf
<b>Area Coordinators:</b>	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	Ella Veresiu
ORGS	Ruodan Shao
OMIS	Henry Kim
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck
<b>Other Schulich Administrative Roles:</b> (source: Dean's Office)	
Academic Director, Centre for Innovation and Teaching Excellence (CITE)	Tom Medcof
Senior Advisor, Accreditations	Markus Biehl
MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Centre for Customer Centricity	Ajay Sirsi
Director, Hennick Centre	Peter Macdonald
Krembil Centre for Health Management and Leadership	Joseph Mapa
George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
<b>Other University Administrative Roles:</b>	

York University Pension Plan	Pauline Shum Nolan
Joint Sub-Committee on Quality Assurance	Theodoros Peridis
Human Participant Research Committee	Robert Phillips (June 2026) Sylvia Hsu (June 2026)

# Memorandum

**To:** Faculty Council  
**From:** Burkard Eberlein, Chair, BBA/iBBA Program Committee  
**Date:** May 17, 2024  
**Subject:** Committee Year-End Report for 2023 - 2024

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## Program Initiatives

- Completed the Cyclical Program Review (CPR) for the iBBA/BBA program
- Worked closely with the AACSB accreditation team to coordinate the development of new program learning outcomes (PLO) and identified core courses to measure achievement of learning outcomes within the AACSB framework
- \*Revised the BBA Program Learning Outcomes (PLO): distilled and finalized six strategic and assessable learning outcomes, down from 27 previously.
- Replaced SB/MGMT 1030 3.0 (*History of Capitalism*) with SB/MGMT 1035 3.0 (*Global Business*), laying a new foundation for global business education in the core curriculum
- Replaced AP/ECON 1000 3.0 and AP/ECON 1010 3.0 with SB/ECON 1000 3.0 and SB/ECON 1010 3.0, bringing the core economics courses in-house to Schulich.
- Retired ECON 2000 3.0 as core course.
- Consequently, reduced the number of core course credits required in the BBA program from 51 to 48, increased the number of elective course credits required in the BBA program from 69 to 72 and increased the Schulich elective course credits from 21 to 24.
- \*Created a new DDPR rubric to aid enrolment organization and management for dual-degree programs
- Revised the Certificate in International Management (CIM) to allow OMIS 4530 3.0 be a substitute for OMIS 4560.
- Initiated discussion on retirement of CIM to be replaced by a new Global Business Specialization

## Curriculum Changes

- SB/ACTG 2020 3.0 (course delivery format addition)

- SB/IBUS 4200 3.0 (calendar description change)
- SB/FINE 2000 3.0 (change of course delivery)
- \*SB/FINE 4050 3.0 (course number)
- \*SB/FINE 4280 3.0 (co-requisite change)
- \*SB/FINE 4400 3.0 (course retirement)
- \*SB/FINE 4700 3.0 (course retirement)
- \*SB/OMIS 2010 3.0 (pre-requisite addition)
- SB/ORGS 2100 3.0 (course delivery format addition)
- SB/ORGS 2200 3.0 (course delivery format addition)
- SB/MGMT 1000 3.0 (course delivery format addition)
- SB/MGMT 1030 3.0 (course retirement)
- SB/ECON 2000 3.0 (course retirement)

### **New Course Proposals**

- \*SB/FINE 3300 3.0 Python for Finance Professionals
- \*SB/FINE 4880 3.0 Financial Innovation and Impact Investing
- SB/FINE 4280 3.0 Fintech: Digital Transformation of Financial Services
- SGM 4350 3.0 International Business Simulation
- \*SUST 4010 3.0 Sustainability in the Financial Industry

### **Specialization Changes**

- \*Revised the Finance Specialization
- Revised the Strategic Management Specialization
- Revised the Entrepreneurial & Family Business Studies Specialization

### **Other**

- Met with all Area coordinators to introduce myself as new Program Director and discuss current BBA issues
- Monthly meetings with the Undergraduate Business Society (UBS)
- Several individual student meetings
- Created an advanced standing pathway from the BBA to the Master of Finance (MF), Master of Marketing (MMKG) and Master of Supply Chain Management (MSCM)

*\*Pending Faculty Council approval.*

# Memorandum

To: Faculty Council  
From: Kevin Tasa, Chair Master Programs Committee  
Date: May 16<sup>th</sup>, 2024  
Subject: Year-End Report for 2023-2024, Master Programs Committee

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## **Program-Specific Initiatives**

### **MBA**

- Operational Activities
  - Completed the Cyclical Program Review (CPR) for the MBA Program
  - Annual MBA core course coordinator meeting to ensure consistent, high-quality teaching across core course sections
  - Met with area coordinators and specialization directors to introduce myself as program director and to update them on MBA program
  - Worked closely with the AACSB accreditation team to develop and finalize 6 new program learning outcomes (PLOs) and identified core courses to measure achievement of those PLOs
  - Various course changes, new course approvals, and course retirements
  - Student engagement
    - Meetings with GBS
    - Focus group – April 2024
  - Multiple individual student meetings
  - Completed new MBA Program Director Video for marketing purposes
- Strategic Initiatives
  - Completed full scale competitor analysis of MBA programs in Canada
  - Completed competitor analysis of remote MBA programs in US/Canada
  - Meetings with all area coordinators to facilitate program level discussions
  - Launched a task force to examine the future of the MBA
  - Assessed merits of 2023/2024 MBA Launch and initiated pivot to better align with Skills for Leadership Course
  - Integrated accelerated students into the MBA cohort by making Skills for Leadership a mandatory course
- Specializations
  - Reduced the number of stream/specializations from 28 to 17
  - Cleaned up and updated multiple specializations
  - Relabeled streams as specializations

### **MBA/JD**

- Delivered new, very successful, downtown Alumni-Student Mentorship-Networking Event in Winter 2024

- Managed ongoing MBA/JD Student Association initiatives including annual MBA/JD Conference, student-student and student-alumni mentorship programs, career-related panel discussions and the like
- Hosted Annual Year-End Student Turnover Dinner with Deans of Schulich and Osgoode
- Organized and delivered customized advice to all upper-year MBA/JD students regarding personal career aspirations and related upper-year course selection at Schulich and Osgoode
- Continued ongoing recruitment of incoming students through targeted information sessions held at Osgoode and Schulich throughout the year
- Sourced and maintained high-quality guest-speaking engagements for MBA/JD seminar at Schulich

### **MAcc:**

- Merged the DIAC and MAcc programs into a 4-term streamlined MAcc program thereby reducing both barriers to entry, particularly for international students, and administrative burdens on the recruitment team.
- Successfully launched the first term of the MAcc in India in summer 2023.
- Students admitted to India into Term 1 of the merged MAcc program in the summer of 2024 were successful transferred over to the Toronto Keele campus.
- Successfully resurrected the legacy DIAC program with 45 incoming students after its cancellation in 2022 as a result of Covid.
- Implemented a MAcc case marking program to simulate and prepare students for CPA's Common Final Exam (CFE) by providing the facility to have mock CFE type cases marked by successful alumni.
- Initiated a series of workshops with CPA Ontario through the CPA Ontario Campus Advantage Program (CAP) to deliver relevant skills to students for the CFE and the workplace.
- Liaised with CPA Ontario to provide feedback on the new Competency Map, Competency 2.0, to ensure that course relevance was maintained.
- Offered case writing workshops to incoming DIAC students to onboard them with skills pertaining to the Schulich Case Method.
- Successfully launched a Schulich MAcc CFE course page to house relevant CFE information and tips to ensure all MAcc cohorts are connected to eligible writers. The feedback on the page has been exceptional and is considered a "one-stop-shop" for all CFE-related announcements and resources.
- Integrated alumni sessions in Term 1 and Term 4 of the MAcc to allow Schulich MAcc alumni to share experiences to succeed at program inception and on the CFE.
- Liaised with the Centre for Career Design (CCD) to communicate job opportunities and workshops to students resulting in more student uptake on CCD services and job opportunities.
- Delivered the first ever MAcc Speed Networking mixer which included former alumni ranging from associates to partners throughout various industry groups allowing students to mingle with professionals and hone their soft skills.

### **GDAN:**

- Hired Manuel Campos a dynamic alumnus of our MBAN program as the Associate Program Director of the GDAN program.

- Launched the GDAN program effective from fall of 2024.
- Continued to meet with industry leaders to find experiential opportunities for students, market the GDAN program, update the curriculum, find candidates for planned webinar series and instructors of the courses in the program.
- Participated in webinars held by the recruitment team to market the program to prospective students.
- Developed a set of student experience initiatives for students and the broader Schulich community, designed to take advantage of the online nature of the program.

### **MBAN**

- Specific course requirements in the curricula were updated, significantly.
- A subset of courses common to both the MBAN and MMAI programs was introduced in Summer 2023.
- Essential analytics and AI skills needed prior to engaging in onsite consulting projects were introduced into Term 1 (Technical – Python, R, SQL; Delivery – project management, presentation & communication skills; etc.).
- Course curricula, pedagogy, and contents have been reviewed & updated to reflect shifting analytical landscape(s).
- Programming focus has been shifted away from an earlier over-emphasis on SAS to industry-desired Python, R, and SQL applications. SAS has been removed.
- Client management for the 8-month consulting projects has been updated.
- Collaborations with industry partners to enable students networking have been created.
- Various relationships with a number of external parties have been assessed.

### **MMAI**

- Managed the integration of the MMAI “double cohort” overlap in May-August 2023 when the program shifted from Fall to May entry. Summer 2023 semester ran with 2 cohorts of MMAIs simultaneously – those starting their first semester and those finishing their third.
- The specific course requirements/offerings in the curricula have been updated, significantly. A specific subset of courses common to both the MBAN and MMAI programs had to be synchronized for delivery starting in Summer 2023.
- Essential AI skills needed prior to the starting consulting projects in Term 2 were introduced (Technical – Python, R, SQL; Delivery – project management, presentation & communication skills; etc.).
- Coordinated the curricula and specific contents taught within the various courses impacted by the above synchronization.
- The course curricula, pedagogy, and content of each course have been reviewed & updated to reflect the rapidly shifting analytical landscape(s).
- The programming tool emphasis was shifted to the more industry-desired Python, R, and SQL applications from the previous massive over-reliance on SAS. SAS has been removed from most coursework.
- The overall client management process for the experiential capstone consulting projects has undergone review and updating.
- Interactions and collaborations with a variety of industry partners have been fostered to enable students to develop supplementary proficiencies and networks.
- The nature and practicality of various ongoing relationships with several external parties have been assessed.



## MFIN

The Master of Finance (MFIN) Program has accomplished the following this year:

- Modified the MF admission requirement: required B+ for calculus, statistics and one course in economics or finance, in replacement of the GMAT requirement.
- Creating resume books to promote our students to financial companies.
- Removed MFIN 5100 as a pre-requisite in the course outlines. All students required to take the online prerequisite course prior to Fall term and added FINE6820 FinTech course to the summer term.
- Recoded the required course MFIN 5520 to FNEN 6820 (Advanced Derivative Securities).
- Modified course requirement to be eligible for the CFA Scholarship on the Schulich website.
- Participated in a virtual two-day Student Orientation for incoming students in September 2023.
- Hosted Careers in Finance Orientation in September 2023.
- Organized MF Mentorship Initiative for incoming MF students.
- Hosted MF Students & Alumni Networking Reception with the Office of Advancement and Alumni Engagement in November 2023.
- Participated in recruitment event: Experience Schulich Specialized Masters In-person Open House and MFIN Program Session (hosted an alumni panel presentation for the MFIN program specific event).
- MF Students participated in the CI - Schulich Panel Discussion event in November.
- Participated in Ethics Challenge case competition organized by the Toronto Chapter of the CFA Society. The Ethics team (Afnan Umair, Rachit Agrawal, Yuri Grytsevytch, Gregory Pau – Faculty Advisor)
- Participated in the CFA Research Challenge. The Research team (Anam Ahmad, Arsh Seksaria, Junchuan Liang, Ruizhe Wang, Xinyu Zou, Gregory Pau – faculty advisor) has come in as 2nd for the province of Ontario after having advanced to the Final Round.
- Participated in the NIBC 2024 Global Investment Banking Competition. The NIBC team (Anam Ahmad, Ansh Dhawan, Yuri Grytsevytch and Qusay Al Refai). Alex Abyaneh and Melanie Cao - faculty advisors. Team selected to advance to the Final Round.
- Participated in the AIMA Case Challenge. The AIMA team (Ansh Dhawan, Arsh Seksaria, Gurraj Singh Kohli, Navneet Singh Kalra, Shaurya Sharma, Melanie Cao - faculty advisor). Placed third place in the AIMA Case competition.
- Participated in the 2024 Sustainable Supply Chain Case Challenge. The Sustainable Supply Chain Team (Ansh Dhawan (MF), Gurraj Singh Kohli (MF), Shaili Makwana (MMKG) and Mia (Yutao) Zhu (MMKG)). Placed 1st place in the 2024 Sustainable Supply Chain Case Challenge.
- Participated in the Schulich's Deans Cup 2024. Schulich's Deans Cup team (Gurraj Singh Kohli, Ansh Dhawan, Navneet Singh Kalra, Riya Shah, Anam Ahmad and Qudsia Abbas). Placed 1st place in the Schulich's Deans Cup Round 3.
- Granted renewal of the CFA Institute Program Partnership.
- Granted program partnership with Global Association of Risk Professionals (GARP) for FRM designation.
- Ranked and selected ten MFIN students to receive the CFA scholarships.

- Ranked and selected one MFIN students to receive the FRM scholarships.
- Ran a professional seminar series and an academic finance seminar series (joint with the Finance Area) over the fall and winter semesters.
- Organized Marquee Training sessions (Fall and Winter terms).
- Co-hosted the CETFA ETF Roundtable Presentation (in-person event, January 2024).
- Co-hosted a virtual Global Association of Risk Professionals (GARP) event (guest panelists, March 2024).
- Co-hosted RMA Panel Presentation, Career in Risk Management event (guest panelists and networking session, March 2024).

## MMGT

- Curriculum Update: Completed the first major update to the curriculum since the program's introduction. The update includes the following changes:
  - Credit Requirement Changes
    - Reduce total program credit requirement (from 45 to 39 credits)
    - Remove the following courses:
      - MSTM 5000 Business Communications & Team Dynamics 3.00
      - MSTM 3000 Strategic Thinking 3.00
    - Add the following courses:
      - MGMT 5190/5290 Professional Development Hives 3.00
  - Reduce the total number of elective course credits from 9.00 to 6.00.
  - Course Scheduling Changes
    - Offer MSTM 5030 (Macro Economics) in the Winter semester (previously offered in the Fall semester).
    - Offer ORGS5100 (Organizational Behavior) in the Fall semester (previously offered in the Winter semester).
  - Elective option
    - Students have the option to fulfill the program's requirement of one elective course during the summer semester by participating in an international experience program, provided that the timeframe aligns with the requirements of the Master of Management program.
- Program enhancement:
  - Enriched the capstone project offering by adding SUST 6151 - Innovating for Sustainable Impact as a sustainability-oriented alternative to the traditional Enterprise Consulting Project. In this course, students work directly with disadvantaged populations in Costa Rica to identify innovative business models that provide meaningful work.
  - Enriched the elective offering by adding SUST 6152 - Scaling Climate Innovations, an experiential education opportunity in partnership with the MaRS Discovery District.
- Recruitment and Outreach Initiatives
  - Began the process to improve outreach to domestic applicants in order to increase domestic student numbers.
  - Launched “Meet the Program Director” series to help attract and convert perspective students.
  - Hosted the first in-person event for students enrolled in PMMP (Pathways to the Master of Management Program), where students received program updates

- and interacted with the Program Director and representatives from student services team.
- Engaged in preliminary discussions with the senior leadership team regarding revising PMMP (i.e., PMMP 2.0).

### MMKG

- Expanded program to three sections (121 students) versus two sections prior year (92 students) while maintaining entry GPA and work experience.
- Tested new “Alumni Panels & Mixer” event in October 2023 for enhanced onboarding and networking of new students.
- Tested new “End of Term BBQ” event in August 2023 as celebration and retention for impending alumni, and for recruiting conversion of Greater Toronto Area uncommitted admits for 2023-24.
- Successful repeat of “MMKG Networking Mixer” event in February 2024 to increase student networking skills and opportunities for work placements and recruiting.
- Maintained roughly 100% increase in Graduate Work Placements achieved in 2022-23 (vs. 2021-22) in 2023-24 in absence of course instructor/coordinator.
- Two MMKG students placed in Top 10 finalists out of over 300 national competitors in Canadian Marketing League case competition (vs. one MMKG student in Top 10 in 2022-23).
- Implemented twice annual “Meet the Program Director” Zoom student recruitment meetings under leadership of Recruitment & Admissions team.
- Minor course changes for MKTG 6000 and 6001 approved for new program implementation in 2024-25.
- Current accepted admission offers for 2024-25 up 42% YOY as of May 6, 2024.

### MSCM

In 2023/24 we continued standardizing student services, began updates to the curriculum to improve experiential components, student engagement and accentuate a focus on sustainability. The major activities this year were as follows:

1. **Refinement of Student Support:** This year we continued improving our guidance to students in the MSCM Program Information hub in Canvas not only for Centre for Career Design activities but to get help from other University Services on topics such as on mental health and communication. We introduced a student standard for professional conduct.
2. **Student Engagement Events for Industry Outreach and Networking.**  
Continuation of two annual events started in 2022/23
  - a. **Supporting the Supply Chain Management and Operations Club** for Schulich graduate students. It is important for MSCM students to be integrated into the knowledge base across the Schulich community include our MBAs. The club was an important vehicle for students to bring in guests from industry and compete in case competitions. The club won best Schulich student club in 2023/2024.
  - b. **Supply Chain Management Alumni Association.** This new chapter of the Schulich alumni affairs function was launched in November 2022. This will provide opportunities for alumni to be involved in experience programs such as the OMIS 6400 Consulting Projects in the MSCM program and mentoring of current MSCM students.

3. In February 2024, the **Sustainable Supply Chain Case Challenge**, a new case competition, was launched by the Geroge Weston Centre for Sustainable Supply chains for graduate students from across Canada to address real-world challenges relevant to the future sustainability of supply chains. Plans are to integrate this more fully into MSCM program schedule in 2024/2025.
4. Also in February 2024 the program supported the **Supply Chain Recruitment Fair**, in cooperation with the CDC to bring together employers seeking supply chain talent with graduate students across Schulich's Masters and MBA programs. The fair was attended by 100+ students as well as employers including DECIEM, DHL Supply Chain, Dynacare Canada, Labatt Breweries of Canada, Loblaw Companies Limited, OMERS, Reckitt Benckiser, and SHEIN, among others.
5. **Updating OMIS 6200 Supply Chain Strategy course**. This year we introduced a experiential component to the course (i.e., course specific case competition with a live case). In addition, new content has been developed to accentuate creating more long-term sustainability strategic thinking in the supply chain function. A name change (OMIS 6200 Sustainable Supply Chain Strategies) and minor changes to the course description is pending administrative approval.
6. **Hiring of a part time Associate Director of Partnerships for the MSCM for 2023/2024**. Kiruba Shankar will teach the OMIS 6400 Supply Chain Consulting Project course, recruit client organizations for the course and assist the program director with other experiential industry-based projects for the program.

### **Tech MBA**

In its inaugural year, our Program has effectively launched the Mentorship Program for Tech MBA students, a collaborative effort with the Experiential Learning Office. Additionally, we've hosted engaging fireside chats featuring industry leaders, fostering impactful discussions and insights.

### **MHIA**

- In April 2024, the MHIA program was accredited by the Canadian College of Health Leaders which allows MHIA graduates to utilize the Canadian Health Executive (CHE) designation after their names. This decision follows a meticulous review of the MHIA program's curriculum, affirming its alignment with the Leadership for Evidence-Based Decision Making (LEADS) framework – a nationally recognized leadership development model in healthcare. The approval paves the way for advanced standing for Schulich's MHIA graduates in the Canadian Health Executive Program's LEADS Learning and LEADS in Action Project requirements. The accreditation reflects the MHIA program's commitment to excellence and its alignment with health industry standards. This accreditation solidifies Schulich's position as a leading institution in healthcare leadership education, providing students with the knowledge, skills, and recognition needed to excel in their careers and make meaningful contributions to the healthcare industry.
- Amin Mawani gave a talk to alumni on “**Shared Value Creation in the Healthcare Industry**” during Schulich's CONNECT 2024 event on May 4, 2024
- Used the three 2-day MHIA workshops to deliver gaps in the curriculum delivered by experts in their narrow fields – e.g., healthcare law & patient data privacy, change management, talks by CEOs and other champions from the industry, career counselling, job search,.... Well-received by the students. Positive interactions with our successful health sector alumni.

- Selected and hired subsector-specific faculty to teach specialized MHIA courses.
- 601 Consulting projects underway. Some students still have not found sites.
- MBA students pursuing HIMP specialization are now permitted to enroll in MHIA courses.
- HIMP 6150 changed to MHIA 6150 and HIMP 6180 changed to MHIA 6180 (content identical)
- Incoming students who have attained a grade of B+ in ACTG can now choose to replace ACTG 5200 with another Schulich graduate elective. Have to decide whether to offer the same option for MKTG 5201 starting next year.
- Enrolment growth from 45 students in Fall 2023 to (at least) 64 students for Fall 2024 (42% growth).
- Larger enrolment may necessitate two sections for each course next year (decision to be made by ADA). Instructor availability may be an issue in some cases if two sections required. Large classes may require additional stipend (or, less likely, Teaching Assistants).
- **With the growth in MHIA enrolment, we may need to hire an MHIA industry-specific CCD advisor.** Expanding enrolment without a corresponding increase in job placements may hurt the program's reputation. Potential incoming students **always** ask about the job prospects of MHIA graduates, and up to now we have been claiming that the program is too new to have data on job placements. Existing CCD advisors seem to be focusing on healthcare industry *and* consumer-products industry combined, which may not be entirely aligned with the needs of our MHIA students. We need more coaching of MHIA students for success in finding employment in the healthcare industry, without making it a formal course requirement.
- **We had only one healthcare recruitment fair in the last 8 months, with only 3 employers in attendance.** Plus only one corporate event (Medcan). This likely reflects the unfavourable job climate, and not the lack of effort by CCD staff. But our students could benefit from more of such events.
- Administrative support for the MHIA program has been severely limited. I have had zero administrative support for about 5 out of the 16 months that I have been a PD. At times, I am not sure if I have support services or not since I don't get timely responses to my e-mail request for two business days. I have often had (and continue to have) less **equitable** administrative support compared to other Program Directors and certainly less than what I need. An equitable assignment of administrative support could (arguably) be based on the following activities or accounting cost drivers: (1) the number of students in the program (64 in the case of MHIA); and (2) the number of courses offered by the program (16 in the case of MHIA).
- MHIA will sign up for and support the AI Super Course as an additional or extra elective for MHIA students.



# Memorandum

**To:** Faculty Council  
**From:** PhD Program Committee

**Date:**

**Subject:** PhD Committee Year-End Report for 2022-2023

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The members of this year's committee included:

PhD Program Committee Chair: Peter Darke,

Gregory Saxton, Moshe Farjoun/Anoop Madhok, Isik Bicer, Lilian Ng, Ela Veresiu, Winny Shen, Maxim Voronov, Kiridaran Kanagaretnam, Kevin Tasa, Luba Pan, Charlie Huang

Over the course of this academic year, the committee has

1. Overseen the process of selecting new students to admit to the program
2. Adjudicated scholarship admission awards
3. Continued the process of updating area PhD course requirements, including putting official changes through Faculty Council
4. Begun the first year with a new SUST PhD area, for a new total of 7 PhD areas
5. Collaborated with FGS in updates to Thesis and Dissertation Regulations
6. Processed SSHRC applications
7. Processed OGS applications
8. Adjudicated doctoral dissertation award nominees
9. Processed student petitions
10. Facilitated dissertation defenses
11. Advised students on courses and program requirements
12. Coordinated comprehensive exams
13. Offered a comprehensive orientation for incoming PhD students
14. Worked with SSIR in the preparation of webinars
15. Continued to update the Ph.D. website
16. Completed another Cyclical Review for the Program
17. Added new procedures and surveys for the AACSB accreditation
18. Created documents for the responsibilities of area faculty representatives and PhD supervisors



# Memorandum

**To:** Faculty Council  
**From:** Luke Zhu, Chair, Committee for Equity and Community  
**Date:** April 9, 2024  
**Subject:** Committee Year-End Report for 2023 - 2024

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The Committee for Equity and Community has embarked on the following initiatives during the 2023-2024 academic year.

1. The CEC has embarked on a comprehensive review of DEDI integration within the curriculum across all academic programs. This initiative involves a structured approach wherein program directors are individually invited to participate in constructive discussions during the committee's monthly meetings. Each session commences with the program director providing an overview of the current implementation of DEDI within their respective program. Subsequently, there is a deliberation on the future plans concerning DEDI integration. This discourse facilitates an exchange of ideas between program directors and committee members, aimed at identifying opportunities for enhancing DEDI within the curriculum. In its progress thus far, the committee has convened with program directors from MMGT, BBA, MBA, and MMKG.
2. In March 2024, the committee partnered with the Schulich Centre for Teaching Excellence to organize a DEDI teaching workshop. The workshop was a success, attracting participants from various areas. The attendees learned about the importance of EDI in teaching and explored practical ways of integrating EDI principles into their teaching practices.
3. The CEC received the outcomes from the three DEDI questions integrated into the course evaluation form a year ago. The committee examined the implications of these findings. Subsequently, it was recommended that both the results and their associated implications be presented to the Faculty Council.



# Memorandum

**To:** Faculty Council  
**From:** Ashwin Joshi, Chair, Nominating Committee  
**Date:** April 29, 2024  
**Subject:** Committee Year-End Report for 2023 - 2024

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The Nominating Committee brought forth for approval a slate of names to serve on the various committees of the Faculty Council and Senate. The Committee also made adjustments as needed to comply with any changes with the Faculty's various committees during the year.





**Schulich**  
School of Business  
York University

# Memorandum

**To:** Faculty Council  
**From:** Kevin Tasa & Matthias Kipping

**Date:** 30 May 2024

**Subject:** KS EMBA Program Committee Year-End Report for 2023-24

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As usual, the committee dealt with routine matters, such as approving new courses taken by our students at the partner schools within the Kellogg EMBA Global Network and deciding requests for extensions to a Leave of Absence. In addition, during this year, the committee:

- Discussed new courses to be offered to the Network as Global Electives in Toronto. Given the growing student numbers (54 for the current KS23 cohort), we will be taking more of these at the partner schools, so should offer more to them. The new courses will be discussed and approved during the next academic year.
- Extensively deliberated our Program Learning Outcomes, also to make sure they fit within the overall goals of Schulich (especially in light of the hoped-for AACSB accreditation) and are aligned with those of Kellogg and the broader Network. We now have a final draft, which we vote on and then submit to Faculty Council in the Fall.
- Started brainstorming about ways to address the growing student numbers and considered offering a second cohort with a start date in the Fall (at the earliest in 2026), that would be based on blended learning. Part of our meetings next academic year would be dedicated to flesh out some of these initial ideas.



## 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, April 19, 2024** from **11:30am - 1:00pm**.

### Minutes

**In Attendance:**

**Chair:** C. Graham  
**Vice-Chair:** W. Shen  
**Interim Secretary:** L. Da Silva  
**Assistant:** B. Kelbert

**Voting Members of Faculty Council Present:**

Senior Admin	D. Zwick, K. Tasa, E. Fischer, A. Joshi, K. Kanagaretnam		
ACTG	M. Bamber, S. Hsu, A. Mawani, A. Rahaman, G. Saxton, X. Su, L. Thorne, V. Trivedi		
ARTM	K. Rogers		
ECON	A. Coutts, I. Henriques, B. Wolf (ret.)		
ENTR			
FINE	P. Foroughi, Y. Larkin, A. Rzeznik, Y. Tian		
MKTG	C. Bell, A. Campbell, P. Darke, T. Noseworthy, Y. Pan, D. Rice, E. Veresiu		
MREI			
ORGS	B. Lyons		
OMIS	M. Biehl, H. Kim, M. Kristal		
PLCY	M. Kipping, M. Maizoubi, C. McMillan, W. Sheremata, O. Weber		
PROP			
SUST	A. Devine, B. Eberlein, G. Kistruck, D. Matten, M. Valente	OTHER:	
Voting CPM's & Director of 601	L. Hillcoat, I. Holzinger, H. Sinker, J. Yeung Do		
Student Reps	N. Choudhary (GBC), T. Porbanderwala (GBC), M. Samardzija (UBS)		

**Voting Members of Faculty Council Absent:**

M. Annisette	A. DeCarufel (ret.)	R. Irving (ret.)	J. McKellar (ret.)	P. Shum Nolan
P. Aulakh	Y. Deutsch	D. Johnston	N. Mead	D. Sikri (UBS)
E. Auster	V. Dhingra	R. Karambayya (ret.)	M. Milevsky	A. Sirsi
K.-H. Bae	A. Diamant	A. Kecskes	G. Morgan (ret.)	J. Tan

T. Beechy (ret.)	D. Dimick (ret.)	P. Laycock (Alum)	L. Ng	M. Voronov
R. Belk	M. Dong	F. Lazar	C. Oliver (ret.)	S. Weiss
A. Bhanich-Supapol	J. Everett	M. Levesque	D. Oppong-Tawiah	T. Wesson (Ret.)
I. Bicer	B. Gainer (ret.)	G. Li	G. Packard	E. Westney (ret.)
M. Cao	M. Giesler	Z. Li	T. Peridis	L. Wright (ret.)
C. Cho	I. Hideg	A. Liann (Lib)	L. Rolheiser	S. Yeomans
J. Clayton	D. Horváth (ret.)	I. Macdonald (ret.)	H. Rosin (Ret.)	J. Zemans (ret.)
W. Cook (ret.)	C. Huang (PhD)	A. Madhok	P. Sadorsky	L. Zhu
J. Darroch	R. Imanirad	R. McClean (ret.)	R. Shao	

**Leaves and Sabbaticals:**

M. Farjoun	M. Kamstra	D. Neu	E. Prisman	J. Rungtusanatham
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**Non-Voting Members of Faculty Council Present**

M. Cernea	A. Ferreira	N. Machado	C. Niederwanger
J-M. Clark	M. Hastings	J. Mapa	J. Pinto
M. Collyer	S. Hussain	Y. Massop	A. Sriharan
S. Babra	S.M. Kerr	T. Medcof	N. Sutherland
J. Fayt	B. Kha	C. Mueller	A. Thomson

**Non-Voting Members of Faculty Council Absent:**

B. Abtan	A. Fisher	H. Koren-Cohen	B. Pasquali	H. Turesson
N. Alexandrian	S. Friedman	L. Lakats	G. Pau	P. Walker
W. Al-Hussaini	B. Gallagher	S. Lee	S. Penwarden	M. Waxman
D. Barret	A. Garber	D. Lennox	P. Pivato	A. Welsh
S. Browne	S. Gargaro	R. Lynn	J. Pokrajac	D. Woticky
K. Butzek-Morris	T. Gosse	P. Macdonald	S. Pulver	K. Vandezande
E. Caprioni	C. Gray	D. Mak	R. Ross	A. Visram
C. Carder	J. Guo	R. Mayer	C. Sachs	A. Voladina
G. Deans	C. Hardman	T. McQueen	G. Sanchez Cuevas	R. Young
M. De Luca	A. Harris	G. Milavsky	V. Shanmuganathan	F. Zandi
L. De Wilde	B. Hrehoruk	M. Morriello	C. Sicoli	M. Zelter
P. Dillon	C. Hui	K.R. Na	T. Stubbs	W. Zhang
K. Ellis	V. Ivankine	Z. Necas	C. Sullivan	C. Zhuang
K. Elliot	K. Kim	L. Pan	S. Thomas	
D. Elsner	A. Konson	C. Partland	T. Tolia	

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

Chair calls meeting to order at 11:33 am and reads the Land Acknowledgement. He summarizes the agenda being mostly geared toward the open discussion.

He invited the Dean to speak and praised him on the turnout from yesterday's event.

### **2. Dean's Remarks (5 minutes)**

D. Zwick spoke to the event from the evening prior and congratulated faculty members that were given achievement awards. He also noted that the GBC Spring Gala was this evening where 10 Teaching Awards will be announced.

He spoke to new developments one being a forum for new and emerging investments that will be bridging faculty researchers together.

[https://york.imodules.com/s/1853/schulich/interior.aspx?sid=1853&qid=4&pgid=1376&content\\_id=1100](https://york.imodules.com/s/1853/schulich/interior.aspx?sid=1853&qid=4&pgid=1376&content_id=1100)

He noted that the GMMM blended diploma launch is this June.

Scholarships announcements: KPMG is providing scholarships to 75 students over the next 5 years. This recognizes that KPMG is willing to support us with programing.

The recent EDI teaching workshop was really well attended, allowing faculty to learn how to promote and facilitate diversity in the classroom through certain tools.

SSB MBA and JD/MBA case competition team at Turner MIINT did really well. Wharton and SSB made it into the semifinals. They also won the student choice award for their presentation. The competition was chaired by CIBC Chair in Sustainable Finance. A lot of support from various parts of the school to help this team come together and make it through the competition. There is a case competition website to check out events.

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

T. Porbanderwala, GBC: Looking forward to the Gala tonight. Hope to see everyone there and thank you all for all the support. She introduced Praatika Mehra incoming GBC President.

M. Samardzija, UBS: Gala at the Ritz Carlton next week and thanks to everyone for their support. U. Alok is the new incoming President for UBS.

### **4. Discussion on Course Delivery Modes (60 minutes)**

**(See [York's Common Language for Modes of Delivery Document](#))**

Chair turns the meeting to the B. Eberlein. He presents an introduction for the discussion on course delivery modes. He notes that he would like to focus on the middle space, Blended. 1 third of the course online and 1 thirs face to face, one third a combination of the two. The instructor will define based on pedagogy if the components are synchronous or asynchronous. The current ground rules are

that aainsturctors can deliver up to two classes of a course online without approval, this is not the same as blended and blended does require approval. We are open to adaptation and working with specific course objections. Blended has many advantages including leveradging technology to innovate course design and enhance student experience. Modes of delivery allow better engagement and retention as well as more flexibility and accommodation. He then passed the discussion onto B. Lyons.

B. Lyons gave a summary on how he ran his course design for ORGS 2100 in the BBA program. There were 500 students that took 6 tutorials (80 students each), weekly tutorials in classrooms and weekly e-learning modules. There were 2 CDs that taught 3 tutorial sections each. The pedagogical approach e-learning replaced in-class lectures, tutorials for interaction and group work. Student feedback showed they liked the e-learning and didn't feel as overwhelmed.

C. Graham gave a summary on his courses ACTG 2010/2011for first year BBAs. The largest room is the auditorium so that is where the lectures were held, two separate groups of approx.. 260 taught my tenured faculty. There was then 8 tutorials of 65 taught by CDs. The blended delivery was 6 weeks in person and 6 weeks remote that was agreed upon by most students feedback. Delivery Issues, several coordination issues and students were unsure of who to turn to for help. With technology videos and remote seemed to be more engaging. There were only 9 weeks to eliver content with 3 assessments taking up 3 classes. Assessment issues, cannot use auditorium and must be in person for integrity. 19 classrooms for final exam and interim assessment. Cmputer based assessments, lockdown browser worked well, auto-graded questions reduced grading costs. There are about 5% of students with computer issues.

M. Valente gave a summary on his course SUST 2060 for BBAs. Large lectures were on Mondays and tutorials on Wednesdays. Pedagogical approach, lerge lectures introduced key frameworks, important to change it up every 8-10 minutes to keep engagement, several students are distracted by social media. Using vidoes and quick quizzes on the content kept them engaged. The smaller tutorials allowed for groups to eork together and smaller fundamentals of the course. Classic quizzes worked well in the auditorium as a midterm. Tracking attendance using canvas quizzes worked very well. For improvement, technology needs improvement, strategic scheduling for students, they don't want to come to campus for 90 minutes vs. 3-hrs. They want multiple reasons to come to campus. Student engagement, devices have pros and cons. Attendance in tutorials was flat, students don't feel they need to come to class and we had no way of tracking attendance so they did not feel they needed to.

B. Eberlein opened the discussion to the committee.

P. Foroughi noted that he used 3 of the 9 sections last year (FINE 2000) as a pilot. Asynchronous was very helpful when running those sections, although they were smaller sections of 35 each. With computer based assessment students need access to excel, he noted it would be helpful to be able to access excel with lockdown browser. M. Biehl noted that it does have a basic spreadsheet available.

M. Biehl teaching in the UG on transportation management mixed on knowledge and skills based. Knowledge based courses may need a different mode of delivery to get the content out to the students.

J. Yeung Do mentioned there are new YU cards launching that would assist with checkins. There are instances where students purchase fake YU cards and have others write their exams. She noted that she is working with the provost office to have students mandatory to have photos on their U cards to avoid this academic integrity issue.

M. Valente noted that checkin was 15minutes vs. 4 minutes in fall and winter with the inperson vs remote.

C. Graham added that the content being delivered in the lecture vs tutorial, perhaps how things were divided in a blended class can be discussed.

I. Holzinger noted his reasoning for wanting 5150 blended, 50% inperson and 50% online with good student feedback. There are asynchronous modules with partial synchronous eg. 2 of 3 hours. Classroom dynamics have changed, students speak up much more. We have not yet had a fully asynchronous class/week but that is the next step. When the class is offered fully online there will be a followup with a deliverable. He does not think that lecture needs to happen anymore, remote lectures seem to be a much better use of time.

M. Samardzija noted that he has not heard of a lot of concerns about large class sizes. Second years however did mention, likely because they experienced the smaller classes in year 1. Blended delivery, students enjoy it if it is implemented well. He noted M. Valente course and liked the addition of different quizzes to keep the engagement. He also appreciates some asynchronous components and being able to go back and review on Canvas.

D. Zwick noted that we will need to review evaluations as they come in concerning larger classrooms. M. Biehl mentioned concerns of larger student admission in the BBA and affecting the instructor quality. D. Zwick noted that the intake increase would be very slow and we would be very cautious on how this is done, likely not to increase for at least the next 3 years. We would want to make resources more tech enabled and learn how to support instructors. There is a lot of value in these changes for students. He also raised how much work it is for an instructor to change a course.

K. Tasa noted that it is very straight forward and done through program committee.

K. Kanagaretnam questioned the cohort size. Even with smaller sizes half the class does not show up and with tutorials 90% doesn't show up. With these larger classes it seems that students find much more community and enjoy it.

G. Graham ended the discussion.

## **5. Other Business**

No other business.

## **6. Adjournment**

Meeting adjourned at 1:00 pm.