

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2024-25 academic year
will be held via Zoom on **Friday, June 6, 2025** from **11:30am – 1:00 pm**.

AGENDA

1. **Welcome and Chair's Remarks** (2 minutes)
2. **Decanal Renewal Update** (*Interim Provost D. Peters*) (10 minutes)
3. **UBS, GBC, PhD Student Remarks** (2 minutes)
4. **Dean's Remarks** (5 minutes)
5. **MacLean's Survey** (*H. Shulman*) (15 minutes)
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8. **IST Survey Announcement** (*J. Pinto*) (2 minutes)
9. **Other Business**
10. **Adjournment**

Consent Agenda

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

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Major Modifications Proposal

Faculty: Schulich School of Business

Department: n/a

Program: BBA

Degree Designation: Bachelor of Business Administration

Type of Modification: Modification of the existing Bachelor of Business Administration (BBA) to establish a dual degree option with ESSEC (École Supérieure des Sciences Économiques et Commerciales) Business School. The existing standalone BBA degree will be maintained as an option. The establishment of the dual degree option aligns to the current curricular structure and requirements of the standalone degree.

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

Effective Date: Fall 2026 (program promotion & selection to begin Fall 2025)

Approval Date at Faculty Council:

1. Overview

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

We propose to modify Schulich's existing undergraduate degree program by adding a dual degree option offered between the Schulich School of Business and ESSEC Business School (France). This dual degree program will follow a 2+2 bidirectional format, enabling both schools' students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to ESSEC to complete years 3 and 4 of the ESSEC curriculum. Both schools took a bulk-mapping or curricular matching approach whereby the grouping of courses was matched by content and learning outcomes. The curricular structure and requirements of both schools' programs have been compared through curricular mapping (see Appendices A-C) and are shown to be equivalent. Details of the curricular progression for each direction of the agreement compared with Schulich's existing standalone BBA requirements are shown in the table below:

Year Level	Existing Standalone BBA Requirements	Dual Degree BBA with ESSEC (Schulich Students)	Dual Degree BBA with ESSEC (ESSEC Students)
	<i>At Schulich</i>	<i>At Schulich</i>	<i>At ESSEC</i>
One	ECON 1000 3.00 Microeconomics for Managers	ECON 1000 3.00 Microeconomics for Managers	ECOI 1110 3.0 ECTS Microeconomics for Business
	MGMT 1000 3.00 Introduction to Business	MGMT 1000 3.00 Introduction to Business	MKGJ 11212 1.0 ECTS SimFirm (Business Game) MKGJ 12110 1.0 ECTS Global Challenge (Business Game)
	ACTG 2010 3.00 Introduction Financial Accounting I	ACTG 2010 3.00 Introduction Financial Accounting I	CPTC 11112 3.0 ECTS Financial Accounting
	ECON 1010 3.00 Macroeconomics for Managers	ECON 1010 3.00 Macroeconomics for Managers	EOCA 11217 3.0 ECTS Macroeconomics EOCA 12117 3.0 ECTS International Economics
	OMIS 1050 3.00 Managing data for Business Decisions	OMIS 1050 3.00 Managing data for Business Decisions	IDSM 3.0 ECTS Mathematics 1 MKGM 3.0 ECTS Mathematics 2
	ACTG 2011 3.00 Introduction to Financial Accounting II	ACTG 2011 3.00 Introduction to Financial Accounting II	CPTC 11213 3.0 ECTS Financial Accounting 2
	MKTG 1030 3.00 Marketing Management	MKTG 1030 3.00 Marketing Management	MKGM 11116 3.0 ECTS Principles of Marketing 1 MKGF 12119 3.0 ECTS Marketing Studies MKGS 12200 3.0 ECTS Responsible Marketing
	MGMT 1035 3.00 Global Business- Past, Present, Future	MGMT 1035 3.00 Global Business- Past, Present, Future	CPRO 11111 3.0 ECTS Geopolitics CPRO 12200 3.0 ECTS European Kaleidoscope

	6 elective credits	6 elective credits	Language electives Experiential Learning
Two	ACTG 2020 3.00 Management Accounting Concepts	ACTG 2020 3.00 Management Accounting Concepts	CPTG 12114 3.0 ECTS Costs & Budgets: Introduction & Practices
	SUST 2060 3.00 Business and Society	SUST 2060 3.00 Business and Society	MGTM 11100 3.0 ECTS Learning Together DEVC 12102 1.0 ECTS Companies & Climate Change MGTP 15203 1.0 ECTS Diversity and Inclusion in the Workplace
	ORGS 2100 3.00 Individuals and Groups in Organizations	ORGS 2100 3.00 Individuals and Groups in Organizations	MGTM 12200 3.0 ECTS People & Organisations
	FINE 2000 3.00 Introduction to Finance	FINE 2000 3.00 Introduction to Finance	FINE 12117 3.0 ECTS Finance 1 FINE 12214 3.0 ECTS Finance 2
	ORGS 2200 3.00 Organizations and their Environments	ORGS 2200 3.00 Organizations and their Environments	MGTM 12101 2.0 ECTS Responsible Leadership MGTP 11111 2.0 ECTS Productive Behavior
	ORGS 2050 3.00 Analyzing Data for Business Decisions	ORGS 2050 3.00 Analyzing Data for Business Decisions	IDSS 11212 3 ECTS Statistics IDSI 3.0 ECTS Excel and Introduction to Descriptive Statistics IDSI 3.0 ECTS Programming Python
	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	
	9 elective credits	9 elective credits	
	At Schulich	At ESSEC	At Schulich

Three and Four	SGMT 3000 3.00 Strategic Management	MGTS 14110 4.0 ECTS Strategic Management MGTS 14120 4.0 ECTS Leading & Managing Teams MGTR 13110 2.0 ECTS Research Methods DEVN 14140 2.0 ECTS International Negotiation	SGMT 3000 3.00 Strategic Management
	21.00 credits of Schulich electives	20 ECTS of Business, Culture & Society electives	OMIS 2010 3.00 Introduction to Operations & Supply Chain Management 18.00 credits of Schulich electives
	12.00 credits of non-Schulich electives	20 ECTS of Language Courses Electives	12.00 credits of non-Schulich electives
	24.00 credits of electives (Schulich and/or non-Schulich)	32 ECTS of Electives (At least 8 ECTS must be completed at ESSEC. The remaining elective credits may be taken at either ESSEC or Schulich)	24.00 credits of electives (Schulich and/or non-Schulich)
<i>Additional Requirements for ESSEC degree (in Yr 3 & 4)</i>	<i>Not Applicable</i>	<i>30 ECTS of Decisional Internship Validation</i> <i>6 ECTS Bachelor Dissertation</i>	<i>30 ECTS of Decisional Internship Validation*</i> <i>6 ECTS Bachelor Dissertation*</i> <i>*will be counted as business electives</i>

Additional Terms of the Dual Degree Agreement:

- Credits earned at Schulich during the first two years will be transferred to ESSEC (see the table in Appendix F for the credit transfer arrangement), ensuring that coursework is recognized, and students can complete their degrees efficiently within four years.
- The financial structure mandates that students pay tuition fees to their home institution only, with reciprocity achieved through a balanced exchange of incoming and outgoing students.

- Each institution continues to govern the approved requirements for the degree it confers. Schulich manages degree audit to ensure that Schulich and ESSEC students meet the requirements to obtain a Schulich BBA degree; ESSEC manages degree audit to ensure that Schulich and ESSEC students meet the requirements to obtain the ESSEC degree. Schulich maintains its governance authority over its program and curriculum. Ongoing coordination between the schools will ensure that future proposed changes are reflected in the credit transfer arrangements according to curricular mapping.
- The learning outcomes of the existing BBA will remain the same for dual degree students. Through the dual degree structure, all Schulich BBA requirements will be satisfied, and students will additionally benefit from an immersive two-year study abroad experience, and the Esade-required internship and dissertation.

1.2 Provide the rationale for the proposed changes.

A fundamental criterion for selecting a prospective dual degree partner is the quality of the partner institution and alignment of its curriculum with Schulich's learning outcomes. ESSEC Business School holds the prestigious triple crown accreditation (AACSB, EQUIS, AMBA), a distinction achieved by only a select group of business schools worldwide and offers a four-year undergraduate degree in business that aligns closely with Schulich's BBA program. Schulich and ESSEC have a long-standing institutional partnership for student mobility and have exchanged students at the undergraduate level since 2000. The history and strength of this partnership and the quality of the ESSEC undergraduate business degree program forms the basis of this proposal to develop a Schulich-ESSEC undergraduate dual degree. This initiative will not only further the co-operation between our institutions, but will also leverage our respective brand association, reputation and academic excellence, and provide students access to a unique opportunity to gain in-depth exposure to international business teaching and learning, while earning two degrees within four years. The comprehensive academic experience provided by both institutions will equip graduates with the knowledge and skills necessary for leadership roles in the global business environment.

The establishment of the dual degree option in the BBA advances Schulich's reputation for being a "Global, Innovative, and Diverse" institution.

Global Presence/Impact/Footprint

The proposed program will align with Schulich's new internationalization strategy and maintain its position as Canada's Global Business School. This will increase the School's global presence through international partnerships by collaborating with renowned institutions on student exchanges, degree mapping and curriculum alignment that can yield higher ranking and sustain high education standards. Notably,

Schulich will potentially be the first business school located in the GTA to offer a bi-directional undergraduate dual degree with a globally recognized partner institution. With the recent closure of the iBBA, this initiative offers a deep internationalization opportunity, enhancing the student's learning environment through innovation and diversity.

Innovative Approach/Framework

By partnering with a globally recognized institution such as ESSEC, the dual degree program will drive further program innovation that will enhance overall student learning experience. The program will augment Schulich's academic offerings by incorporating three mandatory components from ESSEC: an internship, dissertation and study abroad experience. The internship will provide students a valuable real-world experience, enhancing employability and industry connections, while the dissertation fosters critical thinking, academic writing, and independent research skills. The study abroad experience will immerse the students with new cultures that will broaden their perspective, allow them to navigate unfamiliar environments which will build resilience, flexibility and personal growth and improves cross-cultural communication abilities. All these benefits will prepare students to have innovative approaches in dealing with the complexities of global economy, providing students with rich experiential learning opportunities and competitive advantages in the international business landscape.

Diverse Ecosystem

By encapsulating the values of Schulich's global impact and innovative approach, it will cultivate a rich diversity throughout every aspect of the student's academic journey. The dual degree format will create a multicultural learning environment by adding diversity to upper-year classrooms that will encourage students to engage and learn with different perspectives. The program's appeal extends to top-tier, diverse students who might otherwise pursue their education outside of Canada, thereby enhancing the institution's ability to attract and retain global talent. Beyond the institution's expansion of its global network, students benefit from the opportunity to forge connections with peers from varied cultural and academic backgrounds which will create valuable international networks, which can prove instrumental in their future careers. Students will also undergo diverse teaching methods that will let them gain global perspectives.

By offering this dual degree program, Schulich will provide students with a competitive edge in the international business landscape while reinforcing its commitment to global education, innovative teaching, and diverse learning environments.

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

Establishing the dual degree program closely aligns with two of the Six Priorities for Action in York University's University Academic Plan (UAP 2020-25). It directly supports the priority of "Advancing Global Engagement" and the priority of "Diversifying Whom, What, and How We Teach." The establishment of the dual degree program in the BBA is part of Schulich's Integrated Resource Plan 2023-24 under section 1.1. It will support Schulich's strategic objectives, such as enhancing international education, fostering cross-cultural adaptability, expanding diversity, increasing global competitiveness and continued program innovation. It will also contribute to innovative teaching and learning approaches that will provide broader skill sets and increased career opportunities, aligning with Schulich's commitment to student success through transformative and advanced educational excellence.

Above all, the dual degree program will significantly enhance Schulich's internationalization initiatives by attracting international students, equipping graduates for global careers, advancing global networks and establishing a strong international reputation, which will contribute to priorities within international rankings.

1.4 **Provide a detailed outline of the changes to the program.** ***Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.***

The proposed modification of the existing Bachelor of Business Administration program to a dual degree pathway is centered around four key elements: program structure, course load, course offerings, and degree requirements.

Within this dual degree framework, "Schulich students" are defined as those who begin their studies at Schulich and successfully complete Years 1 and 2 at Schulich. These students will then continue their academic journey at ESSEC, where they will complete Years 3 and 4 as part of the dual degree program.

Conversely, "ESSEC students" are individuals who start their studies at ESSEC and complete the equivalent of Years 1 and 2 at that institution. They will subsequently transfer to Schulich to fulfill Years 3 and 4 of their program.

¹ This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

Outlined below are the proposed changes to the program, to enable completion of the Schulich BBA and the ESSEC degree within this dual degree pathway (*detailed structure and requirements are included in the appendices*):

A. Academic Structure

Academic Calendar	Schulich Students		ESSEC Students	
Year 1 and 2: Semesters 1 to 4	Schulich		ESSEC	
Year 3: Semesters 5 and 6	ESSEC (Cergy campus)		Schulich	
Year 4: Semesters 7 and 8 (Internship sequencing alternatives available)	ESSEC	OR Internship	Schulich OR	Internship

Under the current Bachelor of Business Administration (BBA) program, Schulich students complete a four-year curriculum entirely at Schulich's Keele campus in Canada. The proposed dual degree option introduces a new option in which students can complete Years 1 and 2 at Schulich, followed by Years 3 and 4 at ESSEC Business School in France. Conversely, ESSEC students will undertake Years 1 and 2 at ESSEC and then transfer to Schulich for Years 3 and 4. Over the course of four years, students from both Schulich and ESSEC will complete the academic requirements for each respective degree. This bidirectional exchange-based model enables students from both institutions to benefit from the academic strengths and global perspectives of each school.

B. Course Load

***Note:** *credit equivalency between Schulich credits and ESSEC ECTS is 1:2 (i.e.: 3 credits = 6 ECTS)*

Schulich students participating in the dual degree program will be required to complete a minimum of 60 ECTS credits (equivalent to 30 credits) at ESSEC during Year 3 followed by additional course work, an internship and dissertation completed in Year 4 for a minimum of 120 ECTS (or 60 credits) over the two years.

- Years 1 and 2 (at Schulich): Students will complete 60 credits at Schulich, including all required core business courses and non-business electives at

Schulich, as outlined in the Curriculum Overview Chart in the BBA Academic Handbook.

- Years 3 and 4 (at ESSEC): Students will complete Strategic Management in Year 3 at ESSEC, in addition to mandatory compulsory courses and electives required by ESSEC. This will be followed by additional course work, the completion of an internship and dissertation in Year 4. At the completion of Year 4, Schulich students will have satisfied the degree requirements for the Schulich BBA, including all core and elective requirements.

ESSEC students will be required to complete a minimum of 60 credits at Schulich during Years 3 and 4, which will include a work placement and guided study courses (required for the ESSEC degree). These components will be recognized as equivalent to ESSEC's required internship and dissertation. The course load will be categorized as follows:

- Years 1 and 2 (at ESSEC): ESSEC students will complete the required compulsory business courses, electives, and language courses at ESSEC, following the ESSEC curriculum for Year 1 and Year 2. These courses have been bulk mapped onto Schulich learning outcomes and either recognized as equivalent to Year 1 and 2 core or required to be taken in Year 3 at Schulich (see section C and appendices for detail).
- Years 3 and 4 (at Schulich): ESSEC students will undertake select core business courses (SGMT 3000 and OMIS 2010), Schulich and non-business electives at Schulich, as detailed in the Curriculum Overview Chart in the BBA Academic Handbook. This will be followed by the completion of the work placement and guided study courses, thereby meeting the academic requirements of both ESSEC and Schulich.

This structure ensures that students from both institutions receive a comprehensive and internationally integrated business education, fulfilling the rigorous academic standards of both Schulich and ESSEC.

C. Course Offerings

The dual degree pathway does not require any changes to SSB course offerings. Students completing the dual degree will complete academic requirements for both degrees based on the current course offerings at each institution, which feature an articulated selection of courses to ensure academic coherence, breadth, and depth of learning.

At Schulich: ESSEC students will enter Schulich at year 3 of the BBA. They will be considered to have completed the equivalent of SSB year 1 and year 2 BBA core courses during their first two years at ESSEC, with the exception of OMIS 2010 (*Introduction to Operations & Supply Chain Management*), which is not offered at ESSEC. They will be required to complete the remaining SSB core business courses in Year 3, which is SGMT 3000 (Strategic Management) and OMIS 2010, as well as complete the required SSB electives and non-business electives during Year 3 and Year 4. ESSEC students will also have the option to specialize in one or two areas of concentration offered at Schulich. Where required to support the completion of the ESSEC degree requirements during their time at Schulich, ESSEC students can choose to complete a guided study course (toward the ESSEC dissertation requirement) and will be assigned a designated course instructor to supervise their guided study course.

At ESSEC: Schulich students will complete Year 1 and Year 2 at Schulich, and transfer to ESSEC in Year 3. To fulfil their Schulich BBA degree requirements, they will be required to take Strategic Management at ESSEC in Year 3, along with the required Business and Non-Business electives, completing a minimum of 60 credits (120 ECTS) at ESSEC in Year 3 and 4. In addition, they will also concurrently fulfil the ESSEC degree requirements, by completing the compulsory courses, dissertation and internship, providing an enhanced course offering for Schulich students at ESSEC.

The enhanced course offerings mandated as part of the ESSEC curriculum include the internship and dissertation courses.

- *Internship Requirement*
 - A minimum of six months of full-time, uninterrupted internship—or the equivalent of approximately 800 hours with the same organization—is required.
 - The internship should be undertaken after the completion of two semesters of study at either ESSEC or Schulich. Prior to commencing the internship, students must submit relevant details to ESSEC Career Services and Schulich Undergraduate Program Associate Director for approval. Upon completion, students are required to provide all necessary evaluations to ESSEC and Schulich within the stipulated deadlines to ensure fulfillment of the dual degree requirements.
 - The internship will be credited as 30 ECTS towards the ESSEC degree and 9 SSB credits towards the Schulich degree. Note: Credits will be counted toward the Schulich degree only when the student chooses to pursue a credit-bearing work placement/internship course at Schulich.

- **Dissertation Requirement**
 - A dissertation focusing on an aspect of International Management must be submitted by an agreed-upon date during the final semester of the program. This dissertation will be used for assessment by both Schulich and ESSEC.
 - Oversight of the dissertation is the responsibility of the school providing the academic credit and must also comply with the project parameters specified by ESSEC.
 - Where applicable, students are required to meet the specific guided studies and dissertation requirements of both Schulich and ESSEC. The dissertation should follow a conventional academic structure, be approximately 12,000 words in length, and be written in English (with an abstract or a copy provided to the host institution in cases of joint thesis defense). Students are expected to submit and defend their dissertation during their final semester of study.

An agreement will be established to facilitate credit recognition and ensure that all degree requirements from both institutions are fully addressed.

D. Degree Requirements

Students completing the Schulich-ESSEC dual degree must satisfy the degree requirements of both the Schulich BBA and the ESSEC *Le Bachelor en Sciences du Management*. No changes are being proposed to the Schulich BBA degree requirements, as students must continue to fulfil all current Schulich degree requirements to be awarded the Schulich BBA.

Specifically, students must satisfy the following requirements to obtain both degrees:

For the Schulich Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a minimum of 60 SSB credits at Schulich/York (residency requirement), in addition to 60 SSB credits (120 ECTS) recognized from ESSEC. All Schulich BBA core course requirements must be met either through recognition of equivalency (Year 1 & 2 for ESSEC students; Year 3 Strategic Management for Schulich students at ESSEC) or direct completion (Year 1 & 2 for Schulich students; Year 3 Strategic Management and OMIS 2010 for ESSEC students).
- In total, students must complete 120 credits to meet the Schulich degree requirements, with a minimum cumulative GPA of 5.00.

For the ESSEC *Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International*:

- Students must successfully complete a total of 240 ECTS (equivalent to 120 credits), including all required ESSEC core courses, either through recognition of equivalency or direct completion. 60 credits must be completed at Schulich.
- Successful completion of a 6-month internship and a bachelor dissertation.

All academic requirements must be fulfilled in accordance with the policies and timelines established by both Schulich and ESSEC.

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

- Similar to the Peking Future Leaders program-an existing four-year, one-way dual degree option for Schulich students that allows them to earn both a Schulich BBA and a Bachelor of Arts in Management from the Guanghua School of Management at Peking University- students currently enrolled in the BBA program at Schulich will have the opportunity to apply to the Schulich-ESSEC Dual Degree in the Fall term of their Year 2. See “*Selection Requirements and Process*” in the Appendix.
- Program promotion will be conducted for current students in advance of the application opening and the selection process will largely follow the same process established for use in the Peking Future Leaders Program.
- Application and selection in Year 2 is anticipated to be the primary pathway into the dual degree; however, there will also be an option for direct entry into the Schulich-ESSEC dual degree.
- In the case of direct entry, students must meet the international admission requirement to both Schulich and ESSEC.
- SSB students will also need to meet the eligibility criteria of ESSEC to be admitted into the program.
- Students will be supported in navigating the dual degree program, including having access to academic and international advisors from both institutions, ensuring students understand the program requirements and remain on track to successfully complete both degrees.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.²

² 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](#).

The Program Learning Outcomes will remain the same, with no modifications stemming from the Dual Degree option. *See attached BBA Program Learning Outcomes and Curriculum Map*

Goal 1: Core Business Knowledge & Understanding

Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary, integrative perspective.

Goal 2: Critical Analysis and Decision-Making

Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems.

Goal 3: Professional Communication

Communicate business concepts clearly and effectively in various formats using appropriate technology.

Goal 4: Effective Teamwork

Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members.

Goal 5: Responsible Business and EDI

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.

Goal 6: Global Perspective

Situate and compare issues and approaches to business decision-making in the global context.

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.

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.

A suggested template for mapping can be found as an attached appendix.

Not applicable. No changes to PLO's. Reference Appendix H for PLO mapping.

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.

A suggested template for curriculum mapping can be found as an attached [appendix](#).

Not applicable. No changes to PLO's

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

Not applicable

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

Not applicable

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

Not applicable. No changes to admission requirements for Schulich BBA students

3. Teaching and Learning

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

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives³ and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable

³ See Quality Council's [definition of "objectives"](#) on their website.

3.2 If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable

4. Resources

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

The dual degree partnership will utilize the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

5. Consultation

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

We have consulted extensively with relevant stakeholders listed below:

- Detlev Zwick, Dean at Schulich
- Vinitha Gengatharan, AVP Global Engagement & Partnership at York
- Marcia Anisette, Vice-Provost Academic at York
- Emily Rush, Director, Academic Programs & Policy at York
- Kathryn Doyle, Director, Academic Affairs at Schulich
- Audrey Pyee, Associate Principal, Academic at Glendon
- Burkard Eberlein, Director, BBA/iBBA Programs at Schulich
- Farrokh Zandi, Associate Director, BBA Program at Schulich
- Mike Valente, Director, MBA Program at Schulich
- Ashwin Joshi, Associate Dean, Programs at Schulich
- Helen Balderama, Director, Global Engagement & Partnerships, York International

- Angela James, Director of the Centre of International Management at Smith School of Business, Queen's University
 - Vincenzo Vinzi, Dean at ESSEC Business School
 - Joan Rodon, Dean at Esade Business School
 - Luba Pan, Director Student & Enrollment Services, SSIR
 - Undergraduate advisors, Mariana Colalillo & Ana Hashim
 - Undergraduate International Program Coordinator, Tina Fantin
- a. Dean Detlev Zwick has expressed strong support for developing additional dual degree partnerships, highlighting the potential of collaborating with esteemed institutions like Esade and ESSEC. Dual degree development is also part of the Integrated Resource Plan and long-term strategy for business school. These partnerships are expected to enhance Schulich's profile, introduce European diversity into the BBA program, and maintain a global perspective following the closure of the iBBA. Such initiatives offer students the opportunity to deeply integrate into the international community.
 - b. Dr. Mike Valente and Dr. Farrokh Zandi have already had initial discussions with ESSEC's representatives, reviewing the program structure. Farrokh emphasized the value this partnership could add to Schulich's global business specialization, while Mike noted the unique research focus reflective of a European degree.
 - c. Dr. Marcia Annisette, Vinitha Gengatharan, Emily Rush, Lindsay Hillcoat, Ann Welsh, and Helen Balderama met to discuss dual degrees and academic approvals. There was consensus around mapping learning objectives instead of credits to align with Senate preferences, and a general support and enthusiasm around deepening collaboration with strategic partners via the dual degree.
 - d. Dr. Audrey Pyee shared insights from the emlyon dual degree program regarding the admission process and challenges.
 - e. Dr. Burkard Eberlein provided insights into the academic challenges that Schulich might encounter when facilitating the internship component required by the partner institutions.
 - f. Kathryn Doyle gave advise about the proposal process and timelines for approvals.
 - g. Mariana Colalillo, Ana Hashim, and Tina Fantin identified and addressed potential challenges within the student's study plan, as well as other student concerns.

5.2 Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The Peking Future Leaders program, as described earlier, at Schulich has captured strong interest from students eager to develop global perspectives and leadership skills essential for today's rapidly evolving global business environment. This dual degree program, which enables students to study two years at Schulich and two years abroad, offers valuable academic and cultural immersion that resonates with student aspirations.

Similarly, exchange programs continue to gain popularity, with students increasingly seeking longer-term experiences beyond a single term to enhance their language abilities, cross-cultural understanding, and professional networks. This reflects a clear preference for extended exchanges and dual degrees, providing meaningful international exposure and strengthening career prospects.

Overall, these programs align closely with Schulich students' commitment to developing as globally minded, future-ready leaders. These programs are a direct response to student aspirations and the demands of a dynamic, international business environment.

5.3 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

Wide consultation both internal to Schulich and external to Schulich have been conducted. See section 5.1 for a comprehensive list.

APPENDICES⁴

Appendix A: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

A. Comparison of the existing Schulich BBA Program and proposed dual degree program requirements for outgoing Schulich students and incoming ESSEC students:

Program components	Existing Schulich BBA Program Overview	Schulich and ESSEC Dual Degree BBA Program Overview	
		Schulich Students going to ESSEC	ESSEC Students going to Schulich
Structure & location	4 years of study at Schulich (Canada)	First 2 years at Schulich (Canada) then Year 3 and 4 at ESSEC (France)	First 2 years at ESSEC (France) then Year 3 and 4 at Schulich (Canada)
Course Load	A minimum of 60 credits in core courses and non-business electives must be completed in Years 1 and 2. An additional 60 credits including one core course and a combination of Schulich and non-business electives must be completed, resulting in a total of 120 credits by the end of Year 4.	A minimum of 60 credits in core courses and non-business electives must be completed at Schulich during Years 1 and 2. Additionally, at least 48 credits in core and elective courses must be completed at ESSEC. Remaining credits to complete 60 credits can be taken at Schulich or ESSEC.	A minimum of 120 ECTS (equivalent to 60 SSB credits) in core courses and electives must be completed at ESSEC during Years 1 and 2. Additionally, at least 60 credits in core courses and elective courses must be completed at Schulich.
Course Offerings	Schulich and York University faculty courses	Schulich, York University faculties and ESSEC	Schulich, York University faculties and ESSEC
Program Length	4 years	4 years * An option to extend the program to 4.5 years is available	4 years * An option to extend the program to 4.5 years is available
Degree Requirements	- 120 Schulich credits	Schulich BBA Degree Requirements:	ESSEC Global BBA Degree Requirements:

⁴ Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

	<ul style="list-style-type: none"> - Minimum 5.00 OGPA 	<ul style="list-style-type: none"> - Students must validate a total of 120 credits consisting of core, elective and non-business courses. - Minimum of 60 credits must be taken at Schulich/York to meet residency requirement - Minimum 5.00 OGPA <p>ESSEC Global BBA Degree Requirements:</p> <ul style="list-style-type: none"> - 60 ECTS in core, elective and language courses taken in one full academic year at ESSEC - 30 ECTS for 6 months (800 hours) of full-time internship - 6 ECTS from the Bachelor Dissertation course - Remaining credits to complete 120 ECTS can be taken at Schulich or ESSEC. - A minimum grade of 10/20 is required to validate a course 	<ul style="list-style-type: none"> - Students must complete a total of 240 ECTS credits (equivalent to 120 SSB credits) - 30 ECTS for 6 months (800 hours) of full-time internship - 6 ECTS from the Bachelor Dissertation course - A minimum grade of 10/20 is required to validate a course - <p>Schulich BBA Degree Requirements:</p> <ul style="list-style-type: none"> - A minimum of 60 credits must be completed at Schulich/York to satisfy the residency requirement - 48 credits must be earned within the three full terms spent at Schulich - 9 credits in Work Placement course/s - 3 credits in Guided Study course (equivalent to dissertation)
Degree/s Awarded	Bachelor of Business Administration from Schulich School of Business, York University	Bachelor of Business Administration from Schulich School of Business, York University and <i>Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International de l'ESSEC</i> from ESSEC Business School	<i>Le Bachelor en Sciences du Management – Diplôme d'études Supérieures de Management International de l'ESSEC</i> from ESSEC Business School and Bachelor of Business Administration from Schulich School of Business, York University

Appendix B. Bulk mapping of Schulich and ESSEC curriculum

SSB BBA		ESSEC	
YR 1 & YR 2 CORE			
Microeconomics for Managers Macroeconomics for Managers	Economics	Microeconomics for Business Macroeconomics International Economics	
Marketing Management	Marketing	Marketing 1 Responsible Marketing Marketing Studies	
Introduction to Business Global Business - Past, Present, Future	Management	SimFirm (Business Game) Global Challenge (Business Game) Geopolitics European Kaleidoscope	
Intro to Financial Accounting I Intro to Financial Accounting II Management Accounting Concepts	Accounting	Financial Accounting 1 Financial Accounting 2 Cost & Budgets: Introduction and Practices	
Introduction to Finance	Finance	Finance 1 Finance 2	
Individuals and Groups in Organizations Organizations and their Environments	Organization Studies	People & Organizations Responsible Leadership Productive Behaviour	
Business & Society	Responsible Business	Learning Together Diversity & Inclusion in the Workplace Companies & Climate Change	
Managing Data for Business Decisions Analyzing Data for Business Decisions Intro to Operations and Supply Chain Management	OMIS	Mathematics 1 Mathematics 2 Statistics Excel and Introduction to Descriptive Statistics Programming Python	
N/A	Other Yr 1 & Yr 2 core	Law	Business Law Introduction to Legal Questions
		Entrepreneurship	Intro to Entrepreneurship Entrepreneurship 2 E Business
Other Core Requirements (Yr 3 & 4)			
Strategic Management	Other Yr 3 & Yr 4 core	International Business Dissertation Internship Strategic Management International Negotiation Leading & Managing Teams	

Appendix C: Detailed mapping of Schulich and ESSEC core courses

SSB BBA CURRICULUM					ESSEC CURRICULUM			
Course code	Year	Course type	Schulich BBA Course Title	SSB CREDITS	Sem	Course type	ESSEC GLOBAL BBA Course Title	ECTS
SB/ECON 1000	1	Core	Microeconomics for Managers	3	S1	Core	Microeconomics for Business	3
SB/MGMT 1000	1	Core	Introduction to Business	3	S2	Core	SimFirm (Business Game)	1
					S3	Core	Global Challenge (Business Game)	1
SB/ACTG 2010	1	Core	Introduction to Financial Accounting I	3	S1	Core	Financial Accounting 1	3
SB/ECON 1010	1	Core	Macroeconomics for Managers	3	S2	Core	Macroeconomics	3
					S3	Core	International Economics	3
SB/OMIS 1050	1	Core	Managing Data for Business Decisions	3	S1	Core	Mathematics 1	3
					S2	Core	Mathematics 2	3
SB/ACTG 2011	1	Core	Introduction to Financial Accounting II	3	S2	Core	Financial Accounting 2	3
SB/MKTG 1030	1	Core	Marketing Management	3	S1	Core	Marketing 1	3
					S3	Core	Marketing Studies	3
					S4	Core	Responsible Marketing	3
SB/MGMT 1035	1	Core	Global Business - Past, Present, Future	3	S1	Core	Geopolitics	3
					S4	Core	European Kaleidoscope	3
	1	Elective	Non-business elective(s)	6				
SB/ORGS 2100	2	Core	Individuals and Groups in Organizations	3	S4	Core	People & Organisations	3
SB/FINE 2000	2	Core	Introduction to Finance	3	S3	Core	Finance 1	3
					S4	Core	Finance 2	3
SB/ORGS 2200	2	Core	Organizations and Their Environments	3	S3	Core	Responsible Leadership	2
					S1	Core	Productive Behavior	2
SB/ACTG 2020	2	Core	Management Accounting Concepts	3	S3	Core	Costs & Budgets: introduction & practices	3
SB/SUST 2060	2	Core	Business and Society	3	S1	Core	Learning Together	3
					S4	Core	Companies & Climate Change	1
					S4	Core	Diversity and Inclusion in the Workplace	1
SB/OMIS 2050	2	Core	Analyzing Data for Business Decisions	3	S2	Core	Statistics	3
					S1	Core	Excel and Introduction to Descriptive Statistics	3
					S2	Core	Programming Python	3
SB/OMIS 2010	2	Core	Introduction to Operations and Supply Chain Management	3	No equivalent course from ESSEC's Y1&2 (available in ESSEC's Y3&4)			
	2	Elective	Non-business elective(s)	9				
SB/SGMT 3000	3&4	Core	Strategic Management	3	No equivalent course from ESSEC's Y1&2 (available in ESSEC's Y3&4)			
	3&4	Elective	Schulich Electives (3000-4000)	21				
	3&4	Elective	Schulich Electives or Non-Business Electives	24				
	3&4	Elective	Non-Business Electives (outside SB, language courses)	12				

Appendix D: Academic Plan at Schulich in Years 3 and 4 (*ESSEC Students at Schulich*):

Term	Course type	Schulich BBA Course Title	SSB CREDITS
F/W	Core	Introduction to Operations and Supply Chain Management	3
Fall	Core	Strategic Management	3
F/W	<i>Elective</i>	<i>Schulich Electives (2000-4000)</i>	<i>18</i>
F/W	<i>Elective</i>	<i>Schulich Electives or Non-Business Electives</i>	<i>12</i>
F/W	<i>Elective</i>	<i>Non-Business Electives (outside SB, language courses)</i>	<i>12</i>
F/W	<i>Elective</i>	Schulich Work Placement course/s (Internship)	9
F/W/S	<i>Elective</i>	Schulich Guided Study (Dissertation)	3
Total SSB Credits			60

Appendix E: Academic Plan at ESSEC in Years 3 and 4 (*Schulich Students at ESSEC*):

Year	Semester	Course type	Course Title	ECTS
3	5	Core	Leading and Managing Teams	4
3	5	Compulsory	Research Methods (Online)	2
3	5	Elective	BCS Course 1	4
3	5	Elective	BCS Course 2	4
3	5	Compulsory	Language Course 1	4
3	5	Compulsory	French as a foreign language	4
3	5	Elective	Elective course/s	2
3	5	Elective	BCS course 3	2
3	5	Compulsory	Language course reserved for intl student	4
3	6	Core	International Negotiation	2
3	6	Core	Strategic Management	4
3	6	Elective	BCS Course 1	4
3	6	Elective	BCS Course 2	4
3	6	Compulsory	French as a foreign language	4
3	6	Elective	Elective course/s	6
3	6	Elective	BCS course 3	2
3	6	Compulsory	Language course reserved for intl student	4
4	7	Compulsory	Decisional Internship Validation	30
4	8	Compulsory	Bachelor Dissertation	6
3 or 4	5 to 8	Elective	Elective courses	24
Total (ECTS) Credits				120

Appendix F: Credit Transfer Arrangement

ESSEC uses the European credit system known as European Credit Transfer and Accumulation System (ECTS). Schulich recognizes ECTS to York credits on a 2:1 equivalency ratio:

ECTS	York/Schulich Credits
3	1.5
6	3
9	6
30	15

Each institution has agreed to transfer credits taken in Year 1 and Year 2 toward the degree requirements of the other. Generally, it is expected students will transfer the equivalent of 60 credits (120 ECTS) from their first two years of study. A degree audit will be conducted prior to year 3 to validate transfer credit.

Appendix G: Admission Requirements and Process (1.5)

Below is an outline of the admission requirements and process for Schulich students applying to the Schulich-ESSEC dual degree.

A. Eligibility:

- Full-time Schulich BBA students who are currently in Year 2 of their program
- Complete at least 60 credits by the end of Year 2
- Must meet ESSEC's language requirement: Proficiency in French is not a prerequisite for students who elect to pursue the English track, as all coursework in this stream will be conducted in English. However, students who possess a working knowledge of French and wish to enroll in select management courses taught in French must demonstrate a minimum proficiency level of B2.
- Minimum GPA of 6 out of 9 in Year 1
- Maintain a GPA of 6+ at the end of Year 2

B. Application Requirements:

- Online Application form
- Resume
- Most recent transcript
- Two letters of recommendation
- Two video essays

C. Selection Criteria:

- They must articulate how the dual degree program aligns with and will benefit their academic, personal and professional goals.
- Leadership potential and strong moral character
- Has professional and/or extracurricular involvement
- Demonstrate a strong commitment to understanding Europe's diverse and evolving business landscape

D. Application Process and timeline:

1. Submission of application requirements to Schulich. (Early October)
2. Shortlisting of students for interview. (Mid-October)
3. Interviews of short-listed candidates (End-Oct and Nov)
1. An offer of pre-admission will be sent to selected candidates. (December)

Appendix H: BBA Program Learning Outcomes and Curriculum Map (2.1)

Appendix A																		
BBA Program Learning Outcomes and Curriculum Map																		
BBA LEARNING OUTCOMES	The BBA is awarded to students who have demonstrated	MG MT 1000	ECON 1000	ACTG 2010	ECON 1010	OMIS 1050	ACTG 2011	MKTG 1030	MG MT 1035	ACTG 2020	SUST 2060	ORGS 2100	FINE 2000	ORGS 2200	OMIS 2050	OMIS 2010	SG MT 3000	ELECTIVES
1. Core Business Knowledge & Understanding	Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary integrated perspective	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	R
2. Critical Analysis and Decision-Making	Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems			A			A		I	A	A	I	A	I	A	A	A	R
3. Professional Communication	Communicate business concepts clearly and effectively in various formats using appropriate technology	A		I			I	A	A	I	A	A		A			A	R
4. Effective Teamwork	Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members	A						A	A		A	A		A		A	A	R
5. Responsible Business and EDI	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		R	R	R	R	R	R	R	R	A	R	R	R	R	R	R	R
6. Global Perspective	Situate and compare issues and approaches to business decision-making in the global context	I	I	I	I		I		A	I	R					I	R	R
Key: I = Introduced; R = Reinforced; A = Assessed Individually for Achievement																		

Alignment of BBA Program Learning Outcomes to OCAV UDLEs:

Program Learning Outcome (PLO)	Relevant OCAV Degree Level Expectations (UDLEs)	Justification / Explanation
1. Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary integrated perspective.	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 7. Autonomy and Professional Capacity	Reflects strong foundational understanding of business and interdisciplinary methods (1, 2). Supports autonomy and lifelong learning as part of professional identity (7).
2. Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and	3. Application of Knowledge 2. Knowledge of Methodologies 5. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Applies learned methods to solve complex problems (3), draws on multiple ways of knowing (2), recognizes uncertainty (5), and

solve complex management and operational problems.		demonstrates independent judgment (7).
3. Communicate business concepts clearly and effectively in various formats using appropriate technology.	4. Communication Skills 7. Autonomy and Professional Capacity	Focuses on clarity and effectiveness of communication (4), and use of tools/technologies shows independence and professional capacity (7).
4. Collaborate effectively on teams, leveraging diverse experiences and expertise of all members.	4. Communication Skills 6. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Requires strong interpersonal communication (4), respect for diverse viewpoints and recognition of knowledge boundaries (6), and team-oriented responsibility (7).
5. 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.	1. Depth and Breadth of Knowledge 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity	Reflects integration of societal concerns into business thinking (1), critical self-awareness (5), and ethical responsibility as professionals (6/7).
6. Situate and compare issues and approaches to business-decision making in the global context.	1. Depth and Breadth of Knowledge 3. Application of Knowledge 6. Awareness of Limits of Knowledge	Requires global understanding (1), thoughtful comparison of global approaches (3), and recognition of cultural/contextual limits of knowledge (6).

Cergy, 13 May 2025

Subject: Support for the ESSEC–Schulich Double Degree BBA

Dear Colleagues,

I would like to express my sincere support for the double degree BBA currently being developed between ESSEC Business School and the Schulich School of Business.

Since the signing of the Memorandum of Understanding in June 2024, I have viewed this program as a natural and exciting next step in the longstanding relationship between Schulich and ESSEC—a relationship that has been shaped by years of successful student exchanges and mutual engagement.

In my view, this double degree represents a timely and strategic opportunity to offer students a co-branded undergraduate experience of exceptional value. It will allow them to benefit from the academic strengths and cultural perspectives of two world-class institutions, while also gaining meaningful cross-cultural competencies, exposure to diverse job markets, and expanded opportunities for networking among graduates and alumni.

At a time when global higher education faces increasing uncertainty, I believe this initiative is a powerful example of how institutions can build deeper ties and foster meaningful academic bridges. I am convinced that such collaborations not only enhance the educational journeys of our students, but also reinforce a shared commitment to excellence, diversity, and innovation.

I fully support this partnership and am eager to see the double degree implemented and made available to students as soon as possible.

With warm regards and sincere appreciation for your continued collaboration,



Prof. Vincenzo Vinzi

Dean and President
ESSEC Business School

Association Groupe ESSEC

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30 June 2017 to 29 June 2023

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l'Éducation nationale et de la Formation
professionnelle: 456/76





Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Kiridaran Kanagaretnam, Associate Dean Students, Schulich School of Business
From: Detlev Zwick, Dean, Schulich School of Business
Date: May 14, 2025
Subject: Support for the Major Modifications to the BBA to Establish Dual Degrees with ESSEC and Esade Business Schools

I am writing to express my full support for the major modification proposals to the Bachelor of Business Administration to establish two dual degrees—one with ESSEC Business School and the other with Esade Business School—in a 2+2 bidirectional curricular structure. As the NOI details, both partner institutions are triple accredited by AACSB, EQUIS, and AMBA and offer undergraduate programs with curricula aligned to Schulich's programming. The School is not just supportive, but also excited about the opportunities this proposal will bring for students to have immersive study abroad experiences in deeply internationalized programming. This is a step towards a more global and diverse learning environment.

Regarding resource implications, we anticipate minor one-time costs associated with updating our marketing materials. As you will see in the proposal, the dual degree partnership will use the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

In terms of strategic enrolment, we anticipate that an initial intake will be relatively small (4-5 students each for Esade and ESSEC). Over time, we expect that interest in the dual degree options will grow but steady state will be mediated by ever-changing global political factors, the additional cost of traveling abroad, and student choice. Because students pay fees at their home institution only, our partnership agreements with these schools require that there is parity between the number of students we send abroad and the number of students we welcome from the partner schools each year. These and other details of the partnership agreements were reached in consultation with the deans. I met individually with Dr. Joan Rodon of Esade and Dr. Vincenzo Vinzi of ESSEC at the European Foundation for Management Development (EFMD) conference in 2024. Following these consultations, Dean Vinzi signed a

Memorandum of Understanding about the establishment of the dual degree when he visited us at Schulich last year.

Concerning academic and strategic alignment, the major modification proposals advance the York University Academic Plan, 2020-26, and Schulich's Integrated Resource Plan, 2025-26. By establishing the dual degree options in the BBA, the proposals and modified program align with the UAP priorities to "continually reinvent our programs," to "pursue inclusive excellence by... ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews." The dual degree options will also align with the UAP Priority of "Advancing Global Engagement" by exposing Schulich, ESSEC, and Esade students to global learning and by "cultivating new partnerships... to expand our global reach and profile."

In conclusion, I wish to express my full and enthusiastic support for the establishment of the BBA dual degree options with ESSEC and Esade. We also thank the proponent, Professor Kanagaretnam, and Schulich's Student Services and International Relations team for their work to advance this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Zwick', written in a cursive style.

Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

Major Modifications Proposal

Faculty: Schulich School of Business

Department: n/a

Program: BBA

Degree Designation: Bachelor of Business Administration

Type of Modification: Modification of the existing Bachelor of Business Administration (BBA) to establish a dual degree option with Esade Business School. The existing standalone BBA degree will be maintained as an option. The establishment of the dual degree option aligns to the current curricular structure and requirements of the standalone degree.

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

Effective Date: Fall 2026 (program promotion & selection to begin in Fall 2025)

Approval Date at Faculty Council:

1. Overview

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

We propose to modify Schulich's existing undergraduate degree program by adding a dual degree option offered between the Schulich School of Business and Esade Business School (Barcelona, Spain). This dual degree program will follow a 2+2 bidirectional format, enabling students to earn two degrees concurrently over four years. For students who begin their studies at Schulich, the program structure requires students to complete the first two years of Schulich's BBA curriculum before moving to Esade to complete years 3 and 4 of the Esade curriculum. Both schools took a bulk-mapping or curricular matching approach whereby the grouping of courses was matched by content and learning outcomes. The curricular structure and requirements of both schools' programs have been compared through curricular mapping (see Appendices A-C) and are shown to be equivalent. Details of the curricular progression for each direction of the agreement compared with Schulich's existing standalone BBA requirements are shown in the table below:

Year Level	Existing Standalone BBA Requirements	Dual Degree BBA with Esade (Schulich Students)	Dual Degree BBA with Esade (Esade Students)
	<i>At Schulich</i>	<i>At Schulich</i>	<i>At Esade</i>
One	ECON 1000 3.00 Microeconomics for Managers	ECON 1000 3.00 Microeconomics for Managers	6 ECTS Microeconomics
	MGMT 1000 3.00 Introduction to Business	MGMT 1000 3.00 Introduction to Business	3 ECTS Integrative Consulting Project
	ACTG 2010 3.00 Introduction Financial Accounting I	ACTG 2010 3.00 Introduction Financial Accounting I	6 ECTS Accounting I
	ECON 1010 3.00 Macroeconomics for Managers	ECON 1010 3.00 Macroeconomics for Managers	6 ECTS Macroeconomics in a Global Context 6 ECTS Economics for Strategic Decision Making
	OMIS 1050 3.00 Managing data for Business Decisions	OMIS 1050 3.00 Managing data for Business Decisions	6 ECTS Mathematics Applied to Business
	ACTG 2011 3.00 Introduction to Financial Accounting II	ACTG 2011 3.00 Introduction to Financial Accounting II	6 ECTS Accounting II
	MKTG 1030 3.00 Marketing Management	MKTG 1030 3.00 Marketing Management	6 ECTS Marketing I
	MGMT 1035 3.00 Global Business- Past, Present, Future	MGMT 1035 3.00 Global Business- Past, Present, Future	
	6 elective credits	6 elective credits	6 credits of Foreign Language courses
Two	ACTG 2020 3.00 Management Accounting Concepts	ACTG 2020 3.00 Management Accounting Concepts	6 ECTS Accounting I 6 ECTS Accounting II
	SUST 2060 3.00 Business and Society	SUST 2060 3.00 Business and Society	3 ECTS Innovation for a Better World and Sustainability
	ORGS 2100 3.00 Individuals and Groups in Organizations	ORGS 2100 3.00 Individuals and Groups in Organizations	6 ECTS Organizational Behaviour
	FINE 2000 3.00 Introduction to Finance	FINE 2000 3.00 Introduction to Finance	6 ECTS Finance I
	ORGS 2200 3.00 Organizations and their Environments	ORGS 2200 3.00 Organizations and their Environments	6 ECTS Organizational Theory: Structure and Organizational Culture

	ORGS 2050 3.00 Analyzing Data for Business Decisions	ORGS 2050 3.00 Analyzing Data for Business Decisions	6 ECTS Algorithmic Thinking and Programming 6 ECTS Descriptive Statistics and Probability 6 ECTS Statistics and Data Analysis for Decision-Making
	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	OMIS 2010 3.00 Introduction to Operations and Supply Chain Management	6 ECTS Operations I
	9 elective credits	9 elective credits	3 credits of Electives 6 credits of Foreign Language II
	At Schulich	At Esade	At Schulich
Three and Four	SGMT 3000 3.00 Strategic Management	4 ECTS Strategic Consulting Mindset 2 ECTS Strategic Analysis of a Company	SGMT 3000 3.00 Strategic Management
	21.00 credits of Schulich electives	6 ECTS Business Law I 6 ECTS Business Law II 6 ECTS Business Strategy in Action 6 ECTS Finance II 6 ECTS Finance III 3 ECTS Entrepreneurship 6 ECTS People Management	MGMT 1035 3.0 Global Business – Past, Present, Future 18.00 credits of Schulich electives
	12.00 credits of non- Schulich electives	6 ECTS Spanish I 6 ECTS Spanish II	12.00 credits of non-Schulich electives
	24.00 credits of electives (Schulich and/or non-Schulich)	37 ECTS of Electives	24.00 credits of electives (Schulich and/or non- Schulich)
Additional Requirements for Esade degree (in Yr 3 & 4)	Not Applicable	6 ECTS Final Dissertation* 20 ECTS Compulsory Internship*	6 ECTS Final Dissertation* 20 ECTS Compulsory Internship* *counted as business electives

Additional Terms of the Dual Degree Agreement:

- Credits earned at Schulich during the first two years will be transferred to Esade (see the table in Appendix F for the credit transfer arrangement), ensuring that coursework is recognized, and students can complete their degrees efficiently within four years.

- The financial structure mandates that students pay tuition fees to their home institution only, with reciprocity achieved through a balanced exchange of incoming and outgoing students.
- Each institution continues to govern the approved requirements for the degree it confers. Schulich manages degree audit to ensure that Schulich and Esade students meet the requirements to obtain a Schulich BBA degree; Esade manages degree audit to ensure that Schulich and Esade students meet the requirements to obtain the Esade degree. Schulich maintains its governance authority over its program and curriculum. Ongoing coordination between the schools will ensure that future proposed changes are reflected in the credit transfer arrangements according to curricular mapping.
- The learning outcomes of the existing BBA will remain the same for dual degree students. Through the dual degree structure, all Schulich BBA requirements will be satisfied, and students will additionally benefit from an immersive two-year study abroad experience, and the Esade-required internship and dissertation.

1.2 Provide the rationale for the proposed changes.

A fundamental criterion for selecting a prospective dual degree partner is the quality of the partner institution and the alignment of its curriculum with Schulich's learning outcomes. Esade Business School holds the prestigious triple crown accreditation (AACSB, EQUIS, AMBA), a distinction achieved by only a select group of business schools worldwide, and is a member of the Partnership in International Management (PIM) Network to which Schulich also belongs. Esade's four-year undergraduate business degree aligns closely with Schulich's four-year BBA in terms of core curriculum and program learning outcomes. Further, Schulich and Esade have a long-standing institutional partnership for student mobility that dates back to 1993, and we have exchanged students at the undergraduate level since 2002. The history and strength of our partnership with Esade and the quality of the Esade Bachelor of Business Administration degree forms the basis of this proposal to develop a Schulich-Esade undergraduate dual degree.

The proposed Schulich—Esade dual degree will not only further enhance the cooperation between our institutions, but will also leverage our respective brand association, reputation and academic excellence, and provide students access to a unique opportunity to gain in-depth exposure to international business teaching and learning, while earning two degrees within four years. The comprehensive academic experience provided by both institutions will equip graduates with the knowledge and skills necessary for leadership roles in the global business environment

The establishment of the dual degree option in the BBA advances Schulich's reputation for being a "Global, Innovative, and Diverse" institution.

Global Presence/Impact/Footprint

The proposed program will align with Schulich's new internationalization strategy and maintain its position as Canada's Global Business School. This will increase the School's global presence through international partnerships by collaborating with renowned institutions on student exchanges, degree mapping and curriculum alignment that can yield higher ranking and sustain high education standards. Notably, Schulich will potentially be the first business school located in the GTA to offer a bi-directional undergraduate dual degree with a globally recognized partner institution. With the recent closure of the iBBA, this initiative offers a deep internationalization opportunity, enhancing the student's learning environment through innovation and diversity.

Innovative Approach/Framework

By partnering with globally recognized institution such as Esade, the dual degree program will drive further program innovation that will enhance overall student learning experience. The program will augment Schulich's academic offerings by incorporating three mandatory components from Esade: an internship, dissertation and study abroad experience. The internship will provide students a valuable real-world experience, enhancing employability and industry connections, while the dissertation fosters critical thinking, academic writing, and independent research skills. The study abroad experience will immerse the students with new cultures that will broaden their perspective, allow them to navigate unfamiliar environments which will build resilience, flexibility and personal growth and improves cross-cultural communication abilities. All these benefits will prepare students to have innovative approaches in dealing with the complexities of global economy, providing students with rich experiential learning opportunities and competitive advantages in the international business landscape.

Diverse Ecosystem

By encapsulating the values of Schulich's global impact and innovative approach, it will cultivate a rich diversity throughout every aspect of the student's academic journey. The dual degree format will create a multicultural learning environment by adding diversity to upper-year classrooms that will encourage students to engage and learn with different perspectives. The program's appeal extends to top-tier, diverse students who might otherwise pursue their education outside of Canada, thereby enhancing the institution's ability to attract and retain global talent. Beyond the institution's expansion of its global network, students benefit from the opportunity to forge connections with peers from varied cultural and academic backgrounds which will create valuable international networks. This can prove instrumental in their future careers. Students will also experience two diverse teaching methods that will give them access to global perspectives.

By offering this dual degree program, Schulich will provide students with a competitive edge in the international business landscape while reinforcing its commitment to global education, innovative teaching, and diverse learning environments.

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

Establishing the dual degree program closely aligns with two of the Six Priorities for Action in York University's University Academic Plan (UAP 2020-25). It directly supports the priority of "Advancing Global Engagement" and the priority of "Diversifying Whom, What, and How We Teach." The establishment of the dual degree program in the BBA is part of Schulich's Integrated Resource Plan 2023-24 under section 1.1. It will support Schulich's strategic objectives, such as enhancing international education, fostering cross-cultural adaptability, expanding diversity, increasing global competitiveness and continued program innovation. It will also contribute to innovative teaching and learning approaches that will provide broader skill sets and increased career opportunities, aligning with Schulich's commitment to student success through transformative and advanced educational excellence.

Above all, the dual degree program will significantly enhance Schulich's internationalization initiatives by attracting international students, equipping graduates for global careers, advancing global networks and establishing a strong international reputation, which will contribute to priorities within international rankings.

1.4 Provide a detailed outline of the changes to the program. Also include an appendix of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

The proposed modification of the existing Bachelor of Business Administration program to a dual degree pathway is centered around four key elements: program structure, course load, course offerings, and degree requirements.

Within this dual degree framework, "Schulich students" are defined as those who begin their studies at Schulich and successfully complete Years 1 and 2 at Schulich. These students will then continue their academic journey at Esade, where they will complete Years 3 and 4 as part of the dual degree program.

¹ This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

Conversely, “Esade students” are individuals who start their studies at Esade and complete the equivalent of Years 1 and 2 at that institution. They will subsequently transfer to Schulich to fulfill Years 3 and 4 of their program.

Outlined below are the proposed changes to the program, to enable completion of the Schulich BBA and the Esade degree within this dual degree pathway (*detailed structure and requirements are included in the appendices*):

A. Academic Structure

Academic Calendar	Schulich Students	Esade Students
Year 1 & 2 (Semesters 1 to 4)	Schulich	Esade
Year 3 & 4 (Semesters 5 to 8)	Esade (with Summer internship)	Schulich (with Summer internship)

Under the current Bachelor of Business Administration (BBA) program, Schulich students complete a four-year curriculum entirely at Schulich’s Keele campus in Canada. The proposed dual degree option introduces a new option in which students can complete Years 1 and 2 at Schulich, followed by Years 3 and 4 at Esade Business School in Spain. Conversely, Esade students will undertake Years 1 and 2 at Esade and then transfer to Schulich for Years 3 and 4. Over the course of four years, students from both Schulich and Esade will complete the academic requirements for each respective degree. This bidirectional exchange-based model enables students from both institutions to benefit from the academic strengths and global perspectives of each school.

B. Course Load

Note: *credit equivalency between Schulich/York credits and Esade ECTS credits is 1:2 (i.e: 3 credits = 6 ECTS)*

Schulich students participating in the dual degree program will be required to complete 120 ECTS credits (equivalent to 60 credits) during their two full academic years at Esade (Years 3 and 4). The curriculum for the upper years will also include mandatory internship and dissertation components. The course load will be distributed as follows:

- Years 1 and 2 (at Schulich): Students will complete 60 credits at Schulich, including all required core business courses and non-business electives at Schulich, as outlined in the Curriculum Overview Chart in the BBA Academic Handbook.
- Years 3 and 4 (at Esade): Students will complete 60 credits (120 ECTS) at Esade, including Strategic Consulting Mindset and Strategic Analysis of a Company courses,

deemed to be equivalent to Strategic Management (SGMT 3000) in Year 3. This will also include compulsory courses and electives required by Esade.

Esade students participating in the dual degree will be required to complete a minimum of 60 SSB/York credits during Years 3 and 4 at Schulich, which will include a work placement and guided study courses. These components will be recognized as equivalent to Esade's required internship and dissertation. The course load will be categorized as follows:

- Years 1 and 2 (at Esade): Esade students will complete 120 ECTS (60 credits) of required compulsory business courses, electives, and language courses at Esade, following the Esade curriculum for Year 1 and 2. These courses have been bulk mapped onto Schulich learning outcomes and either recognized as equivalent to Year 1 and 2 core or required to be taken in Year 3 at Schulich (see section C and appendices for detail).
- Years 3 and 4 (at Schulich): Esade students will undertake select core business courses (SGMT 3000 & MGMT 1035), a guided study course, and Schulich and non-business electives at Schulich, as detailed in the Curriculum Overview Chart in the BBA Academic Handbook. The work placement, which will be validated as the internship, will be completed during the summer term.

This framework guarantees that students from both institutions gain a well-rounded, internationally oriented business education, aligned with the high academic expectations and quality benchmarks of both Schulich and Esade.

C. Course Offerings

The dual degree pathway does not require any changes to SSB course offerings. Students completing the dual degree will complete academic requirements for both degrees based on the current course offerings at each institution, which feature an articulated selection of courses to ensure academic coherence, breadth, and depth of learning.

At Schulich: Esade students will enter Schulich at year 3 of the BBA. They will be considered to have completed the equivalent of SSB year 1 and year 2 BBA core courses during their first two years at Esade, except for MGMT 1035 (*Global Business – Past, Present, Future*), which is not offered at Esade. They will be required to complete the remaining SSB core business courses in Year 3, which are SGMT 3000 (*Strategic Management*) and MGMT 1035, as well as complete the required SSB electives and non-business electives during Year 3 and Year 4. Esade students will also have the option to specialize in one or two areas of concentration offered at Schulich. Where required to support the completion of the Esade degree requirements during their time at Schulich, Esade students can choose to complete a guided study course (toward the Esade dissertation requirement) and will be assigned a designated course instructor to supervise their guided study course.

At Esade: Schulich students will complete Year 1 and Year 2 at Schulich, and transfer to Esade in Year 3. To fulfil their Schulich BBA degree requirements, they will be required to take Strategic Analysis of a Company and Strategic Consulting Mindset as equivalent to Strategic Management (SGMT 3000) at Esade in Year 3, along with the required Business and Non-Business electives, completing a minimum of 60 credits (120 ECTS) at Esade in Year 3 and 4. In addition, they will also concurrently fulfil the Esade degree requirements, by completing the compulsory courses, dissertation and internship, providing an enhanced course offering for Schulich students at Esade.

An agreement will be established to facilitate credit recognition and ensure that all degree requirements from both institutions are fully addressed.

D. Degree Requirements

Students completing the Schulich-Esade dual degree must satisfy the degree requirements of both the Schulich BBA and the Esade BBA. No changes are being proposed to the Schulich BBA degree requirements, as students must continue to fulfil all current Schulich degree requirements to be awarded the Schulich BBA.

Specifically, students must satisfy the following requirements to obtain both degrees:

For the Schulich Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a minimum of 60 SSB credits at Schulich/York (residency requirement), in addition to 60 SSB credits (120 ECTS) recognized from Esade. All Schulich BBA core course requirements must be met either through recognition of equivalency (Year 1 & 2 for Esade students; Year 3 Strategic Management equivalent for Schulich students at Esade) or direct completion (Year 1 & 2 for Schulich students; SGMT 3000 and MGMT 1035 for Esade students).
- In total, students must complete 120 credits to meet the Schulich degree requirements, with a minimum cumulative GPA of 5.00.

For the Esade Bachelor of Business Administration (BBA) Degree:

- Students must successfully complete a total of 240 ECTS (equivalent to 120 credits), including all required Esade core courses, either through recognition of equivalency or direct completion. 60 credits must be completed at Schulich.
- Successful completion of a 450-hour internship and a bachelor dissertation.

All academic requirements must be fulfilled in accordance with the policies and timelines established by both Schulich and Esade.

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

- a. Similar to the Peking Future Leaders program—an existing four-year, one-way dual degree option for Schulich students that allows them to earn both a Schulich BBA and a Bachelor of Arts in Management from the Guanghua School of Management at Peking University-, students currently enrolled in the BBA program at Schulich will have the opportunity to apply to the Schulich-Esade dual degree in the Fall term of their Year 2. See “*Selection Requirements and Process*” in the Appendix.
- b. Program promotion will be conducted for current students in advance of the application opening and the selection process will largely follow the same process established for use in the Peking Future Leaders Program.
- c. Application and selection in Year 2 is anticipated to be the primary pathway into the dual degree; however, there will also be an option for direct entry into the Schulich-Esade dual degree.
- d. In the case of direct entry, students must meet the international admission requirement to both Schulich and Esade.
- e. SSB students will also need to meet the eligibility criteria of Esade to be admitted into the program.
- f. Students will be supported in navigating the dual degree program, including having access to academic and international advisors from both institutions, ensuring students understand the program requirements and remain on track to successfully complete both degrees.

2. Learning Outcomes and Program Requirements

2.1 List the current and/or updated Program Learning Outcomes for the proposed modified program.²

The Program Learning Outcomes will remain the same, with no modifications stemming from the Dual Degree option. See attached *BBA Program Learning Outcomes and Curriculum Map*

Goal 1: Core Business Knowledge & Understanding

Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary, integrative perspective.

Goal 2: Critical Analysis and Decision-Making

² 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](#).

Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems.

Goal 3: Professional Communication

Communicate business concepts clearly and effectively in various formats using appropriate technology.

Goal 4: Effective Teamwork

Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members.

Goal 5: Responsible Business and EDI

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.

Goal 6: Global Perspective

Situate and compare issues and approaches to business decision-making in the global context.

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.

2.2 **If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's Degree Level Expectations.**

A suggested template for mapping can be found as an attached appendix.

Not applicable. No changes to PLO's. Reference Appendix H for PLO mapping.

2.3 **If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.**

A suggested template for curriculum mapping can be found as an attached appendix.

Not applicable. No changes to PLO's

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

Not applicable

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

Not applicable

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

Not applicable. No changes to admission requirements for Schulich BBA students

3. Teaching and Learning

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

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives³ and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable

- 3.2 **If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.**

Not applicable

4. Resources

- 4.1 **Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement**

³ See Quality Council's [definition of "objectives"](#) on their website.

from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The dual degree partnership will utilize the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

5. Consultation

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

We have consulted extensively with several stakeholders listed below:

- Detlev Zwick, Dean at Schulich
- Vinitha Gengatharan, AVP Global Engagement & Partnership at York
- Marcia Anisette, Vice-Provost Academic at York
- Emily Rush, Director, Academic Programs & Policy at York
- Kathryn Doyle, Director, Academic Affairs at Schulich
- Audrey Pyee, Associate Principal, Academic at Glendon
- Burkard Eberlein, Director, BBA/iBBA Programs at Schulich
- Farrokh Zandi, Associate Director, BBA Program at Schulich
- Mike Valente, Director, MBA Program at Schulich
- Ashwin Joshi, Associate Dean, Programs at Schulich
- Helen Balderama, Director, Global Engagement & Partnerships, York International
- Angela James, Director of the Centre of International Management at Smith School of Business, Queen's University
- Vincenzo Vinzi, Dean at ESSEC Business School
- Joan Rodon, Dean at Esade Business School
- Luba Pan, Director Student & Enrollment Services, SSIR
- Undergraduate advisors, Mariana Colalillo & Ana Hashim
- Undergraduate International Program Coordinator, Tina Fantin

- a. Dean Detlev Zwick has expressed strong support for developing additional dual degree partnerships, highlighting the potential of collaborating with esteemed institutions like Esade and ESSEC. Dual degree development is also part of the Integrated Resource Plan and long-term strategy for business school. These partnerships are expected to enhance Schulich's profile, introduce European diversity into the BBA program, and maintain a global perspective following the closure of the iBBA. Such initiatives offer students the opportunity to deeply integrate into the international community.
- b. Dr. Mike Valente and Dr. Farrokh Zandi have already had initial discussions with ESSEC's representatives, reviewing the program structure. Farrokh emphasized the value this partnership could add to Schulich's global business specialization, while Mike noted the unique research focus reflective of a European degree.
- c. Dr. Burkard Eberlein, Dr. Ashwin Joshi and Dr. Giri Kanagaretanam have engaged with Esade's academic program management for initial introductions and program structure reviews.
- d. Dr. Marcia Annisette, Vinitha Gengatharan, Emily Rush, Lindsay Hillcoat, Ann Welsh, and Helen Balderama met to discuss dual degrees and academic approvals. There was consensus around mapping learning objectives instead of credits to align with Senate preferences, and a general support and enthusiasm around deepening collaboration with strategic partners via the dual degree.
- e. Dr. Audrey Pyee shared insights from the emlyon dual degree program regarding the admission process and challenges.
- f. Dr. Burkard Eberlein and Dr. Giri Kanagaretanam have met with the Esade academic team to discuss various aspects of the program academic design and both have provided insights into the academic considerations on curricular mapping and possible challenges with facilitating the internship component required by the partner institutions.
- g. Kathryn Doyle gave advise about the proposal process and timelines for approvals.
- h. Mariana Colalillo, Ana Hashim, and Tina Fantin identified and addressed potential challenges within the student's study plan, as well as other student concerns.

5.2 Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

The Peking Future Leaders program at Schulich, as described earlier, has captured strong interest from students eager to develop global perspectives and leadership skills essential for today's rapidly evolving global business environment. This dual degree program, which enables students to study two years at Schulich and two years abroad, offers valuable academic and cultural immersion that resonates with student aspirations.

Similarly, exchange programs continue to gain popularity, with students increasingly seeking longer-term experiences beyond a single term to enhance their language abilities, cross-cultural understanding, and professional networks. This reflects a clear preference for extended exchanges and dual degrees, providing meaningful international exposure and strengthening career prospects.

Overall, these programs align closely with Schulich students' commitment to developing as globally minded, future-ready leaders. These programs are a direct response to student aspirations and the demands of a dynamic, international business environment.

5.3 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the Office of Institutional Planning and Analysis (OIPA), Office of the Vice Provost Teaching and Learning, industry groups, accrediting bodies, etc.). Include as appendices statements/letters of support from the relevant units/groups confirming consultation and support.

Wide consultation both internal to Schulich and external to Schulich have been conducted. See section 5.1 for a comprehensive list.

APPENDICES⁴

Appendix A: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

A. Comparison of the existing Schulich BBA Program and proposed dual degree program requirements for outgoing Schulich students and incoming Esade students:

Program components	Existing Schulich BBA Program Overview	Schulich and Esade Dual Degree BBA Program Overview	
		Schulich Students going to Esade	Esade Students going to Schulich
Structure & location	4 years of study at Schulich (Canada)	First 2 years at Schulich (Canada) then Year 3 and 4 at Esade (Spain)	First 2 years at Esade (Spain) then Years 3 and 4 at Schulich (Canada)
Course Load	A minimum of 60 credits in core courses and non-business electives must be completed in Years 1 and 2. An additional 60 credits—including one core course and a combination of Schulich and non-business electives—must be completed, resulting in a total of 120 credits by the end of Year 4.	A minimum of 60 credits in core courses and non-business electives must be completed at Schulich during Years 1 and 2. Additionally, 120 ECTS in core, elective and language courses must be completed at Esade.	A minimum of 120 ECTS (equivalent to 60 SSB credits) in core courses and electives must be completed at Esade during Years 1 and 2. Additionally, at least 60 credits in core courses and elective courses must be completed at Schulich.
Course Offerings	Schulich and York University faculty courses	Schulich, York University faculties and Esade	Schulich, York University faculties and Esade
Program Length	4 years	4 years	4 years
Degree Requirements	<ul style="list-style-type: none"> - 120 Schulich credits - Minimum 5.00 OGPA 	Schulich BBA Degree Requirements: <ul style="list-style-type: none"> - Students must validate a total of 120 credits consisting of core, 	Esade BBA Degree Requirements: <ul style="list-style-type: none"> - Students must complete a total of 240 ECTS

⁴ Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

		<p>elective and non-business courses.</p> <ul style="list-style-type: none"> - Minimum of 60 credits must be taken at Schulich/York to meet residency requirement - Minimum 5.00 OGPA <p>Esade BBA Degree Requirements:</p> <ul style="list-style-type: none"> - 120 ECTS in core, elective and language courses taken in two full academic years at Esade, including 20 ECTS in internship and 6 ECTS in dissertation 	<p>credits (equivalent to 120 SSB credits)</p> <ul style="list-style-type: none"> - 120 ECTS of which will come from the 60 SSB credits completed at Schulich, including 20 ECTS in internship and 6 ECTS in dissertation <p>Schulich BBA Degree Requirements:</p> <ul style="list-style-type: none"> - A minimum of 60 credits must be completed at Schulich/York to satisfy the residency requirement, including 3-6 credits in Work Placement course/s and 3 credits in Guided Study course if applicable
Degree/s Awarded	Bachelor of Business Administration from Schulich School of Business, York University	<p>Bachelor of Business Administration from Schulich School of Business, York University</p> <p>and</p> <p>Bachelor of Business Administration from Esade School of Business</p>	<p>Bachelor of Business Administration from Esade School of Business</p> <p>and</p> <p>Bachelor of Business Administration from Schulich School of Business, York University</p>

Appendix B: Bulk mapping of Schulich and Esade curriculum

SSB BBA		ESADE	
YR 1 & YR 2 CORE			
Microeconomics for Managers Macroeconomics for Managers	Economics	Microeconomics Macroeconomics in a Global Context Economics for Strategic Decision Making	
Marketing Management	Marketing	Marketing I	
Introduction to Business Global Business - Past, Present, Future	Management	Integrative Consulting Project	
Intro to Financial Accounting I Intro to Financial Accounting II Management Accounting Concepts	Accounting	Accounting I Accounting II	
Intro to Finance	Finance	Finance I	
Individuals and Groups in Organizations Organizations and their Environments	Organization Studies	Organizational Behaviour Organizational Theory: Structure and Organizational Culture Social-Political Environment of Business	
Business & Society	Responsible Business	Innovation for a Better World and Sustainability	
Management Accounting Concepts Analyzing Data for Business Decisions Intro to Operations & Supply Chain Management	OMIS	Mathematics Applied to Business Algorithmic Thinking and Programming Statistics and Data Analysis for Decision-Making Descriptive Statistics and Probability Operations I	
N/A	Other Yr 1 & Yr 2 core	Law	Business Law I Business Law II
Other Core Requirements (Yr 3 & 4)			
Strategic Management	Other Yr 3 & Yr 4 core	Exchange Internship Dissertation	

Appendix C: Detailed mapping of Schulich and Esade core courses

SSB BBA CURRICULUM					ESADE BBA CURRICULUM				
Course code	Year	Course type	Schulich BBA Course Title	SSB CREDITS		Year	Course type	ESADE BBA Course Title	ECTS
SB/ECON 1000	1	Core	Microeconomics for Managers	3		1	Compulsory	Microeconomics	6
SB/MGMT 1000	1	Core	Introduction to Business	3		2	Compulsory	Integrative Consulting Project	3
SB/ACTG 2010	1	Core	Introduction to Financial Accounting I	3		1	Compulsory	Accounting I	6
SB/ECON 1010	1	Core	Macroeconomics for Managers	3		1	Compulsory	Macroeconomics in a Global Context	6
						2		Economics for Strategic Decision Making	6
SB/OMIS 1050	1	Core	Managing Data for Business Decisions	3		1	Compulsory	Mathematics Applied to Business	6
SB/ACTG 2011	1	Core	Introduction to Financial Accounting II	3		2	Compulsory	Accounting II	6
SB/MKTG 1030	1	Core	Marketing Management	3		1	Compulsory	Marketing I	6
SB/MGMT 1035	1	Core	Global Business - Past, Present, Future	3		No equivalent course in Esade's Year1 & 2 (Available in Esade's Y3)			
SB/ORGS 2100	2	Core	Individuals and Groups in Organizations	3		1	Compulsory	Organizational Behaviour	6
SB/FINE 2000	2	Core	Introduction to Finance	3		2	Compulsory	Finance I	6
SB/ORGS 2200	2	Core	Organizations and Their Environments	3		2	Compulsory	Organizational Theory: Structure & Organizational Culture	6
								Social-Political Environment of Business	6
SB/ACTG 2020	2	Core	Management Accounting Concepts	3		1	Compulsory	Accounting I	6
						2		Accounting II	6
SB/SUST 2060	2	Core	Business and Society	3		1	Compulsory	Innovation for a Better World and Sustainability	3
SB/OMIS 2050	2	Core	Analyzing Data for Business Decisions	3		1	Compulsory	Algorithmic Thinking & Programming	6
								Descriptive Statistics and Probability	6
								Statistics and Data Analysis for Decision-Making	6
SB/OMIS 2010	2	Core	Introduction to Operations and Supply Chain Management	3		2	Compulsory	Operations I	6
SB/SGMT 3000	3&4	Core	Strategic Management	3		No equivalent course in Esade's Y1&2			
	3&4	Elective	Schulich Electives (3000-4000)	21					
	3&4	Elective	Schulich Electives or Non-Business Electives	24					
	3&4	Elective	Non-Business Electives (outside SB, language courses)	12					

Appendix D: Academic Plan at Schulich in Years 3 and 4 (*Esade Students at Schulich*):

Term	Course type	Schulich BBA Course Title	SSB CREDITS
Fall	Core	Global Business - Past, Present, Future (Core)	3
Fall	Core	Strategic Management	3
F/W	Elective	Schulich Electives (2000-4000)	18
F/W	Elective	Schulich Electives or Non-Business Electives	18
F/W	Elective	Non-Business Electives (outside SB, language courses)	12
F/W	<i>Elective</i>	Schulich Work Placement course/s (Internship)	3
F/W/S	<i>Elective</i>	Schulich Guided Study (Dissertation)	3
Total SSB Credits			60

Appendix E: Academic Plan at Esade in Years 3 and 4 (*Schulich Students at Esade*):

Year	Semester	Course type	Course Title	ECTS
3	5	Compulsory	Business Law I	6
3	5	Compulsory	Spanish I	6
3	5	Compulsory	Business Strategy in Action	6
3	5	Compulsory	Finance II	6
3	5	Elective	Strategic Consulting Mindset	4
3	5	Compulsory	Electives	2
3	6	Compulsory	Business Law II	6
3	6	Compulsory	Entrepreneurship	3
3	6	Compulsory	People Management	6
3	6	Compulsory	Finance III	6
3	6	Elective	Strategic Analysis of a Company	2
3	6	Elective	Electives	7
4	7 or 8	Compulsory	Spanish II	6
4	7 or 8	Compulsory	Final dissertation	6
4	7 or 8	Compulsory	Compulsory internship	20
4	7 or 8	Elective	Electives	28
Total (ECTS) Credits				120

Appendix F: Credit Transfer Arrangement

ESSEC uses the European credit system known as European Credit Transfer and Accumulation System (ECTS). Schulich recognizes ECTS to York credits on a 2:1 equivalency ratio:

ECTS	York/Schulich Credits
3	1.5
6	3
9	6
30	15

Each institution has agreed to transfer credits taken in Year 1 and Year 2 toward the degree requirements of the other. Generally, it is expected students will transfer the equivalent of 60 credits (120 ECTS) from their first two years of study. A degree audit will be conducted prior to year 3 to validate transfer credit.

Appendix G: Admission Requirements and Process (1.5)

A. Eligibility:

- Full-time Schulich BBA students who are currently in Year 2 of their program
- Complete at least 60 Schulich credits (120 ECTS) by the end of Year 2
- Must meet Esade's international student dual degree admission requirements
- Minimum GPA of 6 out of 9 in Year 1
- Maintain a GPA of 6+ at the end of Year 2

B. Application Requirements:

- Online dual degree application form
- Resume
- Most recent transcript/academic records (Unofficial copy will suffice)
- Two letters of recommendation
- Two video essays (using Schulich's Kira Talent platform)
- Two rounds of virtual interviews (Schulich will shortlist candidates for the first round of interviews then Esade and Schulich will jointly conduct the 2nd interview)

C. Selection Criteria:

- They must articulate how the dual degree program aligns with and will benefit their academic, personal and professional goals.
- Leadership potential and strong moral character
- Has professional and/or extracurricular involvement
- Demonstrate a strong commitment to understanding Europe's diverse and evolving business landscape

D. Proposed Application Process and Timeline:

1. Submission of application requirements to Schulich (Early October)
2. Schulich conducts initial screening and selects qualified candidates for first-round interviews (Mid-October)
3. Schulich conducts first round of interviews for shortlisted candidates (Mid-October)
4. Schulich nominates selected candidates and shares application packages with Esade (End-October)
5. Esade and Schulich will jointly interview nominated students for second-round interviews (Mid-November)
6. Pre-admission offers sent to selected candidates (December)
7. Acceptance of pre-admission offer letters (January)
8. Register in Esade's academic portal to complete enrolment process (May/June)

Appendix H: BBA Program Learning Outcomes and Curriculum Map (2.1)

Appendix A

BBA Program Learning Outcomes and Curriculum Map

BBA LEARNING OUTCOMES	The BBA is awarded to students who have demonstrated	MG MT 1000	ECON 1000	ACTG 2010	ECON 1010	OMIS 1050	ACTG 2011	MKTG 1030	MG MT 1035	ACTG 2020	SUST 2060	ORGS 2100	FIN 2000	ORGS 2200	OMIS 2050	OMIS 2010	SG MT 3000	ELECTIVES
1. Core Business Knowledge & Understanding	Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary integrated perspective	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	R
2. Critical Analysis and Decision-Making	Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management or operational problems	I		A			A		I	A	A	I	A	I	A	A	A	R
3. Professional Communication	Communicate business concepts clearly and effectively in various formats using appropriate technology	A		I			I	A	A	I	A	A		A			A	R
4. Effective Teamwork	Collaborate effectively in teams, leveraging the diverse experiences and expertise of all members	A						A	A		A	A		A		A	A	R
5. Responsible Business and EDI	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	A	R	R	R	R	R	R	R	R	A	R	R	R	R	R	R	R
6. Global Perspective	Situate and compare issues and approaches to business decision-making in the global context	I	I	I	I		I		A	I	R					I	R	R
Key: I = Introduced; R = Reinforced; A = Assessed Individually for Achievement																		

Alignment of BBA Program Learning Outcomes to OCAV UDLEs:

Program Learning Outcome (PLO)	Relevant OCAV Degree Level Expectations (UDLEs)	Justification / Explanation
1. Know the main theories, concepts, and methods relevant to the Bachelor of Business Administration from an interdisciplinary integrated perspective.	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 7. Autonomy and Professional Capacity	Reflects strong foundational understanding of business and interdisciplinary methods (1, 2). Supports autonomy and lifelong learning as part of professional identity (7).
2. Critically analyze quantitative and qualitative data using foundational knowledge of business functions to diagnose and solve complex management and operational problems.	3. Application of Knowledge 2. Knowledge of Methodologies 5. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Applies learned methods to solve complex problems (3), draws on multiple ways of knowing (2), recognizes uncertainty (5), and demonstrates independent judgment (7).

3. Communicate business concepts clearly and effectively in various formats using appropriate technology.	4. Communication Skills 7. Autonomy and Professional Capacity	Focuses on clarity and effectiveness of communication (4), and use of tools/technologies shows independence and professional capacity (7).
4. Collaborate effectively on teams, leveraging diverse experiences and expertise of all members.	4. Communication Skills 6. Awareness of Limits of Knowledge 7. Autonomy and Professional Capacity	Requires strong interpersonal communication (4), respect for diverse viewpoints and recognition of knowledge boundaries (6), and team-oriented responsibility (7).
5. 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.	1. Depth and Breadth of Knowledge 5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity	Reflects integration of societal concerns into business thinking (1), critical self-awareness (5), and ethical responsibility as professionals (6/7).
6. Situate and compare issues and approaches to business-decision making in the global context.	1. Depth and Breadth of Knowledge 3. Application of Knowledge 6. Awareness of Limits of Knowledge	Requires global understanding (1), thoughtful comparison of global approaches (3), and recognition of cultural/contextual limits of knowledge (6).

Appendix I: Consultation and Support Letters (5.1)



Statement of Support from Anchor Dean

Memorandum

To: Whom It May Concern
Cc: Kiridaran Kanagaretnam, Associate Dean Students, Schulich School of Business
From: Detlev Zwick, Dean, Schulich School of Business
Date: May 14, 2025
Subject: Support for the Major Modifications to the BBA to Establish Dual Degrees with ESSEC and Esade Business Schools

I am writing to express my full support for the major modification proposals to the Bachelor of Business Administration to establish two dual degrees—one with ESSEC Business School and the other with Esade Business School—in a 2+2 bidirectional curricular structure. As the NOI details, both partner institutions are triple accredited by AACSB, EQUIS, and AMBA and offer undergraduate programs with curricula aligned to Schulich's programming. The School is not just supportive, but also excited about the opportunities this proposal will bring for students to have immersive study abroad experiences in deeply internationalized programming. This is a step towards a more global and diverse learning environment.

Regarding resource implications, we anticipate minor one-time costs associated with updating our marketing materials. As you will see in the proposal, the dual degree partnership will use the existing resources of the Schulich School of Business. No new courses are proposed at this stage. In addition to course instruction, the infrastructure required to support the dual degree programs—including admissions, academic advising, exchange and partnership support, supervision of independent studies, and coordination of internships and experiential learning opportunities—is already well established within the School.

In terms of strategic enrolment, we anticipate that an initial intake will be relatively small (4-5 students each for Esade and ESSEC). Over time, we expect that interest in the dual degree options will grow but steady state will be mediated by ever-changing global political factors, the additional cost of traveling abroad, and student choice. Because students pay fees at their home institution only, our partnership agreements with these schools require that there is parity between the number of students we send abroad and the number of students we welcome from the partner schools each year. These and other details of the partnership agreements were reached in consultation with the deans. I met individually with Dr. Joan Rodon of Esade and Dr. Vincenzo Vinzi of ESSEC at the European Foundation for Management Development (EFMD) conference in 2024. Following these consultations, Dean Vinzi signed a

Memorandum of Understanding about the establishment of the dual degree when he visited us at Schulich last year.

Concerning academic and strategic alignment, the major modification proposals advance the York University Academic Plan, 2020-26, and Schulich's Integrated Resource Plan, 2025-26. By establishing the dual degree options in the BBA, the proposals and modified program align with the UAP priorities to "continually reinvent our programs," to "pursue inclusive excellence by... ensuring our graduates are known for their global mindset, ethical judgment, and superior ability to integrate diverse ideas and worldviews." The dual degree options will also align with the UAP Priority of "Advancing Global Engagement" by exposing Schulich, ESSEC, and Esade students to global learning and by "cultivating new partnerships... to expand our global reach and profile."

In conclusion, I wish to express my full and enthusiastic support for the establishment of the BBA dual degree options with ESSEC and Esade. We also thank the proponent, Professor Kanagaretnam, and Schulich's Student Services and International Relations team for their work to advance this initiative.

Sincerely,



Detlev Zwick, PhD
Dean & Tanna H. Schulich Chair in Digital Marketing Strategy
Schulich School of Business

Dr. Joan Rodon
Dean, Esade Business School
13th of May 2025

To the Faculty Council at Schulich Business School, York University

Dear Faculty Council,

As the Dean of ESADE Business School, I want to express the commitment and support from the ESADE team to our double degree Bachelor of Business Administration program (BBA) with Schulich Business School.

Over the past year, two teams of professors, program directors, international relations staff, and program managers from both institutions have collaborated to define a double degree proposal aimed at delivering an exceptional experience to Schulich and ESADE students.

This four-year program, with two years spent at each Campus, will enable students to fulfil all requirements for obtaining a BBA degree from both Schulich and ESADE. Students completing the double degree will gain outstanding international experience, benefiting from diverse teaching methodologies, a wide array of electives courses, and the business specializations offered by both institutions. This will provide a unique perspective on business from the Canadian and European viewpoints.

The double degree program strengthens our partnership with Schulich Business School fostering future collaboration and reinforcing the international perspective of our undergraduate business programs.

Yours sincerely,

38821138J JUAN
RODON (R: G59716761)

Digitally signed by 38821138J
JUAN RODON (R: G59716761)
Date: 2025.05.13 08:55:39 +02'00'

Dr. Joan Rodon
Dean, Esade Business School

The Senate of York University

Meeting Synopsis

The 717th Meeting of Senate held on Thursday, 24 April 2025

Remarks

President

Noting for context the significant external pressures affecting Ontario universities, the President reported on preliminary enrolment projections for FW 2025-2026. Highlighted was a forecasted shortfall in undergraduate enrolments to targets for Fall 2025, and an overall decline observed since 2020, both resulting in part from the impact of labour disruptions and the pandemic. Emphasized was the importance of aligning budget decisions with York's long-term vision to drive that vision and the UAP priorities. Enrollment growth, program innovation, and student-centered strategies are critical priorities to advance the University's academic goals and achieve financial sustainability. Planned is a shift to a five-year budget plan aligned with the Province's approach to financial sustainability and with York's enrolment recovery and revenue growth plans.

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, the Vice-President Research & Innovation presented the 2024 Annual Report on Research.

Approvals

On a recommendation from the Academic Standards, Curriculum and Pedagogy Committee, minor revisions to the Senate Academic Conduct Policy.

Notice of Statutory Motions

The Academic Policy, Planning and Research Committee gave notice of its intention to recommend Senate approval in May of the establishment of a School of Medicine within the Faculty of Health. A robust discussion of the draft proposal was held in which Senators provided substantive comments to inform the final version of the proposal for Senate's review and approval.

Committee Information Items

Executive Committee

Information items included the following:

- A call for Expressions of Interest for membership on Senate committees and elected positions

The Senate of York University Synopsis

- The Committee's review of the Annual Senate and Committee Surveys in preparation for this year's survey exercise
- Receipt of communications from Glendon Faculty Council and the Department of Physics in the Faculty of Science regarding program admission suspensions.

Academic Standards, Curriculum and Pedagogy Committee

Information items included the following:

- Minor curricular modifications to existing undergraduate and graduate programs.

Academic Policy, Planning and Research (APPRC) & Academic Standards, Curriculum and Pedagogy (ASCP)

APPRC and ASCP conveyed the 2023-2024 Annual Report on Non-Degree Studies.

Additional Information about this Meeting

Please refer to the full Senate [agenda](#) of **24 April 2025** for details about the items reported.

The next regular meeting of Senate will be held at **3:00 pm on Thursday, 22 May 2025**.

SCHULICH SCHOOL OF BUSINESS EXECUTIVE COMMITTEE

The following meeting dates are proposed for the Executive Committee and Faculty Council in the 2025-2026 year. All meetings will begin at 11:30am.

Executive Committee	Faculty Council
Friday, September 26, 2025	Friday, October 10, 2025
Friday, October 31, 2025	Friday, November 14, 2025
Friday, November 28, 2025	Friday, December 12, 2025
Friday, January 16, 2026	Friday, January 30, 2026
Friday, February 20, 2026	Friday, March 6, 2026
Friday, April 10, 2026	Friday, April 24, 2026
Friday, May 22, 2026	Friday, June 5, 2026

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Mike Valente, MBA Program Director

Date: April 15th, 2025

Re: MBA New Course Proposal, Existing Course Changes and Specialization Changes

- 1) Motion: That faculty council approve the new course entitled SGMT 5200 3.00: Strategy as a new core course for the MBA program.
- 2) Motion: That faculty council approve the following changes to the MBA Specializations
 - a. Retirement
 - i. EDI (retirement)
 - ii. Brand Management (retirement)
 - iii. Marketing Communications (retirement)
 - b. New Specializations
 - i. Global Business¹
 - ii. Fintech
 - c. Business Consulting (Change in required and elective courses)
 - d. Title Change and Minor Change to Elective List
 - i. Organization Studies (Change in title and change in elective courses)
 - ii. Marketing (Change in title and elective courses)
 - iii. Entrepreneurial Studies (Change in title and elective courses)
 - e. Minor changes to required/elective list
 - i. Real Estate and Infrastructure (Change in required and elective courses)
 - ii. Strategic Management (Change in required and elective courses)
 - iii. Finance (Change in elective courses)
 - iv. Sustainability (Change in required and elective courses)
 - v. Digital Transformation (Change in required and elective courses)
 - vi. Supply Chain Management (Change in required and elective courses)
 - vii. ARTM (Change in elective courses)
- 3) Motion: That faculty council approve the following course change proposals:
 - a. Strategy Field Study:
 - i. MGMT 6090 (course description and prerequisites/corequisites)
 - ii. MGMT 6100 (course description and prerequisites/corequisites)
 - b. MGMT 6960 3.00: Management Consulting (course description, syllabus)
 - c. OMIS 6610 3.00: Digital Transformation in Services (course title and description change)
 - d. OMIS 6710 3.00: Management Information Systems (course title and description change)
 - e. Change to Prerequisites

¹ Approval and implementation of this specialization is contingent on the approval of the New Course Proposal of MGMT 6610 3.00 The Dynamics of Global Business through MPC e-vote and at the June 6th Faculty Council.

- i. Removal of the following Prerequisite: All 5000-series Required Foundations of Management Core Courses
 - 1. ENTR 6400: Field Study: Innovating with Entrepreneurs
 - 2. SGMT 6970 3.00 Restructuring and Turnaround Management
- ii. Removal of the following Prerequisite: All 5100-series Required Foundations of Management Core Courses
 - 1. ENTR 6605: Entrepreneurship and New Firm Creation
 - 2. HIMP 6150: Economics of Healthcare
 - 3. MGMT 6200: Business Administration and the Law
 - 4. MGMT 6810: Creativity and Innovation: Techniques for a Rapidly Changing World
- iii. Add Prerequisite SGMT 5200 3.00 Strategy to SGMT 6000 3.00 Strategic Management
 - 1. SGMT 6250 3.00 Strategy Execution
 - 2. SGMT 6970 3.00: Restructuring and Turnaround Management
 - 3. SGMT 6800 3.00 Strategic Management of Technology-Based Firms
- iv. Add Prerequisite ORGS 5200 3.00 Leading People and Organizations to Prerequisite ORGS 5100 3.00 Organizational Behaviour
 - 1. ORGS 6350 3.00 Managing Change
 - 2. ORGS 6400 3.00 Power and Politics in Organizations
 - 3. ORGS 6560 3.00 Negotiations
 - 4. ORGS 6650 3.00 The Art and Science of Leadership
- v. ORGS 6500 3.00: Interpersonal Managerial Skills
- vi. MGMT 6300 3.00: Case Analysis and Presentation Skills
- vii. ORGS 6420 3.00: Crisis Management
- viii. SGMT 6050 3.00 Mergers and Acquisitions
- ix. MGMT 6400 3.00 International Study Tour
- x. ENTR 6910 3.00: Venture Capital and Private Equity
- xi. SGMT 6700 3.00 Strategic Capability Development
- xii. PROP 6100 3.00 Real Estate Finance and Investment
- xiii. PROP 6200 3.00 Development Prototypes
- xiv. PROP 6850 3.00 Structuring Development Transactions
- f. Course Retirements
 - i. ACTG 6350 3.00: Advanced Cost and Management Accounting
 - ii. ENTR 6645 3.00: Corporate Entrepreneurship
 - iii. FINE 6150 3.00: Advanced Corporate Finance
 - iv. FINE 6720 3.00: Management of Risk in Financial Institutions
 - v. FINE 6850 3.00: Fixed Income Securities²
 - vi. GMMM 5100 3.00: Metals and Minerals in the Global Economy
 - vii. GMMM 6100 3.00: Strategies for Wealth Creation in the Metals & Minerals Industry
 - viii. GMMM 6200 3.00: Financial Mineral Development
 - ix. GMMM 6300 3.00: Stakeholder Collaboration for Responsible Mineral Development & Use
 - x. GMMM 6400 3.00: Organizational Excellence in the Metals and Minerals Industry
 - xi. GMMM 6500 3.00: Applying Strategy in the Metals & Minerals Industry

² In addition to retiring this course, we are also removing its role as a cross-listed course to FNEN 6850 3.00. FNEN 6850 3.00 will remain an active course.

- xii. GMMM 6900 1.50 Individual Study: Global Mining Management
- xiii. GMMM 6900 3.00 Individual Study: Global Mining Management
- xiv. GMMM 6901 3.00 Individual Study: Global Mining Management
- xv. GMMM 6902 3.00 Individual Study: Global Mining Management
- xvi. MKTG 6155 3.00: Consumer Insight: Qualitative Marketing Research
- xvii. MKTG 6226 3.00: Social Media for Marketing and Management
- xviii. MKTG 6321 3.00: Entertainment Culture and Marketing
- xix. MKTG 6480 3.00: Nonprofit Marketing and Resource Development
- xx. ORGS 6720 3.00: Managing Team Dynamics
- xxi. PROP 6350 3.00: Investing in Infrastructure
- xxii. PROP 6500 3.00: Infrastructure Delivery and Finance
- xxiii. SGMT 6120 3.00: Strategic Management of Family Enterprise
- xxiv. SGMT 6130 3.00: Economic Foundations of Strategy
- xxv. SGMT 6150 3.00: The Board of Directors and the Governance of Public Corporations
- xxvi. SGMT 6200 3.00: Strategy, Technology and Organization
- xxvii. SGMT 6240 3.00: Managing Strategic Alliances and Joint Ventures
- xxviii. SGMT 6410 3.00: Global Strategy
- xxix. SGMT 6490 3.00: International Negotiations, Analysis, Strategy and Practice

Rationale

1. **New Course Proposal (SGMT 5200 3.00 Strategy):** This course replaces the existing MBA strategy course (SGMT 6000 3.00 Strategic Management). Whereas the SGMT 6000 was positioned in Term 3 of the four term program when students would have completed all 5000 level, this new course is designed to be positioned in Term 2 of the program. The course introduces students to the concepts and tools of strategic management and develops their appreciation of the complexity and challenges facing managers who are asked to make decisions in a dynamic and multifaceted world of uncertainty. The course is integral to the program in that it contributes directly to the MBA Program Learning Outcome #2, stated as follows:

Program Learning Outcome #2: Critical Analysis and Decision-Making: Make complex and strategic organization level decisions that create sustainable value

Students will take SGMT 5200 3.00 in Term 2 alongside ORGS 5200 3.00 Leading People and Organizations and SUST 5200 3.00 Business and Sustainability. Juxtaposing the three courses helps students better appreciate the relationship between an organization as a nexus, its strategy as the ways it creates value, and sustainability as a central tenet of its existence (as exemplified in Program Learning Outcome #5). Such arrangement ensures that students learn the integration of organizations and their environments, particularly the interrelationship between strategy and societal interests and the key organizational competence necessary to achieve sustainable value.

Finally, it is worth noting that moving strategy to Term 2 of the program helps diversify the markets the MBA program aims to serve. The positioning of SGMT 6000 in term 3 makes it difficult to offer a condensed accelerated program to Schulich specialized master's graduates – a promising market strategy for the program – because a key component that attracts these students is that they could finish the program in a condensed time. Moreover, the new structure helps overcome a problem associated with our WEMBA

program where students enrolling in SGMT 6000 have to be exempted from the requirement that all 5000 level courses are completed.

2. Specialization Changes

- a) Retirements: The Diversity, Equity and Inclusion specialization did not experience the level of student interest anticipated. Marketing Communications and Brand Management, although popular specializations, are being retired because the electives required to complete the specialization overlapped too significantly with the General Marketing specialization. As a result, the area chose to remove these specializations and modernize the General Marketing specialization.
- b) New Specializations: In an effort to boost interest to the MBA program, our goal is to ensure that the specializations we offer are marketable and relevant. To that end, we are proposing the launch a Fintech Specialization. We believe we have a strong collection of electives that speak to this topic and at the same time remain independent of other specializations. We are also launching a Global Business specialization. With the closure of the IMBA program, it is important that we have some pathway through which MBA students can specialize in global business. What is more, offering such a specialization is directly aligned with Schulich's strategic positioning as an international school with over 60 exchange partners.
- c) The business consulting specialization has been around for some time. However its current structure is inconsistent with the remaining specializations. As a result, this proposal aims to include one required course (Management Consulting) combined with 9.00 credits of a choice of electives highly relevant to the specialization.
- d) Title Change and Minor Changes to Elective Lists: These specializations are undergoing a name change to better reflect the objectives of the specialization and to ensure that the specializations are more marketable to students. In addition, due to changes in enrollment of electives, this proposal aims to update the elective list to include those electives that have strong enrollment
- e) Minor Changes to Required/Elective List: The specializations within this section require changes to both the required courses, the ratio of required/elective courses, and/or elective courses. These changes are largely due to the drop in elective enrollment we expect in coming years.

3. Course Change Proposals

- a) MGMT 6090 and MGMT 6100: These changes are meant to reflect the new strategy course (SGMT 5200 3.00 Strategy) and its positioning in Term 2 of the MBA program. It is also meant to reflect a scenario where specialized master's graduates, as accelerated students, are expected to enroll in these courses in Term 2. We have altered the course description and prerequisites to ensure that accelerated students are permitted to begin the Strategy Field Study (MGMT 6090) in the second term of the MBA concurrent with 5000 level courses. At the same time, we have inserted guidance to make sure that regular MBA students do not enroll in these courses prematurely.

- b) Management Consulting (MGMT 6090):

This course provides students with a highly experiential opportunity to learn consulting by doing consulting. They do this by committing to provide consulting services to real clients through the York Consulting Group. Student interest in management consulting as a profession is substantive. Yet, enrollment in this course has been alarmingly low (0-5 students per year). Student and instructor feedback suggest that enrollment has been low because students are expected to commit

to the York Consulting Group over 8 months (Sept. to April). Students begin their work with the York Consulting Group in September but do not register for the course until the January term. As a result, students get second thoughts about continuing with the course because they do not feel that they are able to commit the necessary hours to continue or have not completed half the hours to anticipate completing in time.

This course change proposes that this course only run over one term twice per year and that it build in a more developmental approach to consulting with a client on a relatively straightforward and operational issue. We also aim to amend the assessments so that they are more developmental in nature. That is, students begin with a case analysis and then progress through different stages of client engagement, all under the supervision of the instructor. We also introduce dedicated class time to ensure that appropriate knowledge is disseminated that reflect the learning outcomes and then assessed through the above deliverables. Course syllabus attached.

- c) OMIS 6610 3.00 Digital Transformation in Services: The current course title is inconsistent with the material covered in the course. Specifying “Services” in the title is unnecessary given that the course aims to cover digital transformation more broadly. The title also adds “IT” to specify its central role in the type of digital transformation covered. What is more, the title change aims to remove any incorrect perception of overlap between this course and FINE 6280 3.00 Fintech: Digital Transformation of Financial Services.
- d) OMIS 6710: Management Information Systems: This course is an elective for MBA students and a core course for the MACC program. However, the course description and course title need an update given the increased complexity associated with IT in organizations over the last several years. The name Information Systems is too basic and doesn’t do justice to what this course covers, particularly on the topics of AI, data, architecture and applications. Finally, because Information Systems is a core MBA course, the title was inadvertently suggesting that this was similar, leading to low MBA enrollment.
- e) Change to Prerequisites:
 - i. This proposal sets out to remove the 5000 level core courses as prerequisites for these electives. The area responsible for these electives have confirmed that these prerequisites are not necessary.
 - ii. Same as I but for 5100 level core courses.
 - iii. These courses all have SGMT 6000 3.00 as a prerequisite. Because of the introduction of SGMT 5200 3.00 Strategy, it is important to add this course as a prerequisite and to keep SGMT 6000 in the course description until existing students complete the program
 - iv. These courses all have ORGS 5100 3.00 as a prerequisite. Because of the introduction of ORGS 5200 3.00 Leading People and Organizations, it is important to add this course as a prerequisite.
 - v. v-xiv – these proposals reflect minor changes to the prerequisites either due to an awareness that they were not necessary or to reflect recent changes to the MBA core

curriculum.

- f) Course Retirements: Several areas have confirmed that the list of courses above either have not run for some time or they have no intention of running these courses again. As a result, we aim to remove them from our records.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Mike Valente, MBA Program Director

Date: May 9th, 2025

Re: New Course Proposal and Two Course Change Proposals – MBA Program

- 1) Motion: That faculty council approve the new elective course: MGMT 6610 3.00 Dynamics of Global Business
- 2) Motion: That faculty council approve the course change proposals for the following two courses:
 - a. MGMT 6090 0.00 Strategy Field Study Formation (course description and prerequisites/corequisites)
 - b. MGMT 6100 3.00 Strategy Field Study (course description and prerequisites/corequisites)

Rationale

MGMT 6610 3.00 Dynamics of Global Business (New Course): This course represents the foundational course for the new Global Business specialization approved at the May 1st, 2025 Master's Program Committee. The approval of the specialization was contingent on the concurrent approval in the June 2025 Faculty Council of a new elective that would represent the required course for the Global Business specialization. This course represents this required component. More generally, however, there is no Global Business course offered at Schulich. With the closure of the IMBA program, it is necessary to provide a pathway for MBA students to pursue global business studies in the program. A logical response is to offer Global Business as one of the many specializations offered at Schulich. This new course is fundamental to this offering.

MGMT 6090 0.00 Strategy Field Study Formation: With the upcoming redesign of the MBA program, it is necessary to update the prerequisites required for this course. First, with SGMT 5200 3.00 Strategy replacing SGMT 6000 3.00 Strategic Management and being offered in Term 2 of the MBA Program with other core courses, it is necessary to remove the specific reference to this course as a prerequisite/corequisite. Second, with the growth of the accelerated program, particularly graduates of specialized master's programs, it is important to bring forward the ability to enroll in this course concurrent to enrollment in core courses. At the same time, it is important that full time and part time students do not enroll in this course too prematurely (e.g. within the 1st year of the program). The adjustments to the prerequisites/corequisites are meant to achieve these ends.

MGMT 6100 3.00 Strategy Field Study: The objective in this proposal is to simplify the language associated with the requirements and prerequisites to enroll in this course. We have removed several prerequisites because any of the necessary prerequisites are already listed in MGMT 6090 0.00 Strategy Field Study Formation, which we now include as a prerequisite or corequisite for this course. Also, the current course description was well beyond the maximum 2000 characters. Many of the changes are meant to condense the description to fit within this character limit.

New Course Proposal Form

Schulich School of Business

- 1. Responsible Program:** Schulich MBA Program
- 2. Responsible Unit:** Strategic Management/Policy
- 3. Subject Code (Rubric) and Course Number:** SGMT 5200
- 4. Credit Value:** 3.00
- 5. Long Course Title:** Strategy
- 6. Short Course Title:** Strategy
- 7. Effective Term/Calendar Year:** Winter 2026
- 8. Language of Instruction:** English

9. Calendar (Short) Course Description:

This course provides a comprehensive understanding of strategic management theories, frameworks, and applications. Students analyze business environments, assess competitive positioning, and learn how managers formulate and implement strategies for sustainable competitive advantage. The course integrates case studies and real-world examples to enhance the students' strategic thinking and decision-making skills and to ascertain the applicability of the strategic management discipline to a range of sizes and types of organizations creating value for a diverse range of stakeholders along both financial and non-financial metrics (profits, growth and development, sustainability).

Prerequisites: 15 credits of 5000 level Foundational Core Courses

Prerequisite or Corequisite:

ORGS 5200 3.00 Leading People and Organizations or ORGS 5100 3.00 Organizational Behaviour
SUST 5200 3.00 Business and Sustainability
FINE 5200 3.00 Managerial Finance

Course Credit Exclusion: SGMT 6000 3.00 Strategic Management

10. Expanded Course Description:

This course examines business and corporate strategy. The focus is on strategic management, the process of choosing and defining purposes and objectives, formulating and implementing a viable strategy and monitoring strategic performance.

How do firms gain competitive advantage? How do firms create value for a diverse range of stakeholders along both financial and non-financial metrics (profits, growth and business development, sustainability)? To answer this question, we adopt the perspective of the general manager—the person who is ultimately responsible for firm performance.

Managers must apply judgment when formulating strategy and guiding its implementation, because answers that are clearly right or wrong are rare in strategic management. However, analysis is also required. Judgment without rigorous analysis is like shooting hoops in the dark. This course is designed to help students develop the knowledge, analytic capabilities, and judgement necessary to effectively formulate and execute business- and corporate-level strategies.

Managers must apply judgment when formulating strategy and guiding its implementation, because answers that are clearly right or wrong are rare in strategic management. However, analysis is also required. Judgment without rigorous analysis is like shooting hoops in the dark. This course is designed to help students develop the knowledge, analytic capabilities, and judgement necessary to effectively formulate and execute business- and corporate-level strategies.

The course applies the discipline of strategic management to a variety of organizations across diverse contexts and considers sustainability and social issues that arise from strategic action.

Lectures and readings highlight the concepts and tools that can help managers improve firm performance. Case discussions help students apply those concepts and tools to analyze the situations facing management of the firms and integrate the perspectives of business functions such as finance, marketing and operations; students get a greater understanding of the choices managers face and how their decisions affect firm performance.

11. Course Learning Outcomes:

Using this case-based approach, this course is designed to help students attain the following objectives:

- Develop an informed understanding of the logic behind value creation and profits in the modern firm and the issues organizations face in creating value and the capturing of that value by various stakeholders.
- Using appropriate frameworks and tools, develop the skills needed to perform strategic analyses of firms and industries in different business contexts.

- Develop the skills needed to evaluate strategic opportunities arising from conditions in a firm's ecosystem and factors in the macro environment such as regulation, market trends, and sustainability
- Develop the capacity to formulate and execute sustainable business- and corporate-level strategies that realize financial (profits) and non-financial performance (social responsibility, sustainability)
- Understand and reflect on social and economic issues that can arise from aggressive strategic action, specifically the role of market power and creating monopolistic situations
- Develop the skills and perspectives required for leadership positions within firms
- Develop the written and oral skills needed to be an effective manager in the global economy

12. Rationale:

This course replaces the existing strategic management course, SGMT 6000 3.0 Strategic Management, of the MBA program. Whereas the SGMT 6000 was positioned in Term 3 of the four term program when students would have completed all 5000 level, this new course is designed to be positioned in Term 2 of the program. The course introduces students to the concepts and tools of strategic management and develops their appreciation of the complexity and challenges facing managers who are asked to make decisions in a dynamic and multifaceted world of uncertainty. The course is integral to the program in that it contributes directly to the MBA Program Learning Outcome #2, stated as follows:

Program Learning Outcome #2: Critical Analysis and Decision-Making: Make complex and strategic organization level decisions that create sustainable value

Students will take SGMT 5200 in Term 2 alongside ORGS 5200 3.00 Leading People and Organizations and SUST 5200 3.00 Business and Sustainability. Juxtaposing the three courses helps students better appreciate the relationship between an organization as a nexus, its strategy as the ways it creates value, and sustainability as a central tenet of its existence (as exemplified in Program Learning Outcome #5). Such arrangement ensures that students learn the integration of organizations and their environments, particularly the interrelationship between strategy and societal interests and the key organizational competence necessary to achieve sustainable value.

Finally, it is worth noting that moving strategy to Term 2 of the program helps diversify the markets the MBA program aims to serve. The positioning of SGMT 6000 in term 3 makes it difficult to offer a condensed accelerated program to Schulich specialized master's graduates – a promising market strategy for the program – because a key component that attracts these students is that they could finish the program in a condensed time. Moreover, the new structure helps overcome a problem associated with our WEMBA

program where students enrolling in SGMT 6000 have to be exempted from the requirement that all 5000 level courses are completed.

13. Evaluation:

If applicable, details regarding expectations and corresponding grading requirements with respect to attendance and participation should be provided.

Assignment/Task	Quantity	% Weight	
Assignment 1	1	10	Individual
Assignment 2	1	15	Individual
Comprehensive Exam	1	25	Individual
Group Project Presentation	1	5	Group
Group Project Report	1	20	Group
Class Preparation (Quizzes)	5	10	Individual
Class Participation	1	15	Individual
Total		100	

Class Participation:

Presence is not participation. Participation is important in this course, because one cannot learn how to be an effective manager by simply reading a book or listening to others talk about it. Learning by “doing” is the best way to learn management. Stepping into the shoes of a CEO, engaging in an active assessment of the situation, and talking through what you would do, is the best way to learn strategic management.

When students actively contribute a variety of views and perspectives, class discussion is more productive for everyone. Learning in a strategic management course depends on class participation, particularly during the discussion of cases, which takes the vast majority of in class time. Participation reinforces learning from the readings and helps students develop analytic skills. It helps them apply what we know about strategic management to the complex situations firms face today.

Students may be called upon to contribute to the discussion at any time. If a student feels he or she cannot participate in a specific class, they should let the instructor know ahead of time. Both the quality of the contribution and frequency of participation affect participation grades. Students are not expected to “get the right answer” when they contribute to class discussion. However, everyone is expected to make a proactive effort to contribute to the learning process through participation.

All students are expected to contribute to a positive learning environment. While disagreements on the merits of an argument and differences in interpretation are a good thing in this class—because differences provide learning opportunities for everyone—every student is expected to refrain from turning disagreements into personal attacks.

Students' class participation will be noted at the end of each class. Immediately following every class, the instructor will review each student's participation in the class and assign them a grade from -1 to 4 points noting absences, illnesses, and students who had their hands up but were not called on.

Grade	Contribution
4	Contributes by analyzing/applying course material within a course unit and across course units and is willing to take risks in attempting to answer difficult questions. Strong engagement and performance in online units.
3	Contributes with answers to the assigned questions and/or builds on or challenges comments made in-class in ways that elicit student learning. Strong engagement online.
2	Contributes to in-class, but at a basic level – e.g. provide topical information, factual information from the reading/case, summarize facts and asks basic questions for clarification. Satisfactory engagement online.
1	Attends face-to-face units but does not participate. Partial and basic engagement online (e.g. low participation in exercises).
0	Does not attend class (excusable absences exempted) and does not participate online
-1	Student is unprepared, fails to listen, uses laptop in class for purposes other than the course, arrives late to class, and/or is disruptive in class. Very little or no contribution online.

Poor attendance will be penalized heavily. Students missing more than 3 classes will receive a class participation grade of less than 50/100. To guarantee accurate and fair participation scores, students must have their name card visible at all times. If students use a pseudonym, they must indicate in parentheses their formal name as it appears on Canvas.

Students will be invited to provide their own evidenced assessment of their class participation at the mid-point and at the end of the term. Where the instructor's and the student's assessments diverge substantially, the student might be invited to discuss the discrepancy in confidence with the instructor.

14. Integrated Courses:

Not applicable

15. Cross-listed Courses:

Not applicable

16. Enrolment Notes:

Prerequisites: 15 credits of 5000 level Foundational Core Courses

Prerequisite or Corequisite:

ORGS 5200 3.00 Leading People and Organizations

SUST 5200 3.00 Business & Sustainability

FINE 5200 3.00 Managerial Finance

17. Faculty Resources:

Professors Yuval Deutsch, Annap Madhok, Majid Majzoubi, Theo Peridis, Willow Sheremata, and Justin Tan are exceedingly qualified to teach the course as per their academic training and prior teaching experience.

There is no net impact on faculty resources as the course is replacing another core course and is to be offered with the same frequency.

18. Physical Resources:

There is no net impact on physical resources as the course is replacing another core course and is to be offered with the same frequency.

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:

Theo Peridis

Alternative instructors:

Yuval Deutsch, Annop Madhok, Majid Majzoubi, Willow Sheremata, Justin Tan

Course coordinator:

Theo Peridis

21. Specializations

Primary area or specialization:

Not applicable

Secondary areas or specializations:

Not applicable

22. Student Contact and Enrolment

Contact hours:

36 contact hours across 12 weeks

Maximum enrolment:

55

Expected enrolment:

Because this is a required course, enrollment will be based on enrollment into the MBA program

Evidence for enrolment expectations:

This is a required course for the MBA program

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

Throughout the course, during class discussions, which dominate the in-class sessions, students are invited to debate the challenges facing managers and the decisions they make. By its nature the subject of the course of strategic management is about complex decisions that call for trade-offs and are laced with contradictions. In all those situations the instructors point to the value judgments and ethical aspects of the decision-making process. Moreover, they highlight that frequently managers bring inherent biases to the “western” perspectives of financial rewards and the supremacy of the shareholders above all other stakeholders. The instructors engage students into those discussions to help them ascertain the observed and unobserved biases, as well as their own biases and cultural predispositions.

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:

N/A

Originator:

Preet Aulakh

Signature

Date: March 22, 2025

Name: Preet Aulakh

Area: Strategic Management/Policy

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.

Yuval Deutsch	Strategic Management/Policy
Majid Majzoubi	Strategic Management/Policy
Theo Peridis	Strategic Management/Policy
Linda Thorne	Accounting
Atipol Supapol	Economic
Marshal David Rice	Marketing
Adam Diamant	OMIS

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.

Preet Aulakh

May 1, 2025

Signature

Date

Preet Aulakh

Strategic Management/Policy

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Mike Valente

May 1, 2025

Signature

Date

Mike Valente

Master of Business Administration

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.

Kevin Tasa

May 1, 2025

Signature

Date

Name of Committee Chair

Kevin Tasa

Masters Programs Committee

SUBJECT: Library Statement for SGMT5200: Strategy
FROM: Angie Liann, Teaching & Learning Librarian / Business Liaison Librarian
DATE: April 16, 2025

SGMT 5200: Strategy

York University Libraries (YUL) will be able to support the proposed course, SGMT 5200: Strategy. This course provides a comprehensive understanding of strategic management theories, frameworks, and applications. 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.

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, use the online chat service, or book a Zoom consultation with a [business librarian](#).

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 MBA

2. Responsible Unit:

Economics

3. Subject Code (Rubric) and Course Number:

MGMT 6610

4. Credit Value:

3.00

5. Long Course Title:

Dynamics of Global Business

6. Short Course Title:

Dynamics of Global Business

7. Effective Term/Calendar Year:

Fall 2025

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

An understanding of international business is essential for students in today's interdependent world. This course will provide students with the knowledge, skills, and ability to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business. The course will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business ventures.

Prerequisite/Co-requisite: ECON 5100 3.00

10. Expanded Course Description:

An understanding of international business is essential for students in today's interdependent world. This course will provide students with the knowledge, skills, and ability to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business. The course will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business ventures.

Prerequisite/Co-requisite: ECON 5100 3.00

11. Course Learning Outcomes:

Upon completion of this course, students will be able to complete the following key tasks:

- Understand some of the complexities of doing business in a dynamic and fast-changing international environment.
- Understand potential impact of various international disruptors and the influence of geopolitical factors on global industries and firms.
- Develop the ability to assess the attractiveness of foreign markets and identify key drivers of success in doing business internationally.
- Develop action-oriented foreign market entry plans that align with local market conditions and firm specific advantages so as to maximize opportunities that arise.
- Understand and appreciate cultural and social differences that influence the success of business operations globally.

12. Rationale:

This course represents the foundational course for the new Global Business specialization approved at the May 1st, 2025 Master's Program Committee. The approval of the specialization was contingent on the concurrent approval in the June 2025 Faculty Council of a new elective that would represent the required course for the Global Business specialization. This course represents this required component. More generally, however, there is no Global Business course offered at Schulich. With the closure of the IMBA program, it is necessary to provide a pathway for MBA students to pursue global business studies in the program. A logical response is to offer Global Business as one of the many specializations offered at Schulich. This new course is fundamental to this offering.

13. Evaluation:

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation	ongoing	20	20	Individual
Country Presentation	1	20	20	Group*



Assignment/Task	Quantity	% Weight	Total %	Author
Quizzes	2	20	40	Individual
Current Topic Presentation	1	20	20	Group*
			100%	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is open to MBA students and is a requirement for the Global Business Specialization.

17. Faculty Resources:

Faculty Members: Atipol Bhanich Supapol; Preet Aulakh

Expected frequency: Course is expected to be offered annually.

Faculty resource impact: This course is not expected to impact faculty resources given that the reduction in MBA enrollment generally has resulted in some excess faculty capacity to teach the course.

18. Physical Resources:

The course requires standard classroom infrastructure, and standard virtual class tools (if remote). As such it does not require any additional resources.

19. Bibliography and Library Statement:

The Bronfman Library Statement accompanies this new course proposal

Required textbook:

Hill, Charles (2025). International Business: Competing in the Global Marketplace (15th Ed.) McGraw Hill.

Readings include:

- Slowbalisation (The Economist, January 26, 2019: 23-26)
<https://www.economist.com/weeklyedition/2019-01-26>

- Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable (Harvard Business Review, February 1, 2017)
- Globalization Today (Finance & Development Magazine, International Monetary Fund, June 2024.
(<https://www.imf.org/en/Publications/fandd/issues/2024/06/B2B-Globalization-Today-Adam-Jakubik-and-Elizabeth-Van-Heuvelen>)
- Why Trump can't build iPhones in the US (Financial Times, Apr 28, 2025).
<https://ig.ft.com/us-iphone/>
- International Trade: Commerce among Nations (Finance & Development Magazine, International Monetary Fund, June 2024,
<https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Trade>
- Must Countries Choose Between the West and China? (Financial Times, Sept 19, 2024)
- Jackson J C. A Model for Expanding Your Business into Foreign Markets. (Harvard Business Review, May 17, 2024) <https://hbr.org/2024/05/a-model-for-expanding-your-business-into-foreign-markets>
- DiPalma B. Walmart bets on its international business to drive growth as it expands in China, Mexico. (yahoo/finance, Sep 23, 2024).
<https://finance.yahoo.com/news/walmart-bets-on-its-international-business-to-drive-growth-as-it-expands-in-china-mexico-124519997.html>
- Faithful M. IKEA Expands In Asia As Its Revs Up Meeting Place Growth (Forbes Sep 12, 2024). <https://www.forbes.com/sites/markfaithfull/2024/09/12/ikea-expands-in-asia-as-its-revs-up-meeting-place-growth/>
- RCEP: How will this agreement shape the future of multilateralism. (World Economic Forum, Mar 25, 2025).
<https://www.weforum.org/stories/2025/03/rcep-how-will-this-trade-agreement-shape-multilateralism/>
- Verheul S & Camilleri. Canada and the EU: The Imperatives of CETA Ratification. (Canadian Politics and Public Policy, Dec 6, 2024).
<https://www.policymagazine.ca/canada-and-the-eu-the-imperatives-of-ceta-ratification/>
- Fixed or Flexible?
- Getting the Exchange Rate Right in the 1990s (Finance & Development Magazine, International Monetary Fund, <https://www.imf.org/external/pubs/ft/issues13/>)
- Real Exchange Rates: What Money Can Buy (Finance & Development Magazine, International Monetary Fund,
<https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Real-Exchange-Rates>)
- The Asian Crisis: Causes and Cures (Finance & Development, IMF June 1998: 35(2)
- <https://www.imf.org/external/pubs/ft/fandd/1998/06/imfstaff.htm>
- A decade after the global financial crisis: What has (and hasn't) changed? McKinsey and Company Aug 29, 2018. <https://www.mckinsey.com/industries/financial-services/our-insights/a-decade-after-the-global-financial-crisis-what-has-and-hasnt-changed>

New Course Proposal Template

(Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Atipol Bhanich Supapol

Alternative instructors:

Preet Aulakh

Course coordinator:

Atipol Bhanich Supapol

21. Specializations

Primary area or specialization:

Global Business Specialization

Secondary areas or specializations:

Not at this time.

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

45

Expected enrolment:

25-30

Evidence for enrolment expectations:

The Schulich School of Business is recognized as a global business school. Recently, however, Schulich closed its International MBA. This has left Schulich MBA students without a pathway through which to pursue global studies. Even though international business has grown to be evident in many core courses, students do not currently have an opportunity to learn foundational content associated with global business. Those students who expect to be in jobs that interface with this foundational content will benefit immensely from this course. In addition to the above, we expect strong

enrollment because this course is required for the Global Business specialization. In the future, we also envision that this course will be used to fulfill other MBA specializations, which would also facilitate enrollment.

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

This course integrates equity, diversity, inclusion, decolonization, and Indigenization (EDIDI) by critically examining the historical and structural factors shaping global economic disparities. It explores how colonial histories, trade policies, labor markets, and technological change have influenced global inequality, emphasizing the role of capitalism and industrialization in shaping economic opportunities. The course includes diverse perspectives in its readings, cases, and discussions, incorporating materials that address economic marginalization, environmental justice, and the impact of globalization on emerging economies. By analyzing global business through both mainstream and critical lenses, students are encouraged to think beyond traditional models and consider alternative approaches to inclusive and sustainable economic growth.

The course delivery fosters an inclusive learning environment where diverse perspectives are valued and respected. Class discussions, in-class cases, and group presentations ensure that all students have an opportunity to engage with global business issues from multiple viewpoints, including those of historically marginalized communities. Students will develop a deeper understanding of the systemic barriers within economic systems and the importance of policies that support fair and sustainable development and trade.

24. Human Participants Research

N/A

25. Conditions for Approval

a) The Area is deleting courses with at least the same total number of credits.

N/A

b) Provide a convincing case for the proposed course.

Please see section on Evidence of Enrollment Expectations

Originator:

Signature

May 6, 2025

Date

Irene Henriques
Name

Economics - SSB
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.

Perry Sadorsky *Economics Area*

Preet Aulakh *Strategy Area*

Linda Thorne *Accounting*

Pauline Shum Nolan *Finance*

Alex Coutts *Economics*

Geoff Kistruck *Sustainability*

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.

Signature

May 6, 2025
Date

Irene Henriques

Economics

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Signature

Date

Mike Valente
Name of Program Director

May 10th, 2025
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.

Kevin Tasa
Signature

May 16, 2025
Date

Kevin Tasa
Name of Committee Chair

Master Programs Committee
Committee

Course Outline

Fall 2025

Instructor

Dr. Atipol Bhanich Supapol
N205L, Seymour Schulich Building

asupapol@schulich.yorku.ca

Assistant

Domenica Lam
N205B, Seymour Schulich
Building

(416) 736-5068

diam@schulich.yorku.ca

Professor Atipol Bhanich Supapol has been teaching at the Schulich School of Business since 1989. He was previously country chief and head of corporate finance for NatWest Securities Asia (Thailand), a subsidiary of NatWest Bank, UK., and director and VP of PricewaterhouseCoopers Securities (PwC Securities) in New York, responsible for corporate debt restructuring and cross-border M&A.

Brief Description

An understanding of international business is essential for students in today's interdependent world. This course will provide students with the knowledge, skills, and ability to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business. The course will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business ventures.

Prerequisite/Co-requisite: ECON 5100 3.00

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Course Learning Outcomes

Upon completion of this course, students will be able to complete the following key tasks:

- Understand some of the complexities of doing business in a dynamic and fast-changing international environment.
- Understand the potential impact of various international disruptors and the influence of geopolitical factors on global industries and firms.
- Develop the ability to assess the attractiveness of foreign markets and identify key drivers of success in doing business internationally.
- Develop action-oriented foreign market entry plans that align with local market conditions and firm specific advantages so as to maximize opportunities that arise.
- Understand and appreciate cultural and social differences that influence the success of business operations globally.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Class Participation	ongoing	20	20	Individual
Country Presentation	1	20	20	Group*
Quizzes	2	20	40	Individual
Current Topic Presentation	1	20	20	Group*
			100%	

*Six (6) groups of 4 members each are to be formed, and a designated group liaison person is to be determined in Class 1. See Group Project Descriptions and Evaluation below for more information.

Group Project Descriptions and Evaluation

Country Analysis and Market Assessment: Group Presentation

There will be two (2) country/region specific group presentations (weeks 6, and 8). Each presentation will be roughly 5 minutes and followed by a 3-minute Q&A session. All group members are expected to participate in the presentations.

Each group is expected to provide a one-page summary of the presentation (to be posted on Canvas one day before class). Each presentation accounts for 10 percent of the final grade (2% for the summary page and 8% for the presentation and Q&A).

Current Topic Group Project and Presentation.

There is a final group project on a selected global business topic (a list of current and topical issues will be provided at the beginning of the course). Each group will select (or be assigned) a topic from the list and will submit on Canvas a two-page statement as to key issues, and opportunities and challenges for business two weeks after having received the topic. This write-up will also include an evidence-based research plan.

The group final presentation will be 20 minutes and followed by a 10-minute Q&A session. Class members are expected to participate actively in the Q&A. Each group will submit a 20-page Power-Pont Presentation slide deck (not including title, bibliography/resources, and appendices), one week before presentation on Canvas, and a hard copy to the instructor.

Each group will take on the role of a ***consultant*** advising a specific company on international business opportunities and challenges, and on possible strategies regarding new market entry and/or meeting the challenges arising from international game-changers and dynamic changes in the global industries involved. The nature of the role will be topic specific (to be discussed with the instructor). The aim of the project is to apply the international business tool kit developed throughout the course to real-life and relevant current issues. The two-page issue summary and research plan accounts for 5% of the final course grade and the project slide deck, presentation, and Q&A account for the remaining 15%. The total grade for the group final project is therefore 20% of the course final grade.

Course Material

The required textbook for this course is **Hill, Charles (2025). International Business: Competing in the Global Marketplace (15th Ed.) McGraw Hill.**

CONNECT is an online learning platform that complements your textbook and is integrated with the course Canvas site. Among other things, CONNECT will be used for Chapter Quiz assignments and provides students a variety of learning resources, including optional practice questions.

Lecture Slides will be posted on the "Modules" page as the course progresses.

Unless you purchase access to the above materials, you will not be able to complete the course deliverables.

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca>, click on the "Reserves" tab and type in "<Course Code>" to access these readings.

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

Student Preparation for Class and Class Participation: Expectations

Preparation.

It is expected that students have read the corresponding readings before each class. When the class involves Discussion Topics/Case Analyses these should be completed the day before the class, and students should arrive to class ready to contribute.

Class Participation (contribution).

Participation in this course will be assessed through active engagement in class discussions, case analyses, and small group activities. Students are expected to attend each class fully prepared, having completed the assigned readings, and to contribute thoughtfully and constructively to the learning environment. Participation will be evaluated weekly, with grades assigned based on both attendance and the quality of in-class contributions. The aim is to encourage consistent involvement and to foster a collaborative classroom atmosphere that deepens your understanding of global business. The following rubric details how student participation will be graded each week. The total point score over the course of the semester will be converted to a grade out of 20.

Grade	Contribution
2	Contributes by analyzing/applying course material, and with thoughtful answers to (assigned) class questions.
1	Contributes to in-class discussion, but at a basic level – e.g. provides topical information, factual information from the reading/case, summarizes facts and asks basic questions for clarification.
0	Does not attend class (excusable absences exempted)

Heard-on-the News - To make the course more interactive and relevant, articles from popular press / newspapers will be handed out periodically as a basis for in-class discussion. This will give students an opportunity to reflect and develop a point of view on various current global business issues.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. Each week will include a short case vignette, article, or real-world application to complement theoretical material. These will be used to guide in-class discussion and small group activities.

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

Class 1 **Introduction and Overview:**

Visit - Visualize flows of trade around the world

McKinsey: <https://www.mckinsey.com/mgi/our-research/global-trade-explorer?sector=0ag>

Read:

Assigned Textbook:

- Chapter 1 – Globalization

Required readings:

- Slowbalisation (The Economist, January 26, 2019: 23-26)
<https://www.economist.com/weeklyedition/2019-01-26>
- Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable (Harvard Business Review, February 1, 2017)
- Globalization Today (Finance & Development Magazine, International Monetary Fund, June 2024.
<https://www.imf.org/en/Publications/fandd/issues/2024/06/B2B-Globalization-Today-Adam-Jakubik-and-Elizabeth-Van-Heuvelen>)
- Why Trump can't build iPhones in the US (Financial Times, Apr 28, 2025).
<https://ig.ft.com/us-iphone/>

Mini Case reading:

- How the iPhone Is Made: Apple's Global Production System

Class 2 **International Trade Theory**

Read:

Assigned Textbook:

- Chapter 6 – International Trade Theory

Required readings:

- International Trade: Commerce among Nations (Finance & Development Magazine, International Monetary Fund, June 2024,
<https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Trade>

Mini case reading:

- Must Countries Choose Between the West and China? (Financial Times, Sept 19, 2024)
- A Tale of Two Nations: Ghana and South Korea

Class 3 The Political Economy of International Trade & Foreign Direct Investment

Read:

Assigned Textbook:

- Chapters 7 & 8

Mini case reading:

- American Steel Tariffs

Class 4 Culture and Political Economy

Read:

Assigned Textbook:

- Chapters 2 and 4

Mini case reading:

- Culture and Business in Saudi Arabia
- Guest Speaker - Subject matter expert (Doing business in the Middle East and Asia)

**Class 5 Quiz #1
Firm Strategy in International Business**

Read:

Assigned Textbook:

- Chapter 13 – The Strategy of International Business

Required readings:

- Jackson J C. A Model for Expanding Your Business into Foreign Markets. (Harvard Business Review, May 17, 2024) <https://hbr.org/2024/05/a-model-for-expanding-your-business-into-foreign-markets>
- DiPalma B. Walmart bets on its international business to drive growth as it expands in China, Mexico. (yahoo/finance, Sep 23, 2024). <https://finance.yahoo.com/news/walmart-bets-on-its-international-business-to-drive-growth-as-it-expands-in-china-mexico-124519997.html>

Mini case reading:

- Walmart International Entry

Class 6 Country/Regional Assessment Presentation

The Organization of MNEs

Read:

Assigned Textbook:

- Chapter 14 – The Organization of International Business

Mini case reading:

- Red Bull
-

Class 7 Analyzing International Opportunities

Read:

Assigned Textbook:

- Chapters 15 – Entering Developed and Emerging Markets

Required readings:

- Faithful M. IKEA Expands In Asia As Its Revs Up Meeting Place Growth (Forbes Sep 12, 2024).
<https://www.forbes.com/sites/markfaithfull/2024/09/12/ikea-expands-in-asia-as-its-revs-up-meeting-place-growth/>

Mini case reading:

- IKEA Entering India, finally!
-

Class 8 Country/Regional Assessment Presentation

Economic Integration

Read:

Assigned Textbook:

- Chapter 9 – Regional Economic Integration

Required readings:

- RCEP: How will this agreement shape the future of multilateralism. (World Economic Forum, Mar 25, 2025).
<https://www.weforum.org/stories/2025/03/rcep-how-will-this-trade-agreement-shape-multilateralism/>

Optional reading:

- Verheul S & Camilleri. Canada and the EU: The Imperatives of CETA Ratification. (Canadian Politics and Public Policy, Dec 6, 2024).

<https://www.policymagazine.ca/canada-and-the-eu-the-imperatives-of-ceta-ratification/>

Class 9 Ethics, corporate responsibility and sustainability in IB

Read:

Assigned Textbook:

- Chapters 5 – Ethics, Corporate Responsibility and Sustainability
 - Guest speaker – Subject matter expert
-

**Class 10 Quiz 2
Global Capital and Foreign Exchange Markets**

Read:

Assigned Textbook:

- Chapter 10 – Foreign Exchange Market

Required readings:

- Fixed or Flexible?
Getting the Exchange Rate Right in the 1990s (Finance & Development Magazine, International Monetary Fund,
<https://www.imf.org/external/pubs/ft/issues13/>)
- Real Exchange Rates: What Money Can Buy (Finance & Development Magazine, International Monetary Fund,
<https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Real-Exchange-Rates>)

Mini case reading:

- TBA
-

Class 11 Global Crisis Management

Read:

Assigned Textbook:

- Chapter 11 – The International Monetary System

Required readings:

-
- The Asian Crisis: Causes and Cures (Finance & Development, IMF June 1998: 35(2))
<https://www.imf.org/external/pubs/ft/fandd/1998/06/imfstaff.htm>
 - A decade after the global financial crisis: What has (and hasn't) changed? McKinsey and Company Aug 29, 2018.
<https://www.mckinsey.com/industries/financial-services/our-insights/a-decade-after-the-global-financial-crisis-what-has-and-hasnt-changed>

Mini case reading:

TBA

Class 12 Assignments:

- Final Group presentations
-

Written Assignments/Projects and Exam[s]: Descriptions

Due Quizzes

Weeks 5 and 10 Two short quizzes based on course material. Quiz 1 – material from classes 1 to 4.
 Quiz 2 – material from classes 5 to 9.

Value: 20% each = 40%

Due Country Presentation

Weeks 6 and 8 There will be two (2) country/region specific group presentations (weeks 6, and 8).
 Each presentation will be roughly 5 minutes and followed by a 3-minute Q&A session. All group members are expected to participate in the presentations.

Each group is expected to provide a one-page summary of the presentation (to be posted on Canvas one day before class). Each presentation accounts for 10 percent of the final grade (2% for the summary page and 8% for the presentation and Q&A).

Value: 20%

Due Current Topic Presentation

Week 12 Each group will take on the role of a consultant advising a specific company on international business opportunities and challenges, and on possible strategies regarding new market entry and/or meeting the challenges arising from international game-changers and dynamic changes in the global industries involved. The nature of the role will be topic specific (to be discussed with the instructor). The aim of the project is to apply the international business tool kit developed throughout the course to real-life and relevant current issues. The two-page issue summary and research plan accounts for 5% of the final course grade and the project slide deck,

Due Quizzes

Weeks 5 and 10 Two short quizzes based on course material. Quiz 1 – material from classes 1 to 4. Quiz 2 – material from classes 5 to 9.

Value: 20% each = 40%

presentation, and Q&A account for the remaining 15%. The total grade for the group final project is therefore 40% of the course final grade.

Value: 20%

Due Class participation/contribution

Ongoing Evaluation components of class participation/contribution are:

- o Case discussions
- o In-Class Contributions
- o Attendance

Value: 20%

Generative AI Use

GENERATIVE AI

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus.

Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: to calculate your final course letter grade I will sum up the product of the percentage mark assigned for each deliverable (class participation/assignments/ group project/final exam). The resultant final percentage will be converted to letter grade according to the following scale:

Grade	Grade Point/ Index Value	Percentage Points	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent

A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing
C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-49	Failing

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

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

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

For more details on the index, grading policy, and grade point average (GPA) requirements, 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 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.

visit:

<http://www.registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

Quick Reference: Summary of Classes, Activities and Deliverables (for Fall 2025)

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. Sep 10, 2025 Introduction and Overview:	Mini Case: How the iPhone Is Made: Apple's Global Production System <ul style="list-style-type: none"> Group Formation Topic Assignment 	Text: Chapter 1 <ul style="list-style-type: none"> Slowbalisation (The Economist, January 26, 2019: 23-26) https://www.economist.com/weeklyedition/2019-01-26 Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable (Harvard Business Review, February 1, 2017) Globalization Today (Finance & Development Magazine, International Monetary Fund, June 2024. https://www.imf.org/en/Publications/fandd/issues/2024/06/B2B-Globalization-Today-Adam-Jakubik-and-Elizabeth-Van-Heuvelen) Why Trump can't build iPhones in the US (Financial Times, Apr 28, 2025). https://ig.ft.com/us-iphone/ 	
2. Sep. 17, 2025 International Trade Theory	Mini Case: A Tale of Two Nations: Ghana and South Korea	Text: Chapter 6 <ul style="list-style-type: none"> International Trade: Commerce among Nations (Finance & Development Magazine, International Monetary Fund, June 2024, https://www.imf.org/en/Publications/fandd/issues/Series/Baek-to-Basics/Trade) 	
3. Sep 24, 2025 The Political Economy of International Trade & Foreign Direct Investment	Mini Case: American Steel Tariffs	Text: Chapters 7 & 8	Brief topic write-up (2 pages)

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
4. Oct. 1, 2025 Culture and Political Economy	Mini Case: Culture and Business in Saudi Arabia	Text: Chapters 2 & 4	
5. Oct. 8, 2025 Firm Strategy in International Business	Quiz #1 Mini Case: Walmart International Entry	Text: Chapter 13 <ul style="list-style-type: none"> ○ Jackson J C. A Model for Expanding Your Business into Foreign Markets. (Harvard Business Review, May 17, 2024) https://hbr.org/2024/05/a-model-for-expanding-your-business-into-foreign-markets ○ DiPalma B. Walmart bets on its international business to drive growth as it expands in China, Mexico. (yahoo/finance, Sep 23, 2024). https://finance.yahoo.com/news/walmart-bets-on-its-international-business-to-drive-growth-as-it-expands-in-china-mexico-124519997.html 	
6. Oct. 15, 2025 The Organization of MNEs	Country Presentation Mini Case: Red Bull	Text: Chapter 14	A one-page summary of the presentation (to be posted on Canvas one day before class).
	<i>NO CLASS (Reading Week)</i>		
7. Oct. 29, 2025 Analyzing International Opportunities	Mini Case: IKEA Entering India, finally	Text: Chapter 15 <ul style="list-style-type: none"> ○ Faithful M. IKEA Expands In Asia As Its Revs Up Meeting Place Growth (Forbes Sep 12, 2024). https://www.forbes.com/sites/markfaithfull/2024/09/12/ikea-expands-in-asia-as-its-revs-up-meeting-place-growth/ 	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
8. Nov. 5, 2025 Economic Integration	Country Presentation	Text: Chapter 9 <ul style="list-style-type: none"> ○ RCEP: How will this agreement shape the future of multilateralism. (World Economic Forum, Mar 25, 2025). https://www.weforum.org/stories/2025/03/rcep-how-will-this-trade-agreement-shape-multilateralism/ 	A one-page summary of the presentation (to be posted on Canvas one day before class).
9. Nov. 12, 2025 Ethics, corporate responsibility and sustainability in IB		Text: Chapter 5	
10. Nov. 19, 2025 Global Capital and Foreign Exchange Markets	Quiz #2	Text: Chapter 10 <ul style="list-style-type: none"> ○ Fixed or Flexible? Getting the Exchange Rate Right in the 1990s (Finance & Development Magazine, International Monetary Fund, https://www.imf.org/external/pubs/ft/issues13/) ○ Real Exchange Rates: What Money Can Buy (Finance & Development Magazine, International Monetary Fund, https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Real-Exchange-Rates) 	
11. Nov. 26, 2025 Global Crisis Management		Text: Chapter 11 <ul style="list-style-type: none"> ○ The Asian Crisis: Causes and Cures (Finance & Development, IMF June 1998: 35(2) https://www.imf.org/external/pubs/ft/fandd/1998/06/imfstaf.htm ○ A decade after the global financial crisis: What has (and hasn't) changed? McKinsey and Company (Aug 29, 	Final Project PowerPoint Slide Deck - 20 slides maximum (not including title, bibliography/resources, appendices)

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		2018). https://www.mckinsey.com/industries/financial-services/our-insights/a-decade-after-the-global-financial-crisis-what-has-and-hasnt-changed	
12. Dec. 3, 2025 Presentations	Final Group Presentation		Final Group Presentation <ul style="list-style-type: none"> • 20 minutes long • Followed by a 10-minute Q&A • All class members are expected to engage during Q&A

SUBJECT: Library Statement for MGMT 6610: Dynamics of Global Business
FROM: Angie Liann, Teaching & Learning Librarian / Business Liaison Librarian
DATE: May 13, 2025

MGMT 6610: Dynamics of Global Business

York University Libraries (YUL) will be able to support the proposed course, MGMT 6610: Dynamics of Global Business. The purpose of this course is to provide students with the knowledge, skills, and ability to understand the global economic, political, cultural and social environment within which firms operate. 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, use the online chat service, or book a Zoom consultation with a [business librarian](#).

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

Leading Equity, Diversity and Inclusive (EDI)

3. Responsible Unit:

ORGS

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

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
	changes to list of elective courses
X	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

Unfortunately, student interest in this specialization has not materialized. Given the significant decline in elective enrollment, we anticipate that demand for this specialization is unlikely to develop in the near future.

7. 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.

NA

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Leading Equity, Diversity and Inclusion (EDI)</p> <p>Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> • 6.00 credits of required courses • 6.00 credits of elective courses <p>Required Courses:</p> <ul style="list-style-type: none"> • ORGS 6600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS • ORGS 6610 3.00 EDI FOR STRATEGIC INNOVATION <p>Elective Courses:</p> <ul style="list-style-type: none"> • ORGS 6350 3.00 MANAGING CHANGE • ORGS 6400 3.00 POWER AND POLITICS IN ORGANIZATIONS • ORGS 6650 3.00 THE ART AND SCIENCE OF LEADERSHIP 	<p>Title: Leading Equity, Diversity and Inclusion (EDI)</p> <p>Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> • 6.00 credits of required courses • 6.00 credits of elective courses <p>Required Courses:</p> <ul style="list-style-type: none"> • ORGS 6600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS • ORGS 6610 3.00 EDI FOR STRATEGIC INNOVATION <p>Elective Courses:</p> <ul style="list-style-type: none"> • ORGS 6350 3.00 MANAGING CHANGE • ORGS 6400 3.00 POWER AND POLITICS IN ORGANIZATIONS • ORGS 6650 3.00 THE ART AND SCIENCE OF LEADERSHIP •

9. Consultation:

Consultation took place within the Organization Studies area and with the Program Director

Originator:

RShao

Signature

Feb. 12, 2025

Date

Ruodan Shao

ORGS

Name

Area or Specialization

Approvals:

Area or Specialization

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

RShao

Signature

Feb. 27, 2025

Date

Ruodan Shao

Name

ORGS

Area or Specialization

Degree Program:

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

Michael Valente

Signature

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

3. Responsible Unit:

MKTG

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

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
	changes to list of elective courses
X	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

Data on specialization enrollment has shown a strong correlation across the following three specializations: Brand Management, Marketing Communications and General Marketing. This is because electives used to fulfill the specializations overlapped by more than 80%. As a result, students could take 4-5 electives and gain three specializations. Because of this, and because of the significant reduction in MBA student enrollment in electives expected in coming years, we've decided to streamline the marketing specializations into one. We thus aim to retire Brand Management.

7. 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.

NA

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Brand Management</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of the required course 9.00 credits of Elective courses</p> <p>Required Courses</p> <p>MKTG 6550 3.00 BRAND MANAGEMENT</p> <p>Electives (Brand Management):</p> <p>MKTG 6050 3.00 MARKETING RESEARCH MKTG 6150 3.00 CONSUMER BEHAVIOUR MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT MKTG 6300 3.00 SERVICE MARKETING MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING MKTG 6440 3.00 NEW PRODUCTS MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN</p>	<p>Title: Brand Management</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>— 3.00 credits of the required course — 9.00 credits of Elective courses</p> <p>Required Courses</p> <p>— MKTG 6550 3.00 BRAND MANAGEMENT</p> <p>Electives (Brand Management):</p> <p>MKTG 6050 3.00 MARKETING RESEARCH MKTG 6150 3.00 CONSUMER BEHAVIOUR MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT MKTG 6300 3.00 SERVICE MARKETING MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING MKTG 6440 3.00 NEW PRODUCTS MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN</p>

9. Consultation:

Consultation took place within the Marketing Area and the MBA Program Director

Originator:

Signature

Date

Ela Veresiu
Name

MKTG
Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Ela Veresiu
Name

MKTG
Area or Specialization

Degree Program:

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

Michael Valente
Signature

Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa
Signature

May 1, 2025
Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

3. Responsible Unit:

MKTG

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

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
	changes to list of elective courses
X	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

Data on specialization enrollment has shown a strong correlation across the following three specializations: Brand Management, Marketing Communications and General Marketing. This is because electives used to fulfill the specializations overlapped by more than 80%. As a result, students could take 4-5 electives and gain three specializations. Because of this, and because of the significant reduction in MBA student enrollment in electives expected in coming years, we've decided to streamline the marketing specializations into one. We thus aim to retire Marketing Communications.

7. 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.

NA

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Marketing Communications</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of the required course 9.00 credits of Elective courses</p> <p>Required Course</p> <p>MKTG 6100 3.00 STRATEGIC MARKET COMMUNICATIONS</p> <p>Elective Courses</p> <p>MKTG 6050 3.00 MARKETING RESEARCH MKTG 6150 3.00 CONSUMER BEHAVIOUR MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING MKTG 6560 3.00 DIGITAL MARKETING STRATEGY MKTG 6570 3.00 STRATEGIC PROFESSIONAL SELLING MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN</p>	<p>Title: Marketing Communications</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of the required course 9.00 credits of Elective courses</p> <p>Required Course</p> <p>MKTG 6100 3.00 STRATEGIC MARKET COMMUNICATIONS</p> <p>Elective Courses</p> <p>MKTG 6050 3.00 MARKETING RESEARCH MKTG 6150 3.00 CONSUMER BEHAVIOUR MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING MKTG 6560 3.00 DIGITAL MARKETING STRATEGY MKTG 6570 3.00 STRATEGIC PROFESSIONAL SELLING MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN</p>

9. Consultation:

Consultation took place within the Marketing Area and the MBA Program Director

Originator:

Signature

Date

Ela Veresiu
Name

MKTG
Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Ela Veresiu
Name

MKTG
Area or Specialization

Degree Program:

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

Michael Valente
Signature

Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa
Signature

May 1, 2025
Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Business Consulting

3. Responsible Unit:

MBA Program

4. 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

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

Fall 2025

6. Rationale for Change:

Student completion of the Business Consulting specialization has been below 5 students for the last several years. To fulfill the current specialization, students need to work 100 hours for the York Consulting Group (YCG) over an 8-month period, the completion of which affords them 3.00 credits of the MGMT 6960 Management consulting course. Accompanying this specialization change proposal is a course change proposal for MGMT 6960 that will make the course more appealing. It will remain a required course for the specialization.

We also aim to make this specialization more consistent with existing specialization structures. Currently, students would only need to fulfill 3.00 credits to achieve this

specialization. We aim to add 9.00 credits of electives combined with the above required MGMT 6960 course.

Finally, the current structure of the specialization was not amenable to accelerated students given the current eight-month commitment. Limiting the required course and thus the commitment to consulting at YCG to 4 months allows accelerated students to fulfill this specialization.

7. 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 objective of the proposed change is to make the Business Consulting specialization consistent with how other specializations are provided to students. That is, 12 credits of coursework. We also want to include a number of essential electives that are important for the MBA program and fit nicely with the Business Specialization objectives.

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Business Consulting</p> <p>Minimum 2 years of full-time work experience.</p> <p>Students need to spend a minimum of two terms in YCG and complete a minimum of 100 hours in consulting activities.</p> <p>As part of their participation in the York Consulting Group, students enrol in a unique experiential course, MGMT 6960 3.00, Management Consulting. The course runs over 26 weeks and consists of workshops, case studies, and actual consulting assignments. Under the supervision of faculty, students learn to engage clients, develop consulting proposals, undertake consulting work, complete appropriate business research and compose consulting reports. Students are assessed on their performance in these assignments, as well as initiatives they undertake to promote and improve the work of YCG. Students can only register for the course with the approval of the YCG directors.</p> <p>NOTE: YCG requires a minimum of two full terms commitment and recruitment drives happen twice a year around October and February. Accelerated full-time students wishing to participate in YCG will have to spend an additional term in order to complete the requirements for the program.</p> <p>Recommended Electives</p>	<p>Title: Business Consulting</p> <p>Students must complete 12.00 credits, consisting of the following:</p> <p>3.00 Credits of Required Course 9.00 Credits of Elective Courses</p> <p>Required Course</p> <p>MGMT 6960 3.00 Management Consulting</p> <p>Elective Courses</p> <p>MGMT 6350 3.00 Professional Development for Managers ORGS 6500 3.00 Interpersonal Managerial Skills MKTG 6570 3.00 Strategic Professional Selling MGMT 6300 3.00 Case Analysis and Presentation Skills SGMT 6250 3.00 Strategy Execution SGMT 6970 3.00 Restructuring and Turnaround Management OMIS 6750 3.00 Project Management</p>

~~MGMT 6300 3.00 CASE ANALYSIS AND
PRESENTATION SKILLS
OMIS 6750 3.00 PROJECT MANAGEMENT
MGMT 6960 3.00 MANAGEMENT
CONSULTING~~

9. Consultation:

Consultation took place within the Course Director and the MBA Program Director

Originator:

Signature

Date

Mike Valente
Name

MBA Program
Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Mike Valente
Name

MBA Program
Area or Specialization

Degree Program:

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

Michael Valente

Signature

Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Organization Studies

3. Responsible Unit:

ORGS

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

X	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

We would like to update our specialization name to better reflect its focus and unique value.

The declining enrollment in the MBA program has put downward pressure on elective enrollment, resulting in some electives within this specialization not being offered. To address this, we are adjusting the list of electives that students can take to fulfill the specialization requirements.

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

The proposed changes enhance the academic objectives of the specialization by ensuring that the course offerings remain relevant, engaging, and accessible to students. By removing under-enrolled courses and incorporating more popular electives, we are aligning the specialization with student interests and industry demands. This adjustment not only improves course availability but also strengthens the overall learning experience by focusing on high-quality, in-demand content that better prepares students for their careers. The change in title of the specialization lines up with the similar change to the title of the MBA core course on this topic.

8. Proposed Specialization/Stream Information:

9. Consultation:

Consultation took place within the Organization Studies area and with the Program Director

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Organization Studies</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>12.00 credits of Elective Courses</p> <p>Elective Courses:</p> <ul style="list-style-type: none"> • GMMM 6400 3.00 ORGANIZATIONAL EXCELLENCE IN THE METALS AND MINERALS INDUSTRY • ORGS 6350 3.00 MANAGING CHANGE • ORGS 6400 3.00 POWER AND POLITICS IN ORGANIZATIONS • ORGS 6420 3.00 CRISIS MANAGEMENT • ORGS 6500 3.00 INTERPERSONAL MANAGERIAL SKILLS • ORGS 6560 3.00 NEGOTIATIONS • ORGS 6650 3.00 THE ART AND SCIENCE OF LEADERSHIP • ORGS 6720 3.00 MANAGING TEAM DYNAMICS • SGMT 6250 3.00 STRATEGY EXECUTION • SGMT 6490 3.00 INTERNATIONAL NEGOTIATIONS - ANALYSIS, STRATEGY AND PRACTICE 	<p>Title: Leading People and Organizations</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>12.00 credits of Elective Courses</p> <p>Elective Courses:</p> <ul style="list-style-type: none"> • GMMM 6400 3.00 ORGANIZATIONAL EXCELLENCE IN THE METALS AND MINERALS INDUSTRY • ORGS 6350 3.00 MANAGING CHANGE • ORGS 6400 3.00 POWER AND POLITICS IN ORGANIZATIONS • ORGS 6420 3.00 CRISIS MANAGEMENT • ORGS 6500 3.00 INTERPERSONAL MANAGERIAL SKILLS • ORGS 6560 3.00 NEGOTIATIONS • ORGS 6650 3.00 THE ART AND SCIENCE OF LEADERSHIP • ORGS 6720 3.00 MANAGING TEAM DYNAMICS • SGMT 6250 3.00 STRATEGY EXECUTION • SGMT 6490 3.00 INTERNATIONAL NEGOTIATIONS - ANALYSIS, STRATEGY AND PRACTICE • ORGS 6600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS • MGMT 6350 3.00 PROFESSIONAL DEVELOPMENT FOR MANAGERS

Originator:

V. Dec. 2023

<u>RShao</u>	<u>Feb. 12, 2025</u>
Signature	Date

<u>Ruodan Shao</u>	<u>ORGS</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>RShao</u>	<u>Feb. 27, 2025</u>
Signature	Date

<u>Ruodan Shao</u>	<u>ORGS</u>
Name	Area or Specialization

Degree Program:

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

<u>Michael Valente</u>	
Signature	Date

<u>Mike Valente</u>	<u>MBA Program</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>May 1, 2025</u>
Signature	Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

3. Responsible Unit:

MKTG

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

X	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

We would like to update our specialization name to better reflect its focus and unique value.

The marketing area would like to amend the list of electives that constitute its specialization so that only those electives that provide essential competencies students need to be professional marketers. This new list of electives covers what the marketing area believes are courses unique to Schulich as part of the schools' marketing education brand.

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

The proposed changes enhance the academic objectives of the specialization by ensuring that the course offerings remain relevant, engaging, and accessible to students.

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Marketing (General Stream)</p> <p>Requirements</p> <p>12.00 credits of Elective Courses (General Stream)</p> <p>Elective Courses (General Stream):</p> <ul style="list-style-type: none"> • MGMT 6800 3.00 INNOVATION THROUGH TECHNOLOGY AND DESIGN • MGMT 6810 3.00 CREATIVITY & INNOVATION: TECHNIQUES FOR A RAPIDLY CHANGING WORLD • MKTG 6050 3.00 MARKETING RESEARCH • MKTG 6100 3.00 STRATEGIC MARKET COMMUNICATIONS • MKTG 6150 3.00 CONSUMER BEHAVIOUR • MKTG 6155 3.00 CONSUMER INSIGHT- QUALITATIVE MARKETING RESEARCH • MKTG 6220 3.00 THE FUTURE OF MARKETING • MKTG 6226 3.00 SOCIAL MEDIA FOR MARKETING AND MANAGEMENT • MKTG 6300 3.00 SERVICE MARKETING • MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING • MKTG 6325 3.00 RETAIL MARKETING STRATEGIES • MKTG 6326 3.00 RETAIL ANALYTICS • MKTG 6360 3.00 MARKETING METRICS • MKTG 6400 3.00 INTERNATIONAL MARKETING • MKTG 6440 3.00 NEW PRODUCTS 	<p>Title: Strategic Marketing</p> <p>Students must complete 12.00 credits total from the following courses</p> <ul style="list-style-type: none"> • MKTG 6050 3.00 MARKETING RESEARCH • MKTG 6150 3.00 CONSUMER BEHAVIOUR • MKTG 6100 3.00 STRATEGIC MARKET COMMUNICATIONS • MKTG 6220 3.00 THE FUTURE OF MARKETING • MKTG 6300 3.00 SERVICE MARKETING • MKTG 6325 3.00 RETAIL MARKETING STRATEGIES • MKTG 6550 3.00 BRAND MANAGEMENT • MKTG 6800 3.00 CUSTOMER EXPERIENCE DESIGN • MKTG 6560 3.00 DIGITAL MARKETING STRATEGY • MKTG 6570 3.00 STRATEGIC PROFESSIONAL SELLING • MKTG 6370 3.00 MARKETING ANALYTICS

<ul style="list-style-type: none"> • MKTG 6480 3.00 NONPROFIT MARKETING & RESOURCE DEVELOPMENT • MKTG 6550 3.00 BRAND MANAGEMENT • MKTG 6570 3.00 STRATEGIC PROFESSIONAL SELLING • MKTG 6650 3.00 STRATEGIC MARKET PLANNING 	
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9. Consultation:

Consultation took place within the Organization Studies area and with the Program Director

Originator:

_____	March 10 th , 2025
Signature	Date
_____	_____
Ela Veresiu	MKTG
Name	Area or Specialization

Approvals:

Area or Specialization

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

_____	March 10 th , 2025
Signature	Date
_____	_____
Ela Veresiu	MKTG
Name	Area or Specialization

Degree Program:

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

Michael Valente

Signature

March 15th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Entrepreneurial Studies

3. Responsible Unit:

Entrepreneurial Studies

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

X	changes to specialization/stream name
	changes to list of required credits
X	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other

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

Fall 2025

6. Rationale for Change:

The current name is outdated, less attractive to prospective students, and inconsistent with the courses listed in the specialization. Entrepreneurship and Innovation better captures the mix of entrepreneurship and innovation courses that we offer at Schulich and that are in the specialization. In addition, we wish to move one of the Recommended electives to the Required electives list so that students can now choose among 3 electives for their required course. Finally, we have added two additional electives that naturally speak to the innovation content expected in the specialization.

- 7. 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 change in title better reflects what students are learning through this specialization. In addition, recognizing that the specialization already possessed a number of courses on innovation that were not necessarily applicable to start-up entrepreneurship, it makes sense to change the title to include Innovation.

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Entrepreneurial Studies</p> <p>Requirements</p> <p>Minimum 12.00 credits total of elective courses with minimum of 3.00 credits of Required Courses, minimum 3.00 credits from the list of ENTR Courses, and remaining credits, if applicable, from the list of other Electives.</p> <p>Required Courses</p> <p>Minimum 3.00 credits from Required Courses:</p> <p>ENTR 6605 3.00 ENTREPRENEURSHIP & NEW FIRM CREATION ENTR 6910 3.00 VENTURE CAPITAL AND PRIVATE EQUITY</p> <p>Elective Courses</p> <p>Minimum 3.00 credits from the following</p> <p>ENTR courses:</p> <p>ENTR 6400 3.00 FIELD STUDY: INNOVATING WITH ENTREPRENEURS, UNLOCKING NEW VENTURE POTENTIAL ENTR 6500 3.00 STARTUP LAB: THE TOGETHER MISSION ENTR 6605 3.00 ENTREPRENEURSHIP & NEW FIRM CREATION ENTR 6905 3.00 INTELLIGENT INNOVATION ECOSYSTEM DESIGN</p>	<p>Title: Entrepreneurship and Innovation</p> <p>Requirements</p> <p>Students must complete a minimum 12.00 credits of elective courses with a minimum of 3.00 credits of Required Courses, a minimum 3.00 credits from the list of Recommended ENTR Courses, and remaining credits, if applicable, from the list of other Electives.</p> <p>Required Courses</p> <p>Minimum 3.00 credits from the following Required Courses:</p> <p>ENTR 6605 3.00 ENTREPRENEURSHIP AND NEW FIRM CREATION ENTR 6910 3.00 VENTURE CAPITAL & PRIVATE EQUITY ENTR 6500 3.00 STARTUP LAB: THE TOGETHER MISSION</p> <p>Recommended ENTR Elective Courses</p> <p>Minimum 3.00 credits from the following ENTR courses:</p> <p>ENTR 6400 3.00 FIELD STUDY: INNOVATING WITH ENTREPRENEURS, UNLOCKING NEW VENTURE POTENTIAL ENTR 6905 3.00 INTELLIGENT INNOVATION ECOSYSTEM DESIGN ENTR 6960 6.00 VENTURE MENTORSHIP MATCH</p>

<p>ENTR 6910 3.00 VENTURE CAPITAL AND PRIVATE EQUITY ENTR 6960 6.00 VENTURE MENTORSHIP MATCH</p> <p>Additional Electives</p> <p>Remaining credits, if applicable, from the following elective courses:</p> <p>MGMT 6800 3.00 INNOVATION THROUGH TECHNOLOGY AND DESIGN MGMT 6810 3.00 CREATIVITY & INNOVATION: TECHNIQUES FOR A RAPIDLY CHANGING WORLD MKTG 6440 3.00 NEW PRODUCTS SUST 6152 3.00 SCALING CLIMATE INNOVATIONS SUST 6350 3.00 ORCHESTRATING SUSTAINABILITY INITIATIVES</p> <p>MECH 6503 3.00 DISRUPTIVE & EXPONENTIAL TECHNOLOGY INNOVATIONS*</p> <p>*This course is offered by the Lassonde School of Engineering.</p>	<p>Other Electives</p> <p>Remaining credits, if applicable, from the following elective courses:</p> <p>MGMT 6800 3.00 INNOVATION THROUGH TECHNOLOGY AND DESIGN MKTG 6440 3.00 NEW PRODUCTS SUST 6152 3.00 SCALING CLIMATE INNOVATIONS SUST 6350 3.00 ORCHESTRATING SUSTAINABILITY INITIATIVES MGMT 6810 3.00 CREATIVITY & INNOVATION: TECHNIQUES FOR A RAPIDLY CHANGING WORLD MHIA 6180 3.00 ENTREPRENEURSHIP & INNOVATION IN HEALTHCARE</p>
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8. Proposed Specialization/Stream Information:

9. Consultation:

Consultation took place within the Co-Directors of the Entrepreneurial Studies Program.

Originator:

	April 15 th , 2025
Signature	Date
Mike Valente	MBA Program Director
Name	Area or Specialization

Approvals:

V. Dec. 2023

Area or Specialization

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Moren Levesque Chris Carder Name	_____ Entrepreneurial Studies Program Co-Directors Area or Specialization

Degree Program:

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

_____ <i>Michael Valente</i> Signature	_____ Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

_____ <i>Kevin Tasa</i> Signature	_____ May 1, 2025 Date
_____ Kevin Tasa Name of Committee Chair	_____ Master Programs Committee Committee

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

Real Estate and Infrastructure

3. Responsible Unit:

Real Estate and Infrastructure

4. 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

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

Fall 2025

6. Rationale for Change:

The Real Estate and Infrastructure specialization needs to update the list of required and elective courses. Given the drop in MBA enrollment in electives, it is necessary to limit the number of required courses from 2 to 1 and to restrict the required course to one that represents a core course for the Masters in Real Estate and Infrastructure. In addition, the current slate of elective courses needed to be updated as it contained courses that no longer existed, and others that are available.

7. 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 REI specialization is an important value proposition for MBA students looking to work in the Real Estate and/or Infrastructure sectors. The proposed change makes sure that the specialization is an attractive option for students.


8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Real Estate and Infrastructure</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>6.00 credits of Required Courses</p> <p>6.00 credits of recommended Elective Courses</p> <p>Required Courses:</p> <ul style="list-style-type: none"> • PROP 6100 3.00 REAL ESTATE FINANCE & INVESTMENT • PROP 6200 3.00 DEVELOPMENT PROTOTYPES <p>Elective Courses:</p> <ul style="list-style-type: none"> • PROP 6350 3.00 INVESTING IN INFRASTRUCTURE • PROP 6500 3.00 INFRASTRUCTURE DELIVERY AND FINANCE • PROP 6550 3.00 SUSTAINABLE CITIES - URBANIZATION INFRASTRUCTURE & STRATEGIC CHOICES • PROP 6600 3.00 REAL ESTATE PORTFOLIO MANAGEMENT • PROP 6780 3.00 CASE STUDIES IN INFRASTRUCTURE • PROP 6850 3.00 STRUCTURING DEVELOPMENT TRANSACTIONS 	<p>Title: Real Estate and Infrastructure</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 Credits of the following required course</p> <ul style="list-style-type: none"> • PROP 6100 3.00 REAL ESTATE FINANCE & INVESTMENT <p>9.00 Credits of the following courses</p> <ul style="list-style-type: none"> • PROP 6200 3.00 DEVELOPMENT PROTOTYPES • PROP 6550 3.00 SUSTAINABLE CITIES: URBANIZATION INFRASTRUCTURE & STRATEGIC CHOICES • PROP 6600 3.00 REAL ESTATE PORTFOLIO MANAGEMENT • PROP 6850 3.00 STRUCTURING DEVELOPMENT TRANSACTIONS • PROP 6150 3.00 ECONOMIC FORCES SHAPING THE CITY • PROP 6300 3.00 INFRASTRUCTURE DELIVERY MODELS • PROP 6400 3.00 INFRASTRUCTURE INVESTMENT AND FINANCE • FINE 6775 3.00 CREDIT MARKETS: CORPORATE AND PROJECT FINANCE

9. Consultation:

Consultation took place within the Real Assets Area and with the MREI Program Director.


Originator:

 _____ Signature	<u>April 10th, 2025</u> _____ Date
<u>Jim Clayton</u> _____ Name	<u>Real Estate and Infrastructure</u> _____ Area or Specialization

Approvals:


Area or Specialization

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

 _____ Signature	<u>April 10th, 2025</u> _____ Date
<u>Jim Clayton</u> _____ Name	<u>Real Estate and Infrastructure</u> _____ Area or Specialization

Degree Program:

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

 _____ Signature	_____ Date
<u>Mike Valente</u> _____ Name of Program Director	<u>MBA Program</u> _____ Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Strategic Management

3. Responsible Unit:

SGMT

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

	changes to specialization/stream name
	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"

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

Fall 2025

6. Rationale for Change:

The declining enrollment in the MBA program has put downward pressure on elective enrollment, resulting in some electives within this specialization not being offered. To address this, we are adjusting the list of electives that students can take to fulfill the specialization requirements.

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

The proposed changes enhance the academic objectives of the specialization by ensuring that the course offerings remain relevant, engaging, and accessible to students. By removing under-enrolled courses and incorporating more popular electives, we are aligning the specialization with student interests and industry demands. This adjustment not only improves course availability but also strengthens the overall learning experience by focusing on high-quality, in-demand content that better prepares students for their careers.

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Strategic Management</p> <p>Students must complete 12.00 credits total, consisting of</p> <p>Minimum 6.00 credits of recommended courses</p> <p>Up to 6.00 credits of elective courses</p> <p>Students must enroll in at least two courses from the Recommended Courses list.</p> <p>However, they may choose to take three or four courses from the Recommended list.</p> <p>Recommended Courses</p> <p>SGMT 6050 3.00 MERGERS AND ACQUISITIONS SGMT 6130 3.00 ECONOMIC FOUNDATIONS OF STRATEGY SGMT 6240 3.00 MANAGING STRATEGIC ALLIANCES AND JOINT VENTURES SGMT 6250 3.00 STRATEGY EXECUTION SGMT 6410 3.00 GLOBAL STRATEGY SGMT 6700 3.00 STRATEGIC CAPABILITY DEVELOPMENT SGMT 6720 3.00 MANAGING GLOBALLY - PAST, PRESENT, FUTURE SGMT 6800 3.00 STRATEGIC MANAGEMENT OF TECHNOLOGY - BASED FIRMS SGMT 6970 3.00 RESTRUCTURING & TURNAROUND MANAGEMENT</p> <p>Elective Courses</p> <p>ECON 6210 3.00 ECONOMIC FORECASTING AND ANALYSIS ENTR 6605 3.00 ENTREPRENEURSHIP & NEW FIRM CREATION</p>	<p>Title: Strategic Management</p> <p>Students must complete 12.00 credits total, consisting of</p> <p>Minimum 6.00 credits of recommended courses</p> <p>Up to 6.00 credits of elective courses</p> <p>Students must enroll in at least two courses from the Recommended Courses list.</p> <p>However, they may choose to take three or four courses from the Recommended list.</p> <p>Recommended Courses</p> <p>SGMT 6050 3.00 MERGERS AND ACQUISITIONS SGMT 6250 3.00 STRATEGY EXECUTION SGMT 6700 3.00 STRATEGIC CAPABILITY DEVELOPMENT SGMT 6720 3.00 MANAGING GLOBALLY: PAST, PRESENT, FUTURE SGMT 6800 3.00 STRATEGIC MANAGEMENT OF TECHNOLOGY - BASED FIRMS SGMT 6970 3.00 RESTRUCTURING AND TURNAROUND MANAGEMENT</p> <p>Elective Courses</p> <p>SUST 6250 3.00 INTEGRATING SUSTAINABILITY ACROSS FUNCTIONS ORGS 6350 3.00 MANAGING CHANGE OMIS 6750 3.00 PROJECT MANAGEMENT MGMT 6800 3.00 INNOVATION THROUGH TECHNOLOGY AND DESIGN ENTR 6605 3.00 ENTREPRENEURSHIP AND NEW FIRM CREATION</p>

MKTG 6650 3.00 STRATEGIC MARKET PLANNING SUST 6250 3.00 INTEGRATING SUSTAINABILITY ACROSS FUNCTIONS	MKTG 6650 3.00 STRATEGIC MARKET PLANNING
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9. Consultation:

Consultation took place within the Organization Studies area and with the Program Director

Originator:

_____	March 1 st , 2025
Signature	Date
_____	SGMT
Theo Peridis	Area or Specialization
Name	

Approvals:

Area or Specialization

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

_____	March 15 th , 2025
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Signature

Date

Preet Aulakh

Name

SGMT

Area or Specialization

Degree Program:

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

Michael Valente

Signature

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Finance

3. Responsible Unit:

FINE

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

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (remove and edit redundant/confusing information"

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

Fall 2025

6. Rationale for Change:

Given the retirement of some finance courses, it is important to remove these courses from the specialization elective list.

7. 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.

NA

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Finance</p> <p>Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> 12.00 credits of Elective Courses <p>Elective Courses (General Stream)</p> <ul style="list-style-type: none"> FINE 6050 3.00 PERSONAL FINANCIAL MANAGEMENT FINE 6100 3.00 FINANCIAL MANAGEMENT FINE 6150 3.00 ADVANCED CORPORATE FINANCE FINE 6200 3.00 INVESTMENTS FINE 6280 3.00 FINTECH: DIGITAL TRANSFORMATION OF FINANCIAL SERVICES FINE 6310 3.00 APPLICATIONS OF DATA SCIENCE IN FINANCE FINE 6400 3.00 MANAGING RISKS IN A CHANGING GLOBAL ENVIRONMENT FINE 6500 3.00 BEHAVIOURAL FINANCE FINE 6600 3.00 CORPORATE FINANCIAL ANALYSIS FINE 6720 3.00 MANAGEMENT OF RISK IN FINANCIAL INSTITUTIONS FINE 6775 3.00 CREDIT MARKETS: CORPORATE AND PROJECT FINANCE FINE 6800 3.00 OPTIONS, FUTURES & OTHER DERIVATIVE SECURITIES 	<p>Title: Finance</p> <p>Students must complete 12.00 credits of courses from the following set of electives:</p> <ul style="list-style-type: none"> FINE 6050 3.00 PERSONAL FINANCIAL MANAGEMENT FINE 6100 3.00 FINANCIAL MANAGEMENT FINE 6200 3.00 INVESTMENTS FINE 6280 3.00 FINTECH: DIGITAL TRANSFORMATION OF FINANCIAL SERVICES FINE 6310 3.00 APPLICATIONS OF DATA SCIENCE IN FINANCE FINE 6400 3.00 MANAGING RISK IN A CHANGING GLOBAL ENVIRONMENT FINE 6500 3.00 BEHAVIOURAL FINANCE FINE 6600 3.00 CORPORATE FINANCIAL ANALYSIS FINE 6775 3.00 CREDIT MARKETS: CORPORATE AND PROJECT FINANCE FINE 6800 3.00 OPTIONS, FUTURES & OTHER DERIVATIVE SECURITIES FINE 6880 3.00 SUSTAINABLE FINANCE AND IMPACT INVESTING FNE 6850 3.00 FIXED INCOME SECURITIES

- | | |
|---|--|
| <ul style="list-style-type: none"> • FINE 6880 3.00 SUSTAINABLE
FINANCE AND IMPACT INVESTING | |
|---|--|

9. Consultation:

Consultation took place within the Finance area.

Originator:

<hr/> Signature	<hr/> April 10 th , 2025 Date
<hr/> Pauline Shum-Nolan Name	<hr/> FINE Area or Specialization

Approvals:

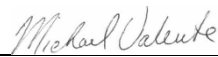
Area or Specialization

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

<hr/> Signature	<hr/> April 10 th , 2025 Date
<hr/> Pauline Shum-Nolan Name	<hr/> FINE Area or Specialization

Degree Program:

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

<hr/>  Signature	<hr/> April 10 th , 2025 Date
<hr/> Mike Valente Name of Program Director	<hr/> MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Sustainability

3. Responsible Unit:

SUST

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 2025

5. Rationale for Change:

The downward pressure on elective enrollment has made the current structure of the Sustainability specialization difficult to run successfully. As a result, we've made changes to balance the priority of Sustainability-specific courses with efforts to increase student accessibility to the specialization.

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.

By separating the courses into three separate categories, we both ensure that students achieve necessary sustainability-specific content and lessen the constraints of the specialization to attract more students.

7. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Sustainability</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>A minimum of 6.00 credits of Required courses (minimum of 2 of 3 required courses)</p> <p>Remaining 6.00 credits of Elective courses (a third Required course may also be taken)</p> <p>Required Courses:</p> <p>Choose two (2) from the list:</p> <p>SUST 6250 3.00 INTEGRATING SUSTAINABILITY ACROSS FUNCTIONS</p> <p>SUST 6350 3.00 ORCHESTRATING SUSTAINABILITY INITIATIVES</p> <p>SUST 6450 3.00 SUSTAINABILITY REPORTING & DISCLOSURE</p> <p>Elective Courses:</p> <p>Schulich School of Business (Recommended Electives):</p> <p>FINE 6880 3.00 SUSTAINABLE FINANCE AND IMPACT INVESTING</p> <p>ORGS 6600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS</p> <p>PROP 6550 3.00 SUSTAINABLE CITIES - URBANIZATION INFRASTRUCTURE & STRATEGIC CHOICES</p>	<p>Title: Sustainability</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>A minimum of 3.00 credits from the following Required Courses:</p> <p>SUST 6250 3.00 INTEGRATING SUSTAINABILITY ACROSS FUNCTIONS</p> <p>SUST 6350 3.00 ORCHESTRATING SUSTAINABILITY INITIATIVES</p> <p>SUST 6450 3.00 SUSTAINABILITY REPORTING & DISCLOSURE</p> <p>Students are strongly recommended to enroll in 3.00 credits of the following two Recommended Courses</p> <p>SUST 6151 3.00 INNOVATING FOR SUSTAINABLE IMPACT</p> <p>SUST 6152 3.00 SCALING CLIMATE INNOVATIONS</p> <p>A maximum of 6.00 credits from the following list of Elective Courses</p> <p>FINE 6880 3.00 SUSTAINABLE FINANCE AND IMPACT INVESTING</p> <p>ORGS 6600 3.00 DIVERSITY AND INCLUSION IN ORGANIZATIONS</p> <p>PROP 6550 3.00 SUSTAINABLE CITIES: URBANIZATION INFRASTRUCTURE, AND STRATEGIC CHOICES</p>

SUST 6950 1.50 ETHICS AND FINANCE	SUST 6950 1.50 ETHICS AND FINANCE
SUST 6900 1.50 INDIVIDUAL STUDY - SUSTAINABILITY	ORGS 6350 3.00 MANAGING CHANGE
SUST 6900 3.00 INDIVIDUAL STUDY - SUSTAINABILITY	OMIS 6620 3.00 DESIGN THINKING
	SUST 6900 1.50 INDIVIDUAL STUDY - SUSTAINABILITY
	SUST 6900 3.00 INDIVIDUAL STUDY - SUSTAINABILITY

8. Consultation:

Consultation took place within the Sustainability area.

Originator:

_____	April 10 th , 2025
Signature	Date
Mike Valente	MBA Program
Name	Area or Specialization

Approvals:

Area or Specialization

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

_____	April 10 th , 2025
Signature	Date
Geoff Kistruck	SUST
Name	Area or Specialization

Degree Program:

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

<u>Michael Valente</u>	April 10 th , 2025
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Signature

Date

Mike Valente

MBA Program

Name of Program Director

Program

Program Committee:

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

Kevin Tasa

May 1, 2025

Signature

Date

Kevin Tasa

Master Programs Committee

Name of Committee Chair

Committee

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

Digital Transformation

3. Responsible Unit:

OMIS

4. 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"

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

Fall 2025

6. Rationale for Change:

The declining enrollment in the MBA program has put downward pressure on elective enrollment, resulting in challenges associated with offering required courses. As a result, this proposal aims to move one of the required courses to a recommended elective and, at the same time, separate out recommended electives from additional electives students can take.

7. 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.

This proposal aims to make the specialization more accessible by moving one of the required courses to the recommended electives and at the same time providing more options without introducing too many non-OMIS courses.

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Digital Transformation</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>6.00 credits of required courses</p> <p>Required Courses:</p> <ul style="list-style-type: none"> • OMIS 6610 3.00 DIGITAL TRANSFORMATION IN SERVICES • OMIS 6620 3.00 DESIGN THINKING <p>6.0 credits of elective courses</p> <p>Elective Courses</p> <ul style="list-style-type: none"> • OMIS 6630 3.00 VISUAL ANALYTICS AND MODELLING • OMIS 6640 3.00 REALIZING VALUE FROM AI AND ANALYTICS IN ORGANIZATIONS • OMIS 6750 3.00 PROJECT MANAGEMENT • OMIS 6710 3.00 INFORMATION SYSTEMS • ORGS 6350 3.00 MANAGING CHANGE • SGMT 6250 3.00 STRATEGY EXECUTION 	<p>Title: Digital Transformation</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits from the following required course</p> <ul style="list-style-type: none"> • OMIS 6610 3.00 Digital Transformation in Services <p>6.00 to 9.00 credits from the following Recommended courses</p> <ul style="list-style-type: none"> • OMIS 6620 3.00 DESIGN THINKING • OMIS 6630 3.00 DATA VISUALIZATION AND STORYTELLING • OMIS 6640 3.00 REALIZING VALUE FROM AI AND ANALYTICS IN ORGANIZATIONS • OMIS 6750 3.00 PROJECT MANAGEMENT • OMIS 6710 3.00 MANAGEMENT INFORMATION SYSTEMS <p>A maximum of 3.00 credits from the following electives courses</p> <ul style="list-style-type: none"> • ORGS 6350 3.00 MANAGING CHANGE • SGMT 6250 3.00 STRATEGY EXECUTION

9. Consultation:

Consultation took place within the OMIS area and with the Program Director

Originator:

V. Dec. 2023

_____	April 15 th , 2025
Signature	Date

Henry Kim	OMIS
Name	Area or Specialization

Approvals:

Area or Specialization

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

_____	April 15 th , 2025
Signature	Date

Henry Kim	OMIS
Name	Area or Specialization

Degree Program:

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

<i>Michael Valente</i>	April 15 th , 2025
Signature	Date

Mike Valente	MBA Program
Name of Program Director	Program

Program Committee:

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

<i>Kevin Tasa</i>	May 1, 2025
Signature	Date

_____	_____
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Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Supply Chain Management

3. Responsible Unit:

OMIS

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

	changes to specialization/stream name
	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"

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

Fall 2025

6. Rationale for Change:

The declining enrollment in the MBA program has put downward pressure on elective enrollment, resulting in some electives within this specialization not being offered. To address this, we are adjusting options students have in the elective list to ensure that students can complete the specialization requirements.

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

The proposed changes enhance the academic objectives of the specialization by ensuring that the course offerings remain relevant, engaging, and accessible to students. By removing under-enrolled courses and incorporating more popular electives, we are aligning the specialization with student interests and industry demands. This adjustment not only improves course availability but also strengthens the overall learning experience by focusing on high-quality, in-demand content that better prepares students for their careers.

8. Proposed Specialization/Stream Information:

9. Consultation:

Consultation took place within the OMIS area and with the Program Director

Originator:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Supply Chain Management</p> <p>12.00 credits consisting of:</p> <ul style="list-style-type: none"> • 3.00 credits of Required Courses • 9.00 credits of Elective Courses <p>Required Courses</p> <ul style="list-style-type: none"> • <u>OMIS 6560 3.00 SUPPLY CHAIN MANAGEMENT</u> <p>Elective Courses</p> <ul style="list-style-type: none"> • OMIS 6210 3.00 TRANSPORTATION AND LOGISTICS MANAGEMENT • OMIS 6350 3.00 ADVANCED SPREADSHEET MODELLING & PROGRAMMING FOR BUSINESS • OMIS 6750 3.00 PROJECT MANAGEMENT • OMIS 6620 3.00 DESIGN THINKING • ORGS 6560 3.00 NEGOTIATIONS 	<p>Title: Supply Chain Management</p> <p>12 credits consisting of:</p> <p>3.00 credits of the following Required course</p> <ul style="list-style-type: none"> • <u>OMIS 6560 3.00 SUPPLY CHAIN MANAGEMENT</u> <p>6.00 to 9.00 credits of the following courses</p> <ul style="list-style-type: none"> • OMIS 6210 3.00 TRANSPORTATION AND LOGISTICS MANAGEMENT • OMIS 6350 3.00 ADVANCED SPREADSHEET MODELLING & PROGRAMMING FOR BUSINESS • OMIS 6750 3.00 PROJECT MANAGEMENT • OMIS 6620 3.00 DESIGN THINKING <p>A maximum 3.00 credits of the following courses</p> <ul style="list-style-type: none"> • SGMT 6720 3.00 Managing Globally, Past, Present and Future • SUST 6250 3.00 Integrating Sustainability Across Functions • ORGS 6560 3.00 Negotiations

April 10th, 2025

Signature

Date

Henry Kim

Name

OMIS

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 10th, 2025

Date

Henry Kim

Name

OMIS

Area or Specialization

Degree Program:

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

Michael Valente

Signature

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Arts, Media and Entertainment Management

Responsible Unit:

MBA Program

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

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other

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

Fall 2025

5. Rationale for Change:

Given declining enrollment, some of the electives in this specialization are not expected to run in the short term while another two electives are being retired. As a result, this proposal aims to insert a non-ARTM elective from the marketing area to ensure that students wanting to complete this specialization have sufficient elective options to do so.

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.

Given declining enrollment, it is becoming increasingly difficult for students to complete this specialization with ARTM specific courses. As a result, it is important to couple existing and well-enrolled ARTM courses with relevant non-ARTM courses in the elective list. As a result, we are inserting MKTG Digital Marketing Strategy as an elective.

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Arts, Media and Entertainment Management</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of Required Courses 9.00 or more credits of Elective Courses</p> <p>MGMT 6100 3.00 Strategy Field Study is recommended in a cultural sector organization</p> <p>Required Courses</p> <p>ARTM 6301 3.00 TRANSFORMATION IN MEDIA AND CULTURE</p> <p>Elective Courses</p> <p>ARTM 6300 3.00 CULTURAL POLICY ARTM 6340 3.00 MEDIA MODELS FROM NETWORK TO NETFLIX ARTM 6350 3.00 THE BUSINESS OF CREATIVITY IN THE CULTURAL SECTOR ARTM 6360 3.00 BUSINESS SOLUTIONS FOR DIGITAL MEDIA MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6321 3.00 ENTERTAINMENT CULTURE AND MARKETING</p>	<p>Title: Arts, Media and Entertainment Management</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of Required Courses 9.00 or more credits of Elective Courses</p> <p>MGMT 6100 3.00 Strategy Field Study is recommended in a cultural sector organization</p> <p>Required Courses</p> <p>ARTM 6301 3.00 TRANSFORMATION IN MEDIA AND CULTURE</p> <p>Elective Courses</p> <p>ARTM 6300 3.00 CULTURAL POLICY ARTM 6340 3.00 MEDIA MODELS FROM NETWORK TO NETFLIX ARTM 6350 3.00 THE BUSINESS OF CREATIVITY IN THE CULTURAL SECTOR ARTM 6360 3.00 BUSINESS SOLUTIONS FOR DIGITAL MEDIA MKTG 6220 3.00 THE FUTURE OF MARKETING MKTG 6560 DIGITAL MARKETING STRATEGY</p>

7. Proposed Specialization/Stream Information:

8. Consultation:

Consultation took place within the Co-Directors of the Entrepreneurial Studies Program.

Originator:

_____ Signature	_____ April 23 rd , 2025 Date
_____ Mike Valente Name	_____ MBA Program Director Area or Specialization

Approvals:

Area or Specialization

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

_____ Signature	_____ April 23 rd , 2025 Date
_____ Ken Rogers Name	_____ Director: ARTM Specialization Area or Specialization

Degree Program:

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

_____ <i>Michael Valente</i> Signature	_____ Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Global Business

3. Responsible Unit:

SGMT, ECON, MBA Program Director

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

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

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

Fall 2025

6. Rationale for Change:

The MBA program recently closed its International MBA Program (IMBA). Yet global business continues to represent an important component of graduate management education. What is more, global business represents a key value proposition for the Schulich School of Business. Students have also voiced interest in the incorporation of global business into their education at Schulich. On top of all this, the MBA program has retired several specializations in the last 18 months. Given the strength that Schulich possesses in global business, the number of innovative opportunities that already exist for MBA students to study internationally, and the immense value our IMBA provided to the market, we believe the MBA Program could benefit from a specialization in Global Business.

7. 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.

This is a new specialization. The objectives of the specialization are to provide students with deep knowledge of the dynamics of the global business environment and the opportunity to build an international experience into their degree. To fulfill the specialization, students must take one 3.0 credit required foundational course entitled The Dynamics of Global Business¹. From there students, take a minimum of 3.0 credits of existing electives that have a substantive global business component. Given Schulich's international exchange network and its innovative international experiential opportunities for students, the specialization also requires that students enrol in at least one credit-based international experience.

8. Proposed Specialization/Stream Information:

¹ Approval and implementation of this specialization is contingent on the approval of the New Course Proposal of MGMT 6610 3.00 The Dynamics of Global Business through MPC e-vote and at the June 6th Faculty Council.

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title:</p>	<p>Title: Global Business</p> <p>To Specialize in Global Business, students must enroll in 12.00 credits of elective courses. Students must enrol in 3.00 Credits of the Required course and a minimum of 3.00 credits from the Recommended Electives list. Students must also complete at least one International Credit-Based Experience*</p> <p>3.00 Credits of the Following Required Course</p> <ul style="list-style-type: none"> • MGMT 6610 3.00 The Dynamics of Global Business² <p>A minimum of 3.00 Credits of the Following Recommended Electives</p> <ul style="list-style-type: none"> • SGMT 6720 3.00: Managing Globally: Past, Present, Future • FINE 6400 3.00: Managing Risk in a Changing Global Environment • OMIS 6560 3.00: Supply Chain Management • SGMT 6050 3.00: Mergers and Acquisitions • FINE 6775 3.00: Credit Markets: Corporate and Project Finance <p>Additional Electives</p> <ul style="list-style-type: none"> • MGMT 6400 3.00: International Study Tour • SUST 6151 3.00: Innovating for Sustainable Impact • Global-Focused courses offered at Exchange Partners** <p>*International Credit-Based Experiences consist of any international course/experience that results in Schulich credit, including but not limited to, short- and full- exchanges at partner schools; global consulting projects (e.g. GIO); Schulich courses that require international travel (e.g. SGMT 6151), credit-bearing international internships, and study tours.</p>

² Approval and implementation of this specialization is contingent on the approval of the New Course Proposal of MGMT 6610 3.00 The Dynamics of Global Business through MPC e-vote and at the June 6th Faculty Council.

	**Visit this page or current short- and full- exchange opportunities or contact exchange@schulich.yorku.ca for more detail
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9. Consultation:

Consultation took place with the SGMT and ECON area coordinators, the Associate Director International Relations and the Executive Director of SSIR.

Originator:

_____	April 15 th , 2025
Signature	Date
Mike Valente	MBA Program
Name	Area or Specialization

Approvals:


Area or Specialization

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

_____	April 15 th , 2025
Signature	Date
Preet Aulakh	SGMT
Irene Henriques	ECON
Name	Area or Specialization

Degree Program:

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

	_____
Signature	Date
Mike Valente	_____

MBA Program

Name of Program Director

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

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

Fintech

3. Responsible Unit:

OMIS, FINE and MBA Program Director

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

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

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

Fall 2025

6. Rationale for Change:

Specializations represent an instrumental recruitment tool for the MBA program. In the past 18 months, we have retired several specializations. Part of the rationale of this new specialization is to replace those retired specializations with new market relevant ones. More importantly, given the strength Schulich possesses in areas of finance and operations management, combined with an already existing Fintech course, we believe the MBA Program could benefit from a specialization in Fintech. Recruitment services has indeed confirmed that including such a specialization would assist in marketing the MBA program. No new electives were needed to create this specialization.

7. 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.

This is a new specialization. Students are expected to leave this specialization with a unique knowledge of the Fintech space, capitalizing on Schulich's deep knowledge of digital transformation and finance.

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title:</p>	<p>Title: Fintech</p> <p>Students must complete 12.00 credits total, consisting of:</p> <p>3.00 credits of the following required course</p> <ul style="list-style-type: none"> • FINE 6280 3.00 Fintech: Digital Transformation of Financial Services <p>3.00 credits of the following FINE courses</p> <ul style="list-style-type: none"> • FINE 6200 3.00: Investments • FINE 6500 3.00: Behavioural Finance • FINE 6100 3.00: Financial Management • FINE 6050 3.00: Personal Financial Management <p>6.00 credits of the following OMIS courses</p> <ul style="list-style-type: none"> • OMIS 6620 3.00 Design Thinking • OMIS 6640 3.00 Realizing Value from AI and Analytics in Organizations • OMIS 6610 3.00 Digital Transformation in Services • OMIS 6630 3.00 Data Visualization and Storytelling • OMIS 6710 3.00 Management Information Systems

9. Consultation:

Consultation took place with the OMIS and FINE area coordinators and with the Program Director. Consultation also took place between the MBA Program Director and Student Services and International Relations, specifically the recruitment team.

Originator:

_____ Signature	_____ April 15 th , 2025 Date
_____ Mike Valente Name	_____ MBA Program Area or Specialization

Approvals:

Area or Specialization

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Henry Kim Pauline Shum Nolan Name	_____ OMIS FINE Area or Specialization

Degree Program:

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

_____ <i>Michael Valente</i> Signature	_____ Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

MBA Program

3. Subject Code (Rubric) and Course Number:

MGMT 6090

4. Credit Value:

0.00

5. Long Course Title:

Strategy Field Study Formation

6. Short Course Title:

Strategy Field Study Formation

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)
X	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)
X	in pre/co-requisite
	retire course
	other

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

Fall 2025

9. Rationale:

With the upcoming redesign of the MBA program, it is necessary to update the prerequisites required for this course. First, with SGMT 5200 3.00 Strategy replacing SGMT 6000 3.00 Strategic Management and being offered in Term 2 of the MBA Program with other core courses, it is necessary to remove the specific reference to this course as a prerequisite/corequisite. Second, with the growth of the accelerated program, particularly graduates of specialized master's programs, it is important to bring forward the ability to enrol in this course concurrent to enrollment in core courses. At the same time, it is important that full time and part time students do not enroll in this course too prematurely (e.g. within the 1st year of the program). The adjustments to the prerequisites/corequisites are meant to achieve these ends.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MGMT 6090 0.00 Strategy Field Study Formation</p> <p>Description: The Strategy Field Study is the culmination of an MBA student's work. Through a team based two term in depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including environmental, social, and governance (ESG) factors, and develop actionable recommendations and an implementation plan that contribute to the organization's future economic and ESG success.</p> <p>Students must form their teams for the Strategy Field Study in the term that they begin the process and must register in MGMT 6090 to formalize the start of the study. Students must also register for MGMT 6100.30 in either the first or second term of the Strategy Field Study.</p> <p>Prerequisites: Students are required to complete all 5000-series Required Foundations of Management Core Courses before enrolling in this course.</p> <p>Prerequisite or Corequisite: SGMT 6000.30 and registration in MGMT 6100.00 in the first or second term of the Field Study.</p> <p>*Strategy Field Study teams are comprised of six members</p>	<p>Title MGMT 6090 0.00 Strategy Field Study Formation</p> <p>Description: The Strategy Field Study is a team-based, in-depth study of a client organization that takes place over two terms of the MBA. Students must enroll in MGMT 6090 to formalize the start of the Strategy Field Study.</p> <p>Prerequisite: Students are required to complete the equivalent of 30 credits of their degree, including at least 15 credits of 5000-series Required Foundations of Management Core Courses before enrolling in this course.</p> <p>Prerequisite or Corequisite: All 5000-series Required Foundations of Management Core Courses.</p> <p>JD/MBA must complete Schulich Year 1 before they can enroll in MGMT 6090.</p>

11. Enrolment Notes:

See Rationale and above table.

12. Consultation:

Consultation took place among the course director, MBA program director, and the Executive Director of Student Services and International Relations (SSIR).

Originator:

Signature

Date

Mike Valente
Name

MBA Program
Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Ingo Holzinger
Name

Course Director
Area or Specialization

Degree Program:

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

Signature

Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa

Signature

May 16, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

MBA Program

3. Subject Code (Rubric) and Course Number:

MGMT 6100

4. Credit Value:

3.00

5. Long Course Title:

Strategy Field Study

6. Short Course Title:

Strategy Field Study

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)
X	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)
X	in pre/co-requisite
	retire course
	other

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

Fall 2025

9. Rationale:

The objective in this proposal is to simplify the language associated with the requirements and prerequisites to enrol in this course. We have removed several prerequisites because any of the necessary prerequisites are already listed in MGMT 6090 0.00 Strategy Field Study Formation, which we now include as a prerequisite or corequisite for this course. Also, the current course description was well beyond the maximum 2000 characters. Many of the changes are meant to condense the description to fit within this character limit.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MGMT 6100 Strategy Field Study</p> <p>Description: The Strategy Field Study is the culmination of an MBA student's work. Through a team based two-term in-depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including environmental, social, and governance (ESG) factors, and develop actionable recommendations and an implementation plan that contribute to the organization's future economic and ESG success. Students are not permitted to begin MGMT 6100 3.00 in the final term of their degree</p> <p>NOTE: Students undertake their Strategy Field Study after completing the 5000-series Required Foundations of Management Core Courses.</p> <p>Prerequisites: This is a capstone and integrative course that spans two semesters. It is expected that it will be completed during the last two semesters of a student's program of study. Individual student members bring to their group a wealth of knowledge acquired throughout their studies of core and elective courses and have the opportunity to integrate, apply, and test such knowledge in a real setting. Given that the Strategy Field Study should be undertaken during the last two semesters of a student's MBA studies, the following normally apply:</p> <p>Full-time and Part-Time students: Successful completion of all 5000-series Required Foundations of Management Core Courses before enrolling in this course. In addition, students must enrol in this course concurrently with SGMT 6000 3.00 Strategic Management and successfully complete the latter course in the first semester of their SFS. Full-time students planning to study abroad on an exchange program: Students should coordinate with Student Services & International Relations (SSIR) and the Strategy Field Study Office well in advance of the exchange, and make arrangements for completing this course while accommodating exchange plans. Students should contact SSIR during the very first semester of their MBA studies to allow ample time</p>	<p>Title MGMT 6100 3.00 Strategy Field Study</p> <p>Description: The Strategy Field Study is the culmination of an MBA student's work. Through a team based two-term in-depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including factors associated with sustainability, and develop actionable recommendations and an implementation plan that contribute to the organization's financial and non-financial success.</p> <p>Prerequisite or Corequisite: MGMT 6090 0.00 Strategy Field Study Formation</p> <p>Prerequisites: Enrollment in MGMT 6100 must take place in the first or second term of the Field Study. Students should complete all core courses (5000 level) before enrolling in this course.</p> <p>Students planning on going on exchange must coordinate with Student Services & International Relations (SSIR) and the Strategy Field Study Office to make arrangements for completing this course while accommodating exchange plans.</p> <p>NOTE:</p> <ol style="list-style-type: none"> 1. All notices regarding all required preparation, information meetings, resources, team formation platform/guidelines, and course material for the Strategy Field Study can be found by accessing 601 Info on Canvas, https://schulich.instructure.com/courses/4104 2. Eligible students may apply to participate in variations of the Strategy Field Study, including the Global Immersive Option (GIO) described later in this section. Periodically, there are opportunities to undertake studies of companies from other parts of the world, in collaboration with schools from Schulich's extensive network of Exchange partners. 3. An introductory session for MGMT 6100 3.00 will be held 6 weeks before the end of each term. Students are advised to begin to form

to make appropriate arrangements that will not compromise their studies.

Students normally undertake their SFS during the last two semesters of their program but arrangements might have to be made from the beginning of the second semester of their studies. Part-time students planning to go on exchange should have no problem scheduling their SFS to meet the part-time schedule outlined above. Students should consult with SSIR before submitting an exchange application to ensure that such scheduling meets SFS requirements. Accelerated/Advanced Standing students: Students who have been awarded partial credit for completing degree-level courses before starting their MBA program at Schulich are considered on a case-by-case basis. Their study programs are designed to mirror as closely as possible the sequencing of courses described above for full-time and part-time students, as appropriate.

Students are not permitted to begin MGMT 6100 3.00 in the final term of their degree."

NOTE:

1. All notices regarding all required preparation, information meetings, resources, team formation platform/guidelines, and course material for the Strategy Field Study can be found by accessing 601 Info on Canvas, <https://schulich.instructure.com/courses/4104>.

2. Eligible students may apply to participate in variations of the Strategy Field Study, including the Global Immersive Option (GIO) described later in this section. Periodically, there are opportunities to undertake studies of companies from other parts of the world, in collaboration with schools from Schulich's extensive network of Exchange partners.

3. An introductory session for MGMT 6100 3.00 will be held from 5:30 to 7 pm about 6 weeks before the end of each term for those enrolling in MGMT 6100 3.00 in the following term. Students are advised to begin to form their teams and to talk with Year 2 students or Schulich graduates early to gather as much information as possible and begin to think about potential sites.

4. Students who do not meet the prerequisites of the MGMT 6090/6100 project will not be permitted to start.

their teams as early as possible and begin to think about potential sites.

4. Students who do not meet the prerequisites of the MGMT 6090/6100 will not be permitted to start.

11. Enrolment Notes:

See Rationale

12. Consultation:

Consultation took place among the course director, MBA program director, and the Executive Director of Student Services and International Relations (SSIR).

Originator:

Signature

Date

Mike Valente
Name

MBA Program Director
Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Ingo Holzinger
Name

Course Director
Area or Specialization

Degree Program:

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

Signature

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 16, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee



MGMT6090 W2020 CREDITS: 0.00

STRATEGY FIELD STUDY (601)

☐ N/A N/A ☐ N/A

INSTRUCTOR



ADMIN

Tanya Duguid

- ☐ tduguid@schulich.yorku.ca
- ☐ 416.736.2100 Ext. 55082
- ☐ N227 SSB

MGMT 6090 0.00

Strategy Field Study Formation

Description:

The Strategy Field Study is a team-based, in-depth study of a client organization that takes place over two terms of the MBA. Students must enroll in MGMT 6090 to formalize the start of the Strategy Field Study.

Prerequisite: Students are required to complete the equivalent of 30 credits of their degree, including at least 15 credits of 5000-series Required Foundations of Management Core Courses before enrolling in this course.

Prerequisite or Corequisite: All 5000-series Required Foundations of Management Core Courses.

JD/MBA must complete Schulich Year 1 before they can enroll in MGMT 6090.

MGMT 6100 3.00

Strategy Field Study

Description:

The Strategy Field Study is the culmination of an MBA student's work. Through a team based two-term in-depth study of a client organization, students integrate acquired knowledge and skills to analyze the organization's internal and external environments, including factors associated with sustainability, and develop actionable recommendations and an implementation plan that contribute to the organization's financial and non-financial success.

Prerequisite or Corequisite: MGMT 6090 0.00 Strategy Field Study Formation

Prerequisites: Enrollment in MGMT 6100 must take place in the first or second term of the Field Study. Students should complete all core courses (5000 level) before enrolling in this course.

Students planning on going on exchange must coordinate with Student Services & International Relations (SSIR) and the Strategy Field Study Office to make arrangements for completing this course while accommodating exchange plans.

NOTE:

1. All notices regarding all required preparation, information meetings, resources, team formation platform/guidelines, and course material for the Strategy Field Study can be found by accessing 601 Info on Canvas, <https://schulich.instructure.com/courses/4104>
2. Eligible students may apply to participate in variations of the Strategy Field Study, including the Global Immersive Option (GIO) described later in this section. Periodically, there are opportunities to undertake studies of companies from other parts of the world, in collaboration with schools from Schulich's extensive network of Exchange partners.
3. An introductory session for MGMT 6100 3.00 will be held 6 weeks before the end of each term. Students are advised to begin to form their teams as early as possible and begin to think about potential sites.
4. Students who do not meet the prerequisites of the MGMT 6090/6100 will not be permitted to start.

COURSE LEARNING OUTCOMES

The learning objectives for MGMT 6100 and IMBA 6200 are to provide students with:

- The challenge of understanding a real business and identifying the strategic issues it needs to address.
- The opportunity to discover the linkages among different functional strategies and assessing their alignment with the overall goals/strategy.
- Experience understanding and projecting how business environment may change overtime and thinking about how to respond to such changes.
- Experience simplifying complexity and focusing on the important issues that cause or constrain success.
- The challenge of preparing a variety of reports and presentations during the project.
- Experience managing oneself within a group with time pressures and a complex challenge.

ASSIGNMENT SUMMARY

Assignment | Task

Group | Individual

Total % of Final Grade

Due Date

Assignments 0%

WRITTEN ASSIGNMENTS: DESCRIPTIONS

WRITTEN ASSIGNMENTS: EVALUATION

Ownership of Reports

At the conclusion of the project, and in exchange for a grade in the MGMT 6100, students assign to York University, on behalf of the Schulich School of Business, the ownership of the copyright and moral rights to the final report, including all its components and appendices, power point slides, and other forms of presentation of the final report. Students retain a single copy of the final report for their records and only for their private use. The client site obtains an exclusive license of the final report for its own internal purposes but does not have moral rights to its contents.

CALCULATING COURSE GRADE

Grading Criteria Outline

- The Faculty Chair is responsible for the grade in consultation with the Advisors.
- The Advisory Panel uses the following criteria (in the chart below) to determine a grade at the Phase 4 meeting.

a) Sound Analysis

- Choice of appropriate tools and methodologies
- Quality of sources of data and of analysis
- Comprehensiveness

b) Logical and Persuasive "Strategic" Argument

- Appropriate strategic issues identified based on sound evidence
- Logical and integrated around fundamental issues of company's success
- Overall Strategic Directions and themes make sense, flow from assessment and argued effectively
- No obvious alternatives or factors disregarded

c) Actionable Recommendations- would this help the site?

- Reasonable, feasible, viable recommendations
- Sufficiently specific and complete so that management can understand and act on them
- Implications in financial forecasts, returns, and benefits shown
- Implementation covered in terms of management, resources, and timing

d) Quality of Report

- Well organized logical flow and persuasive argument
- Effectively written and edited – including Executive Summary
- Sound use of charts, graphs, figures and tables
- Research Papers are to be well structured and easy to use

e) Quality of Oral Presentation and Defense

- Crisp presentation, persuasive, confident, professional
 - Responses to questions asked, balanced and effective •
- Group participation spread and teamwork shown

Grading Guidelines

- Penalty for lateness of the submission of final report is one grade point (e.g. from an A- to a B+)
- If the chair and Advisory Panel does not believe the report to be of an acceptable standard, they may request that the document be rewritten. This can cause a delay in the completion of the course
- Please note that the grades awarded in Phase 4 are not officially recorded until after the completion of Phase 5 and submission of all forms and completion of evaluations

For A- or better, the overall grades for criteria should be in the A range AND the following two stipulations are met:

- There are no major weaknesses across any criteria. Typically, that should mean that there is one (max 2) B+s across the 5.
- There must be something 'special' in the Group's work in that the project delivers some identifiable *value to client in terms of strategic insight about the business and/or useful and actionable recommendations. * Panel can name it – not a generality.

For B or B+, there is good work which lacks one or more of the aspects above but still meets basic expectations on all criteria.

B-, is reserved for reports which are acceptable and do not require re-writing (except typos or minor edits) but which demonstrate low level of performance on many of the criteria. Note: Faculty Panels may deem it appropriate to offer groups the option of re-submission in order to enhance the quality of the final product and the grade. The Panel will determine the expectations for change and potential for a higher grading recognizing the grade point penalty for lateness.

Sub-Standard Reports (this goes beyond minor corrections such as typos, removing confidential info in appendices etc.). As has been the practice, the Faculty Chair and Panel will judge how to handle sub-standard reports on a case by case basis. The options for the panel are as follows:

- Panel can require a re-write and set out the expectations for changes to be made and may indicate the range of grades that may be achieved or remain silent. The lateness penalty should be recognized.
- Panel may decide group is unlikely to improve the report in which case the panel can offer the option of a re-write or simply give an appropriate grade (a C level grade).

The panel may feel the report and/or presentation should not be submitted to the client. The panel will make a recommendation and the Faculty Chair will implement after consultation with the 601 office. Care is needed to balance the effect on our brand of providing a sub-standard report with the effect of providing nothing to the client site.

Grade Evaluation By Your Peers

Groups have the option of recommending grade allocation among the individuals in the group. Clearly, if the group decides to adopt a peer grade allocation approach, this decision should be made early in the process and documented.

- **Students must agree on a process of peer assessment -- majority rules.** It is imperative that documented evidence be present for any grade changes.
- The group should advise the Faculty Chair at 2a or 2b if it has chosen to use grade allocation and the process of providing feedback and evaluation.
- **At Phases 2b and 3, the group should provide feedback among the group members. The groups MUST conduct an interim grade allocation process completing the form – this can be kept in confidence by the student chair and remain available for later discussion if grade allocation is used. This will allow students to address any concerns or issues and improve their contribution.**

- At the conclusion of Phase 4 and within a week prior to your Phase 4 meeting, students engage again in a peer evaluation exercise in order to make recommendations for grade differentials among members.
- Each group must complete and sign a grade allocation form with the recommended grade allocation by individual to indicate agreement that there was a grade allocation process and acknowledgement of disclosure of the results (not agreement to the grade that was decided by the process).
 - Groups should agree in their guidelines or group contract that majority rules – this would apply to grade allocation recommendations.
 - The group may still opt for the same grade across the group.
 - If grade differences are recommended, the grade allocations are made as +or – from the eventual grade determined by the faculty panel. It is a zero sum situation. For every grade point that a group member is lowered, a corresponding higher grade can be allocated somewhere in the group. For example, assume a group obtains an A-grade. Person X received 2 grade points lower because of poor performance, dropping him or her to a B. The group can now allocate 2 bonus grade points to one member of the group (moving him or her to an A+) or allocate 1 bonus grade point to 2 people in the group (moving both of them to an A).
 - Before Phase 4 the members sign the grade allocation sheet to indicate that they know their resultant allocation. Signing the form is not an agreement with the grade recommendation and withholding it does not overrule the group recommendation if accepted by the Faculty Chair.

NOTE: The allocation of grades is a recommendation to the Faculty Chair. The Faculty Chair may 1) accept the recommendation of the group unless there are reasonable grounds to conclude that the allocation proposed would be inappropriate 2) determine with advice from the panel an alternative grade allocation usually after some discussion with selected group members and the review of information such as preliminary 2B and 3 grade allocation forms.

CLASS-BY-CLASS SYLLABUS

Strategy Field Study Resources

General Information & Resources

- ☐ 601 Database Portal
- ☐ 601: Strategy Field Study Support Modules
- ☐ Microsoft Teams: One-Stop Communication Tool for the 601
- ☐ Ethical Research Guidelines
- ☐ Library Support for 601 Teams
- ☐ Schulich Team Facilitation Service
- ☐ Strategy Field Study Office Information

Client-Related Resources and Information

- ☐ Riipen: A Site to Find and Register for Client Sites
- ☐ Attachment B - Requirements for Specialized Programs and Sites
- ☐ Strategy Field Study Legal Agreement
- ☐ Confidentiality Guidelines
- ☐ Advisor & Client Site Registration Form
- ☐ Faculty Advisory Directory

Process-Related Resources & Information

- ☐ Phase Due Dates
- ☐ Phase Meeting Guidelines
- ☐ Important Timeline Considerations for Phases 4 & 5

□ The Five Questions Approach to Developing a Strategy Story

Course Outline

Overview

The Strategy/International Field Study is the capstone course of the Schulich MBA and IMBA programs. It is an intensive, eight-month project for which teams of 6 eligible students undertake a comprehensive strategic analysis of an organization ("client site") and its environment and provide strategic recommendations to enhance the site's future success and viability.

Teams are responsible for recruiting a company or organization that is suitable for a comprehensive strategy assessment and willing to take part in the study.

A panel including a Faculty Chair (assigned by the Strategy Field Study Office) and two Faculty Advisors will oversee the process, advise the student team and determine the final grade.

To be eligible, teams need to demonstrate diversity in terms of functional specializations, work and life experience, and cultural background.

The Strategy Field Study is organized by five phases. In the fifth and final phase of the Strategy Field Study, the student team presents its final report to the client site representatives, summarizing their strategic assessment and recommendations for implementation.

All aspects of the Strategy Field Study remain strictly confidential. The Study cannot be discussed or revealed without the expressed written consent of the client site. All participants in the study, including students and faculty, are bound by confidentiality requirements.

A Legal Agreement governs this study, clarifying roles and demonstrating the importance of protecting confidential information provided to the students from the site.

Phase 0

Overview: Phase 0

Introductory Meeting With Chair

MEETING WITH CHAIR

It is advisable for groups to arrange an introductory meeting with their assigned Faculty Chair as soon as possible once the group is approved and starts to get organized. Here are some things to do before this "Phase 0" meeting:

- Identify some site prospects and begin making contact to secure a site

- Develop some guidelines on roles, group expectations and behaviour (a group contract)

- Read the course outline documents** and identify questions

THE PHASE 0 MEETING- AGENDA (1 hour) Chair Only

The agenda for this session can vary depending on where the group is in the site finding process.

1. Introductions

- Members(experience, prior degree, major at SSB)

- How did group form and expectations

2. Site Finding
 - Progress and tips on finding sites
 - Criteria and approval
3. Site Legal Agreement – explain use and process to have agreement signed.
4. Selecting Advisors – Approved List only – exceptions must be accepted by Faculty Chair and approved individually by the 601 Director.
5. Group roles & organization
 - Importance of regular meetings
 - Establish group understanding or 'contract're roles, processes and expectations
 - Roles within group – chair's role and other lead roles
 - Feedback/evaluation of team (option of grade allocation)
6. Faculty Roles & Strategy Field Study office
 - Panel as a team
 - Strategy Field Study office and scheduling meetings
7. Client Relations and Confidentiality
 - Importance of secure information – clarify processes
 - Establish sound client relations-- independent thinking but ensure cooperation and keep them informed of progress, needs and preliminary findings.
 - Plaque to Client at Phase 5 meeting
8. Advice on Phase One – if group has a site

Phase 1

Overview: Phase 1

Situation Assessment and Research Plan

PHASE 1 DELIVERABLES (#2 & #3 in advance and #1 can be walked-in to the meeting)

1. Short Presentation of Preliminary Strategic Assessment or Story (max 3 to 5 minutes)

Prepare and deliver a short presentation (3 to 5 slides) summarizing your initial view of the company's strategic challenges/opportunities. In doing this, think about these question – What business are they in? What are their goals and strategy? Is the company successful? Why? What future challenges will it face in terms of its competitive environment?

DO NOT PRESENT A SUMMARY OF THE REPORT

2. Summary Report

Format is optional (PP Deck or Word) but make sure it flows and is understandable:

a) Company Description- describe the company, its products, history, financial results, organization, key people and its goals and strategy. You can distribute brochures at the meeting or give copies as an attachment to help. **Provide company's recent at last 3 years of financial statements with the Notes.**

b) External Assessment of Company- Describe its industry(ies) with an overview of competitors, demand trends, segments, changing technology and customer needs, value chain of how the industry works - charts, matrices and maps help present these. Show how the company fits within this context. Worry about precision later; get a sense down on paper! Provide a listing of potential sources of information.

c) Preliminary Strategic Assessment What business is it in? What are its goals? Is it successful and why? What is its current strategy (product/market scope, competitive differentiation) or business model (how it makes a profit)? What is happening internally or externally that might affect its future success? What are the key issues and options for this organization?

3. Research Plan

The research for this assignment should be thought of as being comprised of a number of projects, each answering a specific set of questions.

Identify the research papers you plan to prepare in Phase 2 and for each research paper include the following:

Purpose and scope of research — 1 or 2 sentences identifying key question to be answered.

Sources and methodology – explain logic framework: are you using a model, i.e. KSFs, Porter, etc qualitative opinions or structured survey??

Team assignments

Timing and Milestones

There is no required number of research papers but most groups find 6 to 10 topics works as a basis for organizing and documenting their research and analysis. **Here are some examples but make it fit your site!!!:**

Positioning company in the industry and market segments – company revenue/margins and growth by appropriate segments and comparison to industry trends

Competitor Assessment relative to key factors

Customer Needs and Analysis – trends in needs and buyer behaviour

Market Segment Analysis – definition of segments, different buyer criteria and demand trends

Internal Profitability by Product or by Customer Segment

Internal Organization Assessment – leadership assessment, core competencies, union situation, morale

Technology Developments and implications for product line

Financial/Business Model and Base Case analysis of 'Continue as Is' or Status Quo

Other – e.g. regulatory environment and so on

Client Relations Note: You must present and discuss a summary of your preliminary issues and research/work plan with the site after Phase 1. This helps the organization appreciate what is

required of them and better understand what they can expect from the group at the conclusion of the assignment. Familiarity with the potential benefits of this work usually encourages the site to be more cooperative and more forthcoming with the confidential data.

THE PHASE 1 MEETING AGENDA (Allow 2 hours)

This meeting focuses on briefing Advisors on the site which allows them to give advice about the future research and analysis in Phase 2.

1. Three to five minute presentation – Do not re-present whole deck – focus on key storyline.
2. Clarify any site issues- Questions about scope and focus should be identified at this meeting as well as any issue relative to access to site information.
3. Discuss the Report - Advisors will ask questions and make suggestions. The group should ensure that they prepare a list of questions for the Advisory panel.
4. Research Plan - review plan for research papers and provide advice.
5. Summary - Where are we?
6. Set the date for the next meeting.

ATTENDANCE AT THE PHASE 1 PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS

Phase 2

Overview: Phase 2

Research and Strategic Assessment

It is difficult to overplay the importance of this stage of the assignment. Without a solid understanding of the company, its situation, including both internal and external aspects, the final report will lack understanding and credibility. The group's conclusions and strategic recommendations must rest on informed findings and analysis – the evidence.

During Phase 2, the group needs to execute the research plan i.e. do the research and analysis to prepare the research papers. At the Phase 1 meeting, the Chair and Panel may suggest some priorities for the research phase so that certain of the research papers are expected to be more expedited... Be Iterative -- refine research needs to reflect emerging strategy story - The group also needs to keep assessing what they are finding in terms of the overall strategic significance in terms of what will make this organization more successful and better able to address strategic issues. This helps inform whether to alter the research plan or begin some new areas of inquiry as initial hypotheses are tested.

**There are two meetings to this Phase: 2a a progress session with the Chair to review the research and preliminary strategic implications and 2b to discuss the overall Strategic Assessment supported by research/analyses.

Overview: Phase 2A

Draft Research and Implications (Faculty Chair Only)

DELIVERABLES FOR 2A- In the Fall term, it must be done before the December Break!

NOTE: Ask your Chair for advice about what documentation should be submitted. Some Chairs want the research papers to be submitted by secure email in advance asking for comments from all advisors. For other Chairs, send documents to Chair for meeting and then after meeting send a summary of phase 2a meeting to advisors for their information.

1. Draft of Each Research Paper

A paper outlining analysis and findings – the length is variable depending on the nature of the research.

Each Research Paper should have at the front a 1 or 2 page summary at the front showing Purpose/Scope, Methodology/Sources (noting activities not completed) and Findings & Strategic Implications and the initial analysis

Each Paper should include sufficient detailed analysis to support then preliminary findings. The format may be point form but findings should be stated clearly as statements

2. Summary Strategic Story

About 3 slides outlining the summary of the strategic assessment – the initial Story. Consider the 5 questions referred to in the Course Outline.

3. Grade Allocation Group Feedback Plan

Group decides whether grade allocation is to be used and how feedback will be provided to group members.

PHASE 2A PROCESS & MEETING AGENDA (Allow 1 Hour)

1. Discuss Site Issues if any -- scope or access to information
2. Discuss Strategic Story
3. Discuss Research Papers and identify need for clarification
4. Discuss Group Issues and need for a peer feedback process before Phase 2B is completed.

ATTENDANCE AT THE PHASE 2A PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS (Note Exchange Groups exceptions).

Overview: Phase 2B

Strategic Assessment and Alternatives

DELIVERABLES FOR 2B (#1 & #2 in advance and #3 can be walked-in to meeting)

1. Strategic Assessment Report

We encourage using a PowerPoint form of report but format is optional. About 40/50 slides should be sufficient. It should include the following content – the flow is optional:

- a. Company Description and Strategic Assessment — Describe current goals, strategy, positioning/business model, services, financial result and assess how well-performing or meeting goals and implementing strategy and how well it is positioned relative to competitors, changing market/industry and relevant broader key success factors (regulation, technology).
- b. Statement of the Strategic Problem or Issues — Summarize succinctly the company's strategic situation, its key strategic issues looking forward in terms of meeting its goals, succeeding or surviving.
- c. Alternatives and Preliminary Recommendations — Outline of possible goals, strategic directional options that the site might consider which may address the strategic problem statement.

Note re Financial Model: As part of analysis papers, there should be a financial model for the company. It should be referenced in the report. Designed to cover the forecast period, usually 3-5 years, the model establishes a base case (often called the status quo or going concern alternative) which is developed on the assumption that the company will continue very much as it is at present and the projections show the probable financial results of that set of assumptions. This model will be critical for future Phases as a basis for forecasting alternatives and the impact of recommendations.

2. Revised Research & Analysis Papers (Appendices)

Research Papers refer to a series of appendices supporting the group's strategic assessment and recommendations. Use as many appendices as necessary but use tabs to separate them. Each should be organized as a self-contained piece of analysis:

First 1 to 2 pages max (Do not pad this – be clear and direct)

Purpose and Scope – why is it being done and what are key questions in a few sentences.

Sources and Methodology -- how done and overview of types of sources (list can be attached) – a few bullets or sentences.

Highlights of Findings & Strategic Implications – Clear statements of key findings put in bold first sentence with a short explanation of the meaning and why it matters for strategic assessment? 1 page or so.

Keep Research Papers to relevant information – organized in a logical way to answer the research questions. This may be many pages depending on importance of topic and amount of research.

Do not include raw interview notes or materials that are superfluous.

Ensure no confidential attributions are exposed.

3. Presentation (maximum 5 minutes)

The group should do a presentation of current strategy storyline and assessment conclusions.

THE PHASE 2B MEETING (Allow 2 Hours)

1. Presentation on Overall Strategic Conclusions- **limit of 5 minutes! Do not summarize the research. Tell your strategy story.**

2. Panel comments on the Strategic issues, choices and the storyline – this will include issues about the evidence or research papers.

3. Discussion of the adequacy of the research papers
Questions of adequacy and clarity.
Gaps in information & research and suggestions.

4. Next Steps

Set date for next meeting.

Group issues and potential grade allocation process will be discussed.

Grade Allocation – group to confirm to Faculty Chair they have conducted a grade allocation exercise without disclosing results. A copy is kept by Chair for later review if necessary.

ATTENDANCE AT THE PHASE 2A/B PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS

Client Relations Note: It is HIGHLY advisable to have a meeting with your client to present and discuss a brief summary of your Strategic Assessment and Preliminary Options between Phases 2b and 3. This will provide you with some feedback and identify areas where the client may have additional information to inform your analysis. Remember you are not asking for approval from the client at such a session. You may receive useful feedback and your client will be more receptive or at least less surprised by your final recommendations.

Phase 3

Overview: Phase 3

Recommendations- Creating the Draft Report

DELIVERABLES FOR PHASE 3 (#1 & #2 in advance and #3 can be walked-in to meeting)

1. Draft Final Report including Executive Summary

Phase 3 should be a draft of the final report with an Executive Summary. This includes strategic assessment, alternatives and their evaluation using criteria and financial forecasts, the preferred strategy with some concrete outline of the action initiatives and functional strategies to support the overall direction. Since this phase normally has alternatives, a note on forming alternatives and

evaluation is included. Specific elements of how to implement the strategic recommendations can be further detailed in Phase 4. See Phase 4 for final report expectations.

2. Research and Analysis Papers (Revised and Additions)

Either return Phase 2b version (collect at phase 2b) and submit new analysis papers only (financial projections, customer survey analysis). If major changes then provide a full version of the Research Papers. Note required format in Phase 2 description.

3. Presentation (maximum of 15 minutes)

The group should do a dry run of the final presentation which tells the whole storyline and recommendations

PHASE 3 MEETING AGENDA (2 hours)

1. Presentation (15 minutes max)
2. Discussion REport
3. Next Steps

Clarify Phase 4 report and meeting expectations

Clarify what needs to be done before Phase 4- evaluations, etc.

Grade allocation0 group to confirm to Faculty Chair they have conducted a grade allocation exercise without disclosing results. A copy to be kept by the Chair for later review if necessary.

Do you need Alternatives? – There is no one best way!!

Many groups fail to clearly state the overall problem the company faces and the key elements it needs to address to succeed or improve positioning and performance. The alternatives should address that problem statement which may involve a collection of interrelated issues.

The idea is to describe viable, mutually exclusive alternatives (not easily dismissed 'straw' options).

- If viable, one alternative may be Continue Current Strategy with operating improvements.
- Sometimes there are alternatives about changing fundamental positioning of the company which may take more time to implement while in the short term, the company must deal with cash crisis. Hence, one may describe short term recommendations and then a set of medium term 'strategic' options. The choice of strategic option may affect how the short-term actions are prioritized or implemented.
- Sometimes, the conclusions from the assessment indicate a clear strategic direction. Broader strategic alternatives at a high level are not really relevant. There are tactical choices only. In this case you can describe the strategic direction and recommendations and argue why it is a good answer. Then deal with the proposed tactics/operations changes and impacts. You may of course be challenged if other strategies do look viable.

Find the approach that fits your site's situation. You will get reaction from advisors in phases 2b or 3 to help you.

*ATTENDANCE AT THE PHASE 3 PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS.

Client Relations Note: It is HIGHLY advisable to have a meeting with your client to present and discuss a summary of your preliminary conclusions, alternatives and directional recommendations **after Phase 3**. This will help consider the objections and concerns you need to address in your final report and presentation.

Phase 4

Overview: Phase 4

Final Report

DELIVERABLES FOR PHASE 4

See the **Five Questions Approach** (https://schulich.instructure.com/courses/4104/pages/the-five-questions-approach-to-developing-a-strategy-story?module_item_id=135227) and **Deliverables & Evaluation** (https://schulich.instructure.com/courses/4104/pages/deliverables-and-evaluation?module_item_id=114249) pages from the Course outline.

PHASE 4 MEETING- PRESENTATION AND DEFENSE TO THE ADVISORY PANEL

Assume the Faculty Panel is acting as an advisory board to the client or is the client.

Presentation-A formal 20minute (maximum) uninterrupted oral presentation to your Advisory Panel. All students must be physically present, even if they don't participate in the formal presentation.

Defense (Q&A) – This part of the meeting can take from 45 minutes to 90 or so minutes depending on the issues to be addressed. The Advisory Panel question the group on aspects of their argument, their underlying research, their recommendations and implementation suggestions.

The Advisory Panel question the group on aspects of their argument, their underlying research, their recommendations and implementation suggestions.

All students are expected to participate in this discussion where faculty members have the opportunity to challenge the students' arguments, to delve into the facts and the analysis presented, and assess the thoroughness, completeness and conviction of the students' report.

Advisory Panel may choose to ask questions of individual group members.

Students leave the room and Advisors caucus to complete their evaluation.

Re-convene and Advisory Panel announces the evaluation/grade and discusses next steps.

NOTE: Prior to the Phase 4 Meeting:

All evaluations must be completed before the Phase 4 meeting can commence. Failure to do so will necessitate postponement of the meeting and potentially trigger a grade penalty for lateness

The student group must complete and sign the Final Grade and Final Grade Allocation Forms, and submit them to the Faculty Chair before the Phase 4 meeting begins.

***ATTENDANCE AT THE PHASE 4 PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS.**

Phase 5

Overview: Phase 5

Report and Presentation to the Site

DELIVERABLES: REPORT TO THE SITE

The Deliverables for Phase 4 and 5 are essentially the same. Site presentation may be modified to accommodate a more diverse audience and provide opportunities for questions and discussion during the presentation.

The presentation to the site's senior management should take place no closer than 1 week from Phase 4 meeting and preferably within two weeks of the Phase 4 meeting.

Get the Client Plaque from the 601 Office so you can present it at the Phase 5 meeting – advise client they will receive a feedback survey.

NOTE:

Please complete the Phase 5 Feedback Form and submit to the Strategy Field Study office upon the completion of the presentation to your Client Site along with a copy of report on CD. Also, send an email to the Chair and Advisors summarizing feedback from the site.

Final grades will be submitted only when Phase 5 has been completed and the Phase 5 Feedback Form has been received by the Strategy Field Study Office.

Certificate for Partners in Learning: If Site was not presented with its Certificate at the Fall Reception, the student groups present it to them at the Phase 5. Check with 601 Office and pickup certificate before Phase 5.

*ATTENDANCE AT THE PHASE 5 PRESENTATION IS MANDATORY FOR ALL GROUP MEMBERS.

PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

GENERAL SCHULICH ACADEMIC POLICIES: GRADING, ACADEMIC HONESTY, ACCOMMODATIONS AND EXAM


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. Attending Physician's Statement, 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).

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

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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 MBA, Program

2. Responsible Unit:

MBA Program

3. Subject Code (Rubric) and Course Number:

MGMT 6960

4. Credit Value:

3.00

5. Long Course Title:

Management Consulting

6. Short Course Title:

Management Consulting

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)
X	in course description (provide course outline; short course descriptions may be a maximum of 60 words, written in present tense)
	in learning objectives/outcomes (please append the program's existing learning outcomes as a separate document)
	in integration (please provide statement of approval from relevant undergraduate coordinator or Chair)
	in cross-listing (please provide statement of approval from other program)
	in pre/co-requisite
	retire course
X	Other - Assessments

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

Fall 2025

9. Rationale:

This course provides students with a highly experiential opportunity to learn consulting by doing consulting. They do this by committing to provide consulting services to real clients through the York Consulting Group. Student interest in management consulting as a profession is substantive. Yet, enrollment in this course has been alarmingly low (0-5 students per year). Student and instructor feedback suggest that enrollment has been low because students are expected to commit to the York Consulting Group over 8 months (Sept. to April). Students begin their work with the York Consulting Group in September but do not register for the course until the January term. As a result, students get second thoughts about continuing with the course because they do not feel that they are able to commit the necessary hours to continue or have not completed half the hours to anticipate completing in time.

This course change proposes that this course only run over one term twice per year and that it build in a more developmental approach to consulting with a client on a relatively straightforward and operational issue. We also aim to amend the assessments so that they are more developmental in nature. That is, students begin with a case analysis and then progress through different stages of client engagement, all under the supervision of the instructor. We also introduce dedicated class time to ensure that appropriate knowledge is disseminated that reflect the learning outcomes and then assessed through the above deliverables. Course syllabus attached.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MGMT 6960 3.00 Management Consulting</p> <p>MBA students active in the York Consulting Group (YCG) for a minimum of two terms, may receive course credit for their experience. This experiential course will give participants a comprehensive understanding of management consulting through fieldwork, preparing proposals and completing client projects and participation in YCG business meetings, educational workshops and professional development events.</p> <p>The course provides students with a comprehensive exposure to the role of a management consultant in providing value to clients with the following specific learning outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the role of consultants in providing value to their client, the key elements of the consulting process and the organization of the consulting industry. 2. Students will learn best practices for the elements of the consulting process including proposal preparation, work-planning, budgeting, project management and communicating results to clients. 3. Students will apply these consulting best practices and receive feedback on their applied skills. 4. Students will apply problem solving skills to address specific client issues using appropriate methodologies learned in the MBA program. 5. Students will deepen their leadership and relationship skills by working with clients on consulting groups. Projects vary widely in scope and nature of company/industry/topic; students must, therefore, be willing and prepared to take on projects as assigned. 6. Students will deepen their understanding of their own career interests and competencies to make decisions about whether and how to enter the management consulting profession. 	<p>Title MGMT 6960 3.00 Management Consulting</p> <p>This course provides students with a comprehensive understanding of the functions and processes of management consulting. Students are engaged in a fully experiential process. Students develop important skills in consulting including client proposal preparation, relationship management, work-planning and budgeting, project management, communication skills, and self-reflection.</p> <p>Prerequisites: 15 credits of 5000 level Foundational Core Courses</p> <p>SPECIAL NOTE: No direct enrollment. Students must email the course administrator, Joanne Stein at jstein@schulich.yorku.ca by August 25th (fall term) and December 10th (winter term) to express their interest in enrolling for the course. Interested students will be interviewed by the course director to determine eligibility. Eligibility is based on strong proficiency in core management disciplines (e.g. marketing, finance, etc.), strong interpersonal skills and strong teamwork skills. Only successful applicants will be enrolled in the course. Open to MBA students only. Inquiries and interest can be directed to the course director. This course should not be open for enrollment. Enrollment instructions will be provided to students following admission to the course after successful application. Maximum 20 students.</p> <p>The course provides students with a comprehensive exposure to the role of a management consultant in providing value to clients with the following specific learning outcomes:</p> <ol style="list-style-type: none"> 1. Students will understand the role of consultants in providing value to their client, the key elements of the consulting process and the organization of the consulting industry. 2. Students will learn best practices for the elements of the consulting process including proposal preparation, work-planning, budgeting, project management and communicating results to clients.

<p>Assessments</p> <ol style="list-style-type: none"> 1. The Quality and Quantity of Field Consulting Work (Group). (60%) 2. Contribution to the YCG's Practice (Individual). (25%) 3. Self Learning Journey (Individual) (15%) 	<ol style="list-style-type: none"> 3. Students will apply these consulting best practices and receive feedback on their applied skills. 4. Students will apply problem solving skills to address specific client issues using appropriate methodologies learned in the MBA program. 5. Students will deepen their leadership and relationship skills by working with clients on consulting groups. Projects vary widely in scope and nature of company/industry/topic; students must, therefore, be willing and prepared to take on projects as assigned. 6. Students will deepen their understanding of their own career interests and competencies to make decisions about whether and how to enter the management consulting profession. <p>Assessments</p> <ol style="list-style-type: none"> 1. Case Analysis (Individual) (20%) 2. Client Project (Group) (60%) 3. Reflective Paper (Individual) (20%)
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11.

Enrolment Notes:

SPECIAL NOTE: No direct enrollment. Students must email the course administrator, Joanne Stein at jstein@schulich.yorku.ca by August 25th (fall term) and December 10th (winter term) to express their interest in enrolling for the course. Interested students will be interviewed by the course director to determine eligibility. Eligibility is based on strong proficiency in core management disciplines (e.g. marketing, finance, etc.), strong interpersonal skills and strong teamwork skills. Only successful applicants will be enrolled in the course. Open to MBA students only. Inquiries and interest can be directed to the course director. This course should not be open for enrollment. Enrollment instructions will be provided to students following admission to the course after successful application. Maximum 20 students.

12. Consultation:

Consultation took place among the course director, MBA program director, and the Director of Student Enrollment Services.

Originator:

Signature

Date

Mike Valente

MBA Program Director

Name

Area or Specialization

Approvals:

Area or Specialization

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

Signature

Date

Mike Valente

Name

MBA Program Director

Area or Specialization

Degree Program:

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

Signature

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee

Course Outline

Instructor

Kostas Tsambourlianos
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Assistant

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Brief Description

This course provides students with a comprehensive understanding of the functions and processes of management consulting. Students are engaged in a fully experiential process. Students develop important skills in consulting including client proposal preparation, relationship management, work-planning and budgeting, project management, communication skills, and self-reflection.

Prerequisites: 15 credits of 5000 level Foundational Core Courses

SPECIAL NOTE: No direct enrollment. Students must email the course administrator, Joanne Stein at jstein@schulich.yorku.ca by August 25th (fall term) and December 10th (winter term) to express their interest in enrolling for the course. Interested students will be interviewed by the course director to determine eligibility. Eligibility is based on strong proficiency in core management disciplines (e.g. marketing, finance, etc.), strong interpersonal skills and strong teamwork skills. Only successful applicants will be enrolled in the course. Open to MBA students only. Inquiries and interest can be directed to the course director. This course should not be open for enrollment. Enrollment instructions will be provided to students following admission to the course after successful application. Maximum 20 students.

Course Learning Outcomes

The course provides students with a comprehensive exposure to the role of a management consultant in providing value to clients with the following specific learning outcomes:

1. Students will understand the role of consultants in providing value to their client, the key elements of the consulting process and the organization of the consulting industry.
2. Students will learn best practices for the elements of the consulting process including proposal preparation, work-planning, budgeting, project management and communicating results to clients.
3. Students will apply these consulting best practices and receive feedback on their applied skills.
4. Students will apply problem solving skills to address specific client issues using appropriate methodologies learned in the MBA program.

5. Students will deepen their leadership and relationship skills by working with clients on consulting groups. Projects vary widely in scope and nature of company/industry/topic; students must, therefore, be willing and prepared to take on projects as assigned.
6. Students will deepen their understanding of their own career interests and competencies to make decisions about whether and how to enter the management consulting profession.

Curriculum and Delivery Approach

This course is highly experiential as students are expected to consult for an existing organization to find solutions to business issues. The experiential component is supplemented by classes with the professor and assigned deliverables. Students spend significant time working in groups and in interacting with the client organization for which they are consulting. Student groups are responsible for finding a client.

- **Field experience:** Working with a prospective client (each group has a separate client) to develop acceptable proposals; to undertake fact finding and analysis for approved client projects; and to prepare reports and presentations of conclusions and recommendations.
- **Feedback on Performance:** Individual students and groups receive feedback and are graded on their work and on their performance, with suggestions about corrective actions in real time. All proposals and final reports must be reviewed before being submitted to clients.
- **Lessons Learned Process:** After each project presentation is completed, each group reflects on the lessons learned from the project in terms of meeting client expectations, project execution, budget performance, learning new methods and future marketing implications. Short notes are prepared.
- **Educational Workshops:**
 - Topics covered in class sessions include the following:
 - Different stages of Consulting.
 - Consultant Story-Board approach.
 - Organizing the Group, and Project Management of Consulting.
 - Root Cause Analysis and Research approaches.
 - Solution Analysis and Impact Analysis
 - Implementation Plan
 - Client Communication
 - Preparing compelling Reports and Presentations
- **Self-Reflection:** At the end of the course, each student prepares a reflections paper on what they have learned and how their interests and future approached has changed.

Student Qualifications for Enrolment

Student Selection Process:

1. Students interested in management consulting apply for enrollment. Interested students should email the course administrator Joanne Stein at jstein@schulich.yorku.ca by the following date each term:
 - a. Fall Semester: By Aug 25th.
 - i. Decisions made by Aug 30th
 - b. Winter Semester: By December 10th
 - i. Decisions made by December 15th

2. Interested students will be interviewed by the instructor. Qualifications include strong proficiency in core management disciplines (e.g. marketing, finance, etc.), strong interpersonal skills, and strong teamwork skills. No more than 20 students will be permitted to enrol in this course.

Course Enrolment Process: Once accepted, students are enrolled into the 6960 course.

Class-by-Class Content

Week 1: An Introduction to Management Consulting

Topics Covered

- The world of consulting
- The value consultants provide to clients
- Client issues that consultants aim to tackle
- The process of finding a client.
- Consulting Case Study Example walk through.
- Case Study Assignment #1 provided.

Readings:

- CMC-Canada, **Management Consulting: An Introduction to the Methodologies, Tools and Techniques of the Profession**, CMC-Canada
- Kubr, M. (ed.) **Management Consulting: Guide To The Profession**, International Labour Office, Geneva, 2002

Week 2: The Consultant's Role

Topics Covered

- Issue framing and context setting
- Research and analysis
- Alternative generation and criteria
- Recommendations
- Implementation

Week 3: The Consulting Process (1.0)

- Case Study Assignment #1 Due.
- Proposal preparations
- Work-planning
- Budgeting
- Project management

Week 4: The Consulting Process (2.0)

- Client Engagement and Communication
- Primary versus secondary research
- Implementation Frameworks.
- Driving to results
- Impact analysis and presentation
- Oral presentations for Client Project due.

Week 6: Presentations Skills

- Content deck versus presentation deck
- Crafting quality slide decks
- Oral presentation
- Written presentation
- Effective Q&A

All other meetings with the course instructor represent oral presentations conducted by the group at various points of the group project, accompanied by discussion/feedback led by the instructor. These will be scheduled early in the term.

Evaluation and Grading

Grades for this course are broken down as follows

<i>Assignment/Task</i>	<i>Quantity</i>	<i>Weight</i>	<i>Total</i>	<i>Individual/Group</i>	<i>Due</i>
Case Study	1	20%	20%	Individual	Week 3
Client Project					
a) Project Plan	1	10%	60%	Group	Week 4
b) Solutioning	1	10%			Week 8
c) Final Plan	1	40%			Week 11
d) Client Delivery	1	NA			Week 11/12
Reflective Paper	1	20%	20%	Individual	Week 12
Total			100%		

Case Study: 20%

Students are expected to complete an analysis of a case. They are to prepare a 12-page presentation deck that details the issues facing the company, an analysis of the data in the case, their recommendations for addressing them, and an implementation plan.

The documents must be submitted on Canvas in PDF format.

All late submissions will lose 1/2 of a letter grade per day. Assignments that are more than one week overdue will not be accepted and will be assigned a grade of zero.

Client Project: 60%

A significant part of the student grade is the client project where students act as consultants for a real company in response to a tangible operational issue facing the company. Student groups are responsible for finding the client and achieving approval from the course instructor before proceeding.

The client project is divided into 4 different phases:

- 1) Project Plan (10%)
- 2) Solutioning (10%)
- 3) Delivery of Final Plan to Instructor (40%)
- 4) Delivery to Client (0%)

1. Project Plan Meeting (10%)

The Project Plan will detail the plan for addressing the specific issue(s) the company faces. The issue should be non-strategic and should draw on the core functional courses of the MBA. The below non-exhaustive list should give students a sense of the type of issues that fit this project:

- 1) Accounting: Reviewing financial statements to identify potential cash flow, income or balance sheet problems
- 2) Finance: assessing return potential of various investment strategies
- 3) Operations: Developing an effective procurement strategy, identifying opportunities to digitize company operations
- 4) Marketing: Providing guidance on a new product strategy, promotional endeavor, price point, and placement opportunity
- 5) Sustainability: Understanding what sustainability means for the client and how to respond to growing demands associated with ESG
- 6) Organizations: Identifying recruitment and retention strategies, addressing attrition, and providing DEI strategies

Deliverables:

1. 15-page slide deck with accompanying oral presentation. Slide deck covers:
 - a. Articulated client issue
 - b. Summary of issue context
 - c. Intended research to be conducted
 - d. Client-group mutual understanding of outcomes

Each group must submit the above via Canvas 3 DAYS PRIOR to the scheduled class session (Week 4). The documents must be in PDF format. Students are required to deliver a well-rehearsed, professional presentation with an accompanying slide deck. Student will also have to show evidence that the company has signed off on the project plan. Students must submit a meeting summary, no more than 48 hours after class.

2. Solutioning (10%)

Between the Project Plan meeting and Solutioning, students will conduct both primary and secondary research with key stakeholders on the issue and collect any information necessary to inform their

response to the client. The group will present a summary of their research to the instructor in Week 7. This presentation should also provide a work schedule, with group member roles and responsibilities provided to convince the instructor that students have thought through how the project will finish on time. Students will make a formal presentation of the status of the project vs. their project plan, including findings to date, and work remaining. This should be delivered as a well-rehearsed, professional presentation with an accompanying slide deck.

Deliverables

1. 15-page Slidedeck
 - a. Summary of Research Conducted
 - b. Key Findings of Research
 - c. Remaining Work Schedule
 - d. Group Member Roles and Responsibilities

Each group must submit their materials on Canvas 3 DAYS PRIOR to week 8. The documents must be in PDF format. Students are required to deliver a well-rehearsed, professional presentation with an accompanying slide deck. Please submit a meeting summary, no more than 48 hours after the meeting.

3. Delivery of Final Plan (40%)

Between the Solutioning and the Delivery, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received from the instructor. Students provide alternatives, criteria used to evaluate those alternatives, and recommendations and implementation plan in response to the issue the client is facing. The presentation with the instructor will be a first run to simulate the presentation to the client. A well-rehearsed, professional presentation is expected in addition to quality answers to questions.

Each group must submit their materials on Canvas 3 DAYS PRIOR to weeks 11/12. The documents must be in PDF format. Students are required to deliver a well-rehearsed, professional presentation with an accompanying slide deck. Please submit a meeting summary, no more than 48 hours after the meeting.

Grading for each section of this Client Project will be based on:

- Quality of Story Telling in Content Deck and Presentation Deck.
- Quality of Report and Research Papers
- Feasibility of recommendations.
- Professional Oral Presentation.

Deliverables

- 30 page content slide deck.
- 12 Page Presentation Deck, along with 20 minute oral presentation
 - Recap of all material presented thus far
 - Remaining research
 - Analysis
 - Alternatives and criteria
 - Recommendations
 - Implementation plan
- Students will present their final Presentation Deck in a maximum of 20 minutes and be prepared to answer questions for up to another 40 minutes.

- All students must participate. If a student does not present, they must play a strong role in the Q&A.

4. Delivery to the Client (0%)

- Feedback from the simulated presentation is incorporated in preparation for the client presentation.
- 20 minute oral presentation and 40 minutes for Q&A
- To receive the grade for the project, students must submit an email to the instructor, copying the client with a brief recap of the presentation and the presentation attached.
- Each group must deliver the client presentation no more than 1 week after Class 12.

Reflective Paper (20%)

To consolidate learning and ensure students have gained the most from their experience, individual students must reflect on the process and what they have learned. Students should consider the best and worst parts of the client experience, why they liked/not liked certain activities and duties, and what they learned from the activities. The Reflective Paper should answer the following questions:

1. What did the student learn about their role as a consultant and the value that they provide to clients? How did this learning change over the course of the relationship with the client?
2. What was the most important skill the student developed and the most critical knowledge gained during the consulting process?
3. How is the role of a consultant different from a past employment opportunity the student had where the organization they worked for would have been the client? Why is this important when understanding the role of and value provided by a consultant?
4. What would the student do different in their next consulting project? What would they do similar?
5. How did the student deal with differences in opinion in the group? How did they manage meetings? What worked well and what did not? What are the key take-aways for future teamwork in consulting?

The reflective paper should be no more than 1,000 words and should be submitted on Canvas. All late submissions will lose 1/2 of a letter grade per day. Assignments that are more than one week overdue will not be accepted and will be assigned a grade of zero.

The above assessments will be graded according to the following grading scale.

Letter Grade	Grade Points	Numerical Score
A+	9	90-100
A	8	85-89
A-	7	80-84
B+	6	75-79
B	5	70-74
B-	4	65-70
C+	3	60-64
C	2	55-59

C-	1	50-54
F	0	0-49

Academic Honesty, Accommodations and Exams

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). 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 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/>.

Attendance: Required attendance for students at all meetings, professional or educational or client meetings. Failure to attend more than 2 meetings will put your grade eligibility at risk, and can result in a failed grade being given.

The use of generative artificial (GenAI) tools in the preparation or completion of homework, assignments, tests, exams or any other form of assessment in this course is not permitted. Using AI-based tools for any part of an assessment may be treated as a breach of cheating as outlined in York University's [Senate Policy on Academic Conduct](#)

Suggested Readings

Block, Peter, **Flawless Consulting: A Guide to Getting Your Expertise Used**: Third Edition, Pfeiffer, 2011

CMC-Canada, **Management Consulting: An Introduction to the Methodologies, Tools and Techniques of the Profession**, CMC-Canada

Kubr, M. (ed.) **Management Consulting: Guide To The Profession**, International Labour Office, Geneva, 2002

Rasiel, Ethan, **The McKinsey Way**, McGraw-Hill, 1999

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 MBA, Program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 6610

4. Credit Value:

3.00

5. Long Course Title:

Digital Transformation in Services

6. Short Course Title:

Digital Transformation in Services

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

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

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

Fall 2025

9. Rationale:

The current course title is inconsistent with the material covered in the course. Specifying “Services” in the title is unnecessary given that the course aims to cover digital transformation more broadly. The title also adds “IT” to specify its central role in the type of digital transformation covered. What is more, the title change aims to remove any incorrect perception of overlap between this course and FINE 6280 3.00 Fintech: Digital Transformation of Financial Services.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: OMIS 6610 Digital Transformation in Services</p> <p>Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. The course will provide students with real life business cases in which various trade offs must be made according to the technology, the business strategy, and the service requirements.</p>	<p>Title: OMIS 6610 3.00 Digital Transformation in Business Operations</p> <p>Digital technologies are changing the way organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. This course provides students with real life business cases in which various trade offs must be made according to the technology, business strategy, and operational and service requirements.</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the OMIS Area Coordinator.

Originator:

Signature

April 15th, 2025

Date

Henry Kim

Name

OMIS

Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Henry Kim Name	_____ OMIS Area or Specialization

Degree Program:

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

_____ <i>Kevin Tasa</i> Signature	_____ May 1, 2025 Date
_____ Kevin Tasa Name of Committee Chair	_____ Master Programs Committee Committee



OMIS6610 W2025 CREDITS: 3.00

OMIS 6610 F - IT-ENABLED DIGITAL TRANSFORMATION

WED 11:30-14:30 SSB N106

COURSE DIRECTOR

Murat Kristal

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🏠 G231 MB

ADMIN

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🏠 S337D SSB

February 17, 2025: Family Day - University Closed**February 18-21, 2025 Graduate Reading Week - No Classes****April 4, 2025: Last Day of classes****April 7-13, 2025: Final Exams**

MURAT KRISTAL - INSTRUCTOR

BRIEF DESCRIPTION

Digital technologies are changing the way service organizations do business and interact with their customers. Students explore and learn the foundations of digital transformation and make the connection among strategy, technology, and implementation. This course provides students with real-life business cases in which various trade-offs must be made according to the technology, the business strategy, and the service requirements.

COURSE LEARNING OUTCOMES

At the conclusion of this course, the students will learn:

- What is digital transformation?
- How digital transformation can be used to improve customer experience?
- The importance of core operations in the success of digital transformation.
- The technological foundations that enable digital transformation.
- The role of data governance to achieve digital transformation.
- The organizational and technological capabilities needed to achieve digital transformation.
- How digital transformation differs across various industries.


Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, facilitated discussions, guest speakers, case studies, individual assignments, and group projects. It will adopt a largely interactive style as lectures are designed to open a dialogue between the instructor and the students. Class time will be used to clarify and expand upon points from the readings to reinforce and further explore key concepts.

Group Work


This course will feature a few projects that will be done collaboratively with your peers. Group sizes will depend on the number of students enrolled. Working with a group can be frustrating at times, however, this experience is critical to your growth as a manager and leader. Groups may experience challenges or issues with one or more members and are expected to handle these situations respectfully and professionally. If group interactions become disrespectful, unprofessional, or against Schulich's code of conduct, the instructor should be contacted to formally investigate the issue. The students will be assigned to their groups randomly.

COURSE MATERIAL

Required reading for this course includes several articles and book chapters that can be accessed through the York Libraries with your Passport York login at <https://www.library.yorku.ca/web/>:  (<https://www.library.yorku.ca/web/>)






1. Brock, Jürgen Kai-Uwe, von Wangenheim, Florian (2019). Demystifying AI: What Digital Transformation Leaders Can Teach You about Realistic Artificial Intelligence. *California management review*, 2019-08, Vol.61 (4), p.110-134.
2. Caro, Felipe and Sadr, Ramin (2019). The Internet of Things (IoT) in retail: Bridging supply and demand. *Business horizons*, 2019-01, Vol.62 (1), p.47-54.
3. Gfrerer, Anne, Hutter, Katja, Füller, Johann and Ströhle, Thomas (2021). Ready or Not: Managers' and Employees' Different Perceptions of Digital Readiness. *California management review*, 2021-02, Vol.63 (2), p.23-48.
4. Kim, Euiyoung, Beckman, Sara L., and Agogino, Alice (2018). Design Roadmapping in an Uncertain World: Implementing a Customer-Experience-Focused Strategy. *California management review*, 2018-11, Vol.61 (1), p.43-70.
5. Lee, In and Lee, Kyoochun (2015). The Internet of Things (IoT): Applications, investments, and challenges for enterprises. *Business horizons*, 2015-07, Vol.58 (4), p.431-440.
6. McAfee, Andrew and Brynjolfsson, Erik (2012). Big data: the management revolution. *Harvard business review*, 2012-10, Vol.90 (10), p.60-128.
7. Siebel, Thomas M. (2019). *Digital transformation: survive and thrive in an era of mass extinction*. New York: RosettaBooks.
8. Westerman, George, Bonnet, Didier, and McAfee, Andrew (2014). *Leading Digital: Turning Technology into Business Transformation*. Boston: Harvard Business Review Press.
9. Schrage, Michael and Kiron, David (2018). Machine Learning in the Retail Industry: Making a Strategic Investment in Technology. Retail companies that neglect machine learning do so at their peril. **Published as "Strategy For and With AI". MIT Sloan management review, 2019, Vol.60 (4), p.30-35.**
10. Seran, Thuy, and Bez, Sea Matilda (2021). Open Innovation's "Multiunit Back-End Problem": How Corporations Can Overcome Business Unit Rivalry. *California management review*, 2021-02, Vol.63 (2), p.135-157.
11. Sia, Siew Kien, Weill, Peter, and Zhang, Nila (2021). Designing a Future-Ready Enterprise: The Digital Transformation of DBS Bank. *California management review*, 2021-05, Vol.63 (3), p.35-57.

Additionally, the following article is available through the Business Resources A – Z on the York Libraries located here: <https://www.library.yorku.ca/web/bbl/collections/businessonline>  (<https://www.library.yorku.ca/web/bbl/collections/businessonline>) :

1. **Brynjolfsson, E., and McAfee, A. (2015). The digitization of Just About Everything, Rotman Magazine, Fall. Harvard Business Publishing.**  (<https://web.p.ebscohost.com/ehost/results?vid=0&sid=2ce59764-fa3d-4063-8341-502ac1b44f71%40redis&bquery=SO%2Bharvard%2Bbusiness%2Breview%2BAND%2BThe%2Bdigitization>)


Canvas. Crucial information regarding the course, including readings, and assignments, will be posted there. Please check it frequently.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignments 0%			
Individual Case Studies 45%			
Individual Case Study 1: The Home Depot Inc: A Digital Transformation for Customer Experience		15%	Wed Jan 15, 2025 at 11:30am EST
Individual Case Study 2: Leasun DT of a Traditional Canned Food Company		15%	Wed Jan 22, 2025 at 11:30am EST
Individual Case Study 3: Digital Transformation of the Certis Group: Delivering Beyond Security Services		15%	Wed Feb 26, 2025 at 11:30am EST
Group Case Studies 55%			
Group Case Study (A)		30%	Wed Mar 26, 2025 at 11:30am EDT
Group Case Study (B)		25%	Wed Apr 2, 2025 at 11:30am EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS


Individual Case Study 1: The Home Depot Inc: A Digital Transformation for Customer Experience

 **Due Date:** Wed Jan 15, 2025 at 11:30am EST

Case Questions:

1. What are Home Depot's major customer segments. What do these segments value today and how might expectations change in the future? How does Home Depot position itself for these customer segments?
2. What role online channels fill? What role should brick-and-mortar channels fill? How should Home Depot best leverage the distinct characteristics of the online and in-store channels to gain a competitive advantage?
3. What are the current challenges and future considerations for Home Depot in providing a seamless customer experience? What are the implications for the different functional areas (e.g. marketing, finance, purchasing, warehousing, transportation, store operations)?
4. How should the company prioritize future investments.

Individual Case Study 2: Leasun DT of a Traditional Canned Food Company

 **Due Date:** Wed Jan 22, 2025 at 11:30am EST

Case Questions:

1. What development dilemma did Leasun face? Based on an external and internal environmental analysis, what factors were driving digital transformation at Leasun?
2. Use the RBV and VRIO frameworks to analyze which core resources contributed to Leasun's Digital Transformation.
3. How was Leasun able to seize the opportunities and advantages of digitization to complete its strategic transformation and remain ahead of its competitors?
4. Which development direction should Nan choose for Leasun's continuing digital transformation?

Individual Case Study 3: Digital Transformation of the Certis Group: Delivering Beyond Security Services

 **Due Date:** Wed Feb 26, 2025 at 11:30am EST

1. How has Certis employed digital technologies to transform its products and services to deliver better value to customers?
2. What innovation pathway did Certis follow to develop the new Security offerings? What other pathways can a company that instead of organization transformation? When would you chose one over the other?
3. As the President and Group CEO, how did Paul Chong lead Certis towards a successful transformation?
4. What are the recruitment and training programmes that Certis put in place to support organization transformation? Suggest some ways that Certis can enhance these programmes.

Group Case Study (A)

 **Due Date:** Wed Mar 26, 2025 at 11:30am EDT

There are two group case studies. Students need to make a presentation in the Group Case Study (A). For the Group Case Study (B) the deliverables will be the same except the class presentation. The groups will be randomly assigned to which case study that they will be presenting. The case written report will answer the questions posed in the case. The groups need to provide a detailed analysis of the situation, identify the trade-offs, and provide a rationale for their suggested course of action. Each group will present their Case Study (A) and the rest of the class will join the discussion. The grade for this component will be weighted for the quality of the report, the quality of presentation and a peer assessment of group contribution.

The weighting for **Case Study (A)** is as follows:

- Written Report: 60%
- Class Presentation: 25%
- Peer Assessment: 15%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. The presentation will be graded for organization, delivery, and communication of key ideas. All students in each group will receive the same mark.

The report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project and all members are expected to contribute evenly: all group members will be expected to speak during the in-class presentation of their project, the written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 15% of the final project will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 15 and the average score will determine that individuals score out of 15% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/15			
2.	/15			
3.	/15			
4.	/15			
5.	/15			

Group Case Study (B)

 **Due Date:** Wed Apr 2, 2025 at 11:30am EDT

There are two group case studies. Students need to make a presentation in the Group Case Study (A). For the Group Case Study (B) the deliverables will be the same except the class presentation. The groups will be randomly assigned to which case study that they will be presenting. The case written report will answer the questions posed in the case. The groups need to provide a detailed analysis of the situation, identify the trade-offs, and provide a rationale for their suggested course of action. Each group will present their Case Study (A) and the rest of the class will join the discussion. The grade for this component will be weighted for the quality of the report, the quality of presentation and a peer assessment of group contribution.

The weighting for **Case Study (B)** is as follows:

- Written Report: 70%
- Peer Assessment: 30%

The report will be evaluated for quality of analysis, presentation, and organization of thoughts, and understanding of context. All students in each group will receive the same mark.

This report combines knowledge from across all classes to allow students to demonstrate a full understanding of course material. Since it is a group project, and all members are expected to contribute evenly: all group members will be expected to contribute to the written report. The written report should be submitted with a brief list of the individual efforts of each member (bullet point is fine), and 30% of Case Study (B) will be dictated by peer assessment.

The peer assessment will be both qualitative and quantitative in nature. Each member will score their peers on a scale from 0 to 30 and the average score will determine that individuals score out of 30% to be contributed to their overall final project mark. In addition, all team members will be expected to complete a brief form highlighting for each teammate a strength and area of improvement, using a table such as:

Name	Assessment	Strength	Area to Improve	Signature
1.	/30			
2.	/30			
3.	/30			
4.	/30			
5.	/30			

CLASS-BY-CLASS SYLLABUS

Class 1 -What is Digital Transformation

Jan 8/25

Overview: [Class 1 Introduction, Overview and Setting the Context](#)

This class will introduce students to the overall concepts and theoretical underpinnings of digital innovation, disruption and transformation.

Topic

What is Digital Transformation?

Assigned Readings

Siebel, T.M. 2019. Digital Transformation – Chapter 1

Siebel, T.M. 2019. Digital Transformation – Chapter 2

Brock, J.K.U., and von Wangenheim, F. 2019. What digital transformation leaders can teach you about realistic artificial intelligence, *California Management Review*, 61(4). 110 – 134.

Guest Speaker

Eugene Roman

Class 2 - Customer Experience

Jan 15/25

Overview: [Class 2 Customer Experience](#)

Customer Experience

Transforming the customer experience is at the heart of digital transformation. In this class, students will learn how digital technologies will change the companies interact with their customers.

Assigned Readings

Westerman, G., Bonnet, D., McAfee, A. 2014. *Leading Digital* – Chapter 2

Kim, E., Beckman, S.L., Agogino, A. 2018. Design road mapping in an uncertain world:

Implementing a customer experience focused strategy, *California Management Review*, 61(1), 43–70.

Class 3 - Core Operations and Digital Transformation

Jan 22/25

Overview: [Class 3 Core Operations and Digital Transformation](#)

In industry after industry, companies with better operations create a competitive advantage through superior productivity, efficiency, and agility. Strong operational capabilities are a prerequisite for exceptional digitally powered customer experience. In this session, the students will learn how core operations play an important role in digital transformation.

Assigned Readings

Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 3
Sia, S.K., Weill, P., Zhang, N. 2021. Designing a future ready enterprise: The digital transformation of DBS Bank, California Management Review, 63(3), 35–57.
Special Collection: Big data at work, MIT Sloan Management Review

Class 4 - Cloud Computing

Jan 29/25

Overview: Class 4 Cloud Computing

This class will give students a crash-course in disruptive technologies being leveraged today. Students will gain a basic understanding of the function of technologies such as AI, IoT, blockchain, and more so that they may harness these technologies when creating new strategies.

Assigned Readings

Siebel, T.M. 2019. Digital Transformation – Chapter 4
Davis, J. 2020. Cloud Wars Go Global

Class 5 - Big Data

Feb 5/25

Overview: Class 5 Big Data

As the computing power and storage capacity have increased, it became possible to process and store increasingly large data sets. In this class we will focus on Big Data, and how it is utilized within an organization.

Assigned Readings

Siebel, T.M. 2019. Digital Transformation – Chapter 5
Brynjolfsson, E., and McAfee, A. 2015. The digitization of just about everything, Rotman Magazine, Fall.
McAfee, A., and Brynjolfsson, E. 2012. Big Data: The management revolution. Harvard Business Review, Oct.

Guest Speaker

Paul Lewis

Class 6 - Data Governance and Management in Enterprises

Feb 12/25

Overview: Class 6 Data Governance and Management in Enterprises

Building on previous week's class, in this class we will focus on Data Governance and Management.

Guest speaker

- Victor Garcia

Class 7 - Internet of Things

Feb 26/25**Overview: Class 7 Internet of Things**

In this class, we will explore the Internet of Things and explore the challenges and opportunities that IoT brings to organizations.

Assigned Readings

Tutorial on IoT.

Siebel, T.M. 2019. Digital Transformation – Chapter 5

Lee, I., Lee, K. 2015. The internet of things (IoT): Applications, investments, and for enterprises, Business Horizons, 58. 431 – 440.

Caro, F., Sadr, R. 2019. The Internet of Things (IoT) in retail: Bridging supply and demand

Class 8 - The Digital Enterprise**Mar 5/25****Overview: Class 8 The Digital Enterprise**

In this class, we start to investigate how companies transformed into digital enterprises and how organizational adaption to digital technologies ensure long term survival of the firm.

Assigned Readings

Siebel, T.M. 2019. Digital Transformation – Chapter 9

Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 6

Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 7

Guest Speaker: Steve Rashid

Class 9 - The Building Digital Capabilities (Technology)**Mar 12/25****Overview: Class 9 The Building Digital Capabilities (Strategy)****Topic: The Building Digital Capabilities (Strategy)**

In this session, we get into how to build the digital capabilities from a strategy point of view.

• Siebel, T.M. 2019. Digital Transformation – Chapter 11

• Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 9

Guest Speaker: Colin Dickinson

Class 10 - The Building Digital Capabilities (Strategy)**Mar 19/25****Overview: Class 10 The Building Digital Capabilities (Technology)****The Building Digital Capabilities (Technology)**

In this session, we get into how to build the digital capabilities from a technology point of view.

• Siebel, T.M. 2019. Digital Transformation – Chapter 10

• Westerman, G., Bonnet, D., McAfee, A. 2014. Leading Digital – Chapter 8

Guest Speaker: Michael Nolan, PPJV

Class 11 -Digital Transformation in the Financial Services

Mar 26/25

Overview: Class 11 Digital Transformation in the Financial Services

Digital Transformation in the Financial Services

This week will consider applications of Digital Transformation in the Financial Services Sector.

Gfrerer, A., Hutter, K., Fuller, J., Strohle, T. 2021. Ready or not: Managers' and employees' different perceptions of digital readiness, California Management Review, 63(2), 23 – 48.

Seran, T., and Bez, S. M. 2020. Open innovation's "multiunit back-end problem": How corporations can overcome business unit rivalry, California Management Review, 1 – 23.

Due: Group Case Study 1 – Eastern Bank: Innovating through Eastern Labs

Class 12 -Digital Transformation in the Retail Sector

Apr 2/25

Overview: Class 12 Digital Transformation in the Retail Sector

Digital Transformation in the Retail Sector

Schrage, M., and Kiron, D. 2018. Machine learning in the retail industry, Sloan Management Review.

Ketzenberg, M., and Akturk, S., 2021. How "buy online and pick-up in store" gives retailers an edge

Due: Group Case Study 2 – Digital Transformation at Brazilian Retailer Magazine Luiza

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

A key component to learning within this course will be through informed class discussion and collaboration. Strategy can be a fluid topic with no singular answers, and as such, core to this course will be an open, respectful dialogue among students and lecturers. Students who get the most from this course will come prepared with knowledge from assigned readings/videos and be ready to engage in engaged, thoughtful discussion. Students are strongly encouraged to ask questions, actively participate, and respectfully challenge points raised in class.

Readings, videos, and other homework for this course will not be cut-and-dry concepts. As such, students are encouraged to think critically and bring their own experiences and perspectives to course material. It is only through these new ideas and discussions around them that we may evolve our thinking on the material and better engage with and understand it.

This course demands hard work and dedication. A minimum of 6 to 8 hours of work outside class (keeping up with readings, preparing assignments, and so on) is required each week. Additional time is required to prepare for presentations, and projects. If you are struggling with a concept in the course or an assignment, contact the instructor for clarification or further discussion.

Class Participation (contribution)

Attendance, Etiquette and Courtesy

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

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

In the business world, punctuality is one of key factors of success and good ethics. Therefore, *students are expected to come to class on time to avoid disturbing the instructor and the rest of the class.* It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

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

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

Contacting the Instructor

The best way to reach the instructors is via *e-mail*. In person meetings may be arranged if needed.

Disclaimer

The instructor reserve 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.

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)

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/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>) 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-student-rights-and-responsibilities/>)

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

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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 MBA, Program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 6710

4. Credit Value:

3.00

5. Long Course Title:

Management Information Systems

6. Short Course Title:

Management Information Systems

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

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

Other

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

Fall 2025

9. Rationale:

This course is an elective for MBA students and a core course for the MACC program. However, the course description and course title need an update given the increased complexity associated with IT in organizations over the last several years. The name Information Systems is too basic and doesn't do justice to what this course covers, particularly on the topics of AI, data, architecture and applications. Finally, because Information Systems is a core MBA course, the title was inadvertently suggesting that this was similar, leading to low MBA enrollment.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: OMIS 6710 Management Information Systems</p> <p>This course acquaints students with the management issues, concepts and terminology associated with information systems technology. With its focus on management issues, the course is of interest to students with either a technical or a non-technical background. Issues discussed include telecommunications; networks; multimedia; data models and their relation to organization models; systems development processes; and systems theory. Students will learn to recognize the technical and organizational problems generated by introducing new technology and the long-term organizational implications of these decisions.</p> <p>Prerequisite: OMIS 5110 1.50. Prerequisite exempted for students pursuing Schulich Diploma in Intermediate Accounting (DIAC)</p>	<p>Title: OMIS 6710: IT in the Modern Enterprise: Data, Architecture, Applications, and AI</p> <p>In this course students will learn to assess how organizations create and implement secure, scalable, and adaptable information systems. The course specifically focuses on how modern organizations leverage data and technology architectures to build impactful applications and harness the potential of critical technologies such as artificial intelligence. The course explores the strategic and operational role of IT through topics such as data-driven decision-making, software and platform architectures, open source software and cloud computing, AI and machine learning, and blockchain.</p> <p>Prerequisite: OMIS 5110 1.50. Prerequisite exempted for students pursuing Schulich Diploma in Intermediate Accounting (DIAC)</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director, the OMIS area and the MAcc program director.

Originator:

_____ Signature	_____ April 15 th , 2025 Date
_____ Henry Kim Name	_____ OMIS Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Henry Kim Name	_____ OMIS Area or Specialization

Degree Program:

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

_____ Signature	_____ April 15 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs Committee

Committee



OMIS6710 S2024 CREDITS: 3.00

OMIS 6710 Q - IT IN THE MODERN ENTERPRISE: DATA, ARCHITECTURE, APPLICATIONS, AND AI

🕒 TUE 08:30-11:30 🏠 SSB W136

🕒 THU 08:30-11:30 🏠 SSB W136

Office Hours

Thursdays 11:30 am - 12:30 pm (McEwen Building Rm. 236)

May 20, 2024: Victoria Day - University Closed

June 17-21, 2024: Final Exams

This course is intended for MACC Students only.

COURSE DIRECTOR

Henry Kim

✉️ hkim@schulich.yorku.ca

📞 416.736.2100 Ext. 77952

🏠 G236 MB

ADMIN

Paula Gowdie Rose

✉️ pgowdie@schulich.yorku.ca

📞 416.736.2100 Ext. 44150

🏠 S337D SSB

HENRY KIM - INSTRUCTOR

Henry M. Kim is an Associate Professor at the Schulich School of Business, York University in Toronto, and is the Director for York University's blockchain.lab. He is also the Co-Principal Investigator for a \$525,000 project on Digital Currencies, a research collaboration bringing together academics, Bank of Canada, financial institutions, and startups to investigate blockchain, cryptocurrencies and web3, digital payments, and central bank digital currency (CBDC).

As one of the leading blockchain scholars in Canada, he has authored more than 30 publications on blockchain topics and over 70 overall. Prof. Kim is engaged in research projects with:

Bank of Canada (on bitcoin adoption as well as CBDC)
Stats Canada (on digital exclusion)
Toronto and Region Conservation Authority (on electricity micro-grid)
Ontario Ministry of Agriculture and Rural Affairs (on food traceability)
cryptocurrency Filecoin (on cryptocurrency and sustainability),
cryptocurrency Aion (on AI-based consensus mechanism)
Don Tapscott's Blockchain Research Institute (on commercial insurance)
and many others

He was the co-organizer for the Fields Institute Seminar Series on Blockchain and the 2020 & 2022 IEEE Conferences on Blockchain and Cryptocurrencies. He speaks and consults broadly on blockchain and other emerging technologies and digital transformation topics. He also served as Senior Research Fellow for several international startups. Prof. Kim has a PhD in Industrial Engineering from University of Toronto and a Master's from University of Michigan.

Prof. Kim has received over \$1 Million in research funding and has held multiple OCE (provincial), NSERC (federal), and MITACS (federal) grants. In addition, he has received numerous research awards from sources including IBM Canada, Ontario Ministry

of Agriculture, York University, BHP Steel, BT Telecom in the UK, and the Santa Fe Institute.

He is also a leading expert in the development of ontologies for enterprise modelling. He gained expertise conducting research on the Toronto Virtual Enterprise (TOVE) project, a world-renowned investigation into developing Artificial Intelligence based enterprise systems involving global partners like BHP Steel, Bombardier, and Oracle.

Prof. Kim is a committed educator to management students and managers, as well as blockchain enthusiasts and ontologists.

BRIEF DESCRIPTION

In this course students will learn to assess how organizations create and implement secure, scalable, and adaptable information systems. The course specifically focuses on how modern organizations leverage data and technology architectures to build impactful applications and harness the potential of critical technologies such as artificial intelligence. The course explores the strategic and operational role of IT through topics such as data-driven decision-making, software and platform architectures, open source software and cloud computing, AI and machine learning, and blockchain.

Prerequisite: OMIS 5110 1.50.

Prerequisite exempted for students pursuing Schulich Diploma in Intermediate Accounting (DIAC)

COURSE LEARNING OUTCOMES

Information systems are vital to organizations, and their use can be a source of competitive advantage. At its core, Information systems process data into useful information. Lectures and discussions will cover concepts and theories that underlie organizational and individual uses of information systems.

Topics covered include strategic and operational uses, and management, of information systems; Information Technologies (IT) with which information systems are developed; as well as Social Computing, Big Data, Business Analytics, and other novel IT paradigms.

Course Objectives

The objective of the course is to improve your understanding of how information systems are used in organizations and by individuals.

Upon completing this course, students will have a more informed perspective on how information systems process data into useful information within organizational and individual contexts. The following then are expected learning outcomes.

Expected Learning Outcomes

Through this course, you are expected to:

1. Understand the core concepts, theories, and technologies that underlie information systems
2. Identify the issues and the challenges involved in information systems use and management.

Organization of the Course

This course is primarily a lecture-based course. Each student is expected to have read the assigned material for the lecture before class. They should be ready to discuss any of the material assigned for the prior week and the current week. There are assigned questions each week that will have to be submitted to Turnitin.

The lecture slides as well as this course outline and all other material needed for the class—except the book—can be accessed through the course's Canvas site. The lecture slides will be posted in .pptx format a few days, so that students can download the slides for printing or marking up.

All deliverables will be individually assessed, except for the group term project, which will be completed in groups of 4-6 students. You are expected to self-organize into groups for this.

COURSE MATERIAL

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

Information Systems: A Manager's Guide to Harnessing Technology, v. 9.0, by John Gallaughier. Flatworld Knowledge, IISBN (Digital): 978-1-4533-3803-2.

You may also access the publisher website directly at <https://students.flatworldknowledge.com/course/2600983>

This website allows you to input your instructor's name and/or course code, and will take you directly to the book.

Course website

We will be using Schulich Canvas for the course - <https://schulich.instructure.com>. We will also be using Turnitin through Canvas. So, make sure that you have both Canvas and Turnitin accounts set up.



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



Copyright

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

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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Class Participation 15%			
Wk01 Tue Class Participation		1.25%	Tue May 7, 2024 at 11:30am EDT
Wk01 Thu Class Participation		1.25%	Thu May 9, 2024 at 11:30am EDT
Wk02 Tue Class Participation		1.25%	Tue May 14, 2024 at 11:30am EDT
Wk02 Thu Class Participation		1.25%	Thu May 16, 2024 at 11:30am EDT
Wk03 Tue Class Participation		1.25%	Tue May 21, 2024 at 11:30am EDT
Wk03 Thu Class Participation		1.25%	Thu May 23, 2024 at 11:30am EDT
Wk04 Tue Class Participation		1.25%	Tue May 28, 2024 at 11:30am EDT
Wk04 Thur Class Participation		1.25%	Thu May 30, 2024 at 11:30am EDT
Wk05 Tue Class Participation		1.25%	Tue Jun 4, 2024 at 11:30am EDT
Wk05 Thu Class Participation		1.25%	Thu Jun 6, 2024 at 11:30am EDT
Wk06 Tue Class Participation		1.25%	Tue Jun 11, 2024 at 11:30am EDT
Wk06 Thu Class Participation		1.25%	Thu Jun 13, 2024 at 11:30am EDT
Assignments 20%			
Assignment 1: Netflix Data Visualization and Analysis		15%	Thu May 23, 2024 at 11:55pm EDT
Assignment 2: Netflix Prediction		5%	Tue Jun 18, 2024 at 11:55pm EDT
Term Project 30%			
Term Project Specification		30%	Thu Jun 6, 2024 at 11:55pm EDT


Assignment Task	Group Individual	Total % of Final Grade	Due Date
Final Exam 35%			
Unscaled Exam Mark		0%	Thu Jun 20, 2024 at 08:30am EDT
Final Exam		35%	

GRADING SCHEME


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

WRITTEN ASSIGNMENTS: DESCRIPTIONS


Wk01 Tue Class Participation.

 **Due Date:** Tue May 7, 2024 at 11:30am EDT


Wk01 Thu Class Participation.

 **Due Date:** Thu May 9, 2024 at 11:30am EDT


Wk02 Tue Class Participation.

 **Due Date:** Tue May 14, 2024 at 11:30am EDT


Wk02 Thu Class Participation.

 **Due Date:** Thu May 16, 2024 at 11:30am EDT


Wk03 Tue Class Participation.

 **Due Date:** Tue May 21, 2024 at 11:30am EDT

Wk03 Thu Class Participation.

 **Due Date:** Thu May 23, 2024 at 11:30am EDT


Wk04 Tue Class Participation.

 **Due Date:** Tue May 28, 2024 at 11:30am EDT


Wk04 Thur Class Participation.

 **Due Date:** Thu May 30, 2024 at 11:30am EDT


Wk05 Tue Class Participation.

 **Due Date:** Tue Jun 4, 2024 at 11:30am EDT


Wk05 Thu Class Participation.

 **Due Date:** Thu Jun 6, 2024 at 11:30am EDT


Wk06 Tue Class Participation.

 **Due Date:** Tue Jun 11, 2024 at 11:30am EDT

Wk06 Thu Class Participation.

 **Due Date:** Thu Jun 13, 2024 at 11:30am EDT

Assignment 1: Netflix Data Visualization and Analysis.

 **Due Date:** Thu May 23, 2024 at 11:55pm EDT

Do whatever analytics and visualizations you would like to present some interesting insights from the attached publicly available Netflix viewership data. Even when you do analysis, make sure that it is reflected as good visualizations and easy-to-understand explanations.

As long as your analysis and visualization use this dataset, you are free to do whatever you would like. You are free to collect and share additional data (not visualizations or analysis) with others in class. An obvious example is if someone


collected say genre information for each of the movies/shows they can add that column to the data and share that with others. If you aren't sure what can be shared, you can ask me. Generally, sharing raw data is OK; sharing deeper analysis or charts or graphs or visualizations is not.

You are allowed to use any tool for your presentation - e.g. Excel, Powerpoint, Power BI, ChatGPT, etc. Keep in mind though that I know how little effort some things will take so I will reward those that have put in effort to develop more unique, novel, or creative analysis and visualizations.

Your hand-in will be a 2 or 3 slide Powerpoint presentation saved as a PDF or PPT file. Also, please include support files. This may include things like Excel files for your data, Tableau, PowerBI, or Orange Files. It could be source code. If you used ChatGPT, or Gemini, then a file that lists the session URLs. Please put all your references in a slide at the end that doesn't count towards your 3 slide limit.

Here is the dataset: **NetflixViewingOtherForW24.xlsx** (<https://schulich.instructure.com/courses/11224/files/1226985?wrap=1>)
 ↓ (https://schulich.instructure.com/courses/11224/files/1226985/download?download_frd=1)

Assignment 2: Netflix Prediction.

 **Due Date:** Tue Jun 18, 2024 at 11:55pm EDT

In this spreadsheet, I list all show that were new to Netflix Canada in January and February of 2024. You are to predict whether Ashley, Phillip, or Vivian watched at least 40 minutes of that show. That is, any combination of profiles watching it for more than 40 minutes. Bear in mind that if it's a series, e.g. Mr. D: Season 2, I am asking if their total viewing time of all episodes of that season was ≥ 40 minutes. **Under the Watch40 column of this spreadsheet, you are to put 1 if you predict they watched it for ≥ 40 minutes and 0 if not.** This is your prediction. As long as you do this for each title, you will receive at least 7/10 for the assignment. The 40 minute threshold does not include trailers and hooks...

YourPredictionW24.xlsx (<https://schulich.instructure.com/courses/11224/files/1226988?wrap=1>) ↓
 (https://schulich.instructure.com/courses/11224/files/1226988/download?download_frd=1)

In this spreadsheet is the entire viewing history of all trailers and hooks for Jan and Feb 2024. Obviously, what is missing is the viewing of the shows themselves (i.e. Supplemental Video = blank)...

NetflixActivityForJanFeb2024ForPrediction.xlsx (<https://schulich.instructure.com/courses/11224/files/1247993?wrap=1>) ↓
 (https://schulich.instructure.com/courses/11224/files/1247993/download?download_frd=1)

For your final submission, you will submit the completed YourPrediction24 Excel file as well as an Orange file (.owl extension) or any other files (e.g. Excel, Python or R code) that show your prediction model. If you are submitting an Orange file, make sure that all of the data files that you used for it are online files - e.g. Google sheets. If you don't do this and you submit other data files as well, the links between the data files and your owl file might not be preserved and I won't be able to see your prediction model. Please also attach a one-page MS-Word or PDF file explaining your model(s), detailing (1) input variables, (2) your training/testing plan, (3) how you determined which model to use for your prediction, and (4) any other information that you think is relevant. That file should be 8 1/2 by 11 with 12 pt font and 1 in margins.


I have set up a discussion forum for you to share outside data (e.g. genre for the titles) that you may have gathered with the class. Please justify why what you have provided is different or better than what others have put up. Please justify it with some commentary when you post it. If I think it is justified I will give you some additional marks for your effort. I just don't want someone to copy and paste someone else's data and then claim that they should get credit for sharing that. If you are not sure that you should be sharing the data, please send me a quick email and I will tell you.

As for scoring your predictions

- you will receive +25 when you guess 1 and it is 1 - you guessed they watched and they did.
- you will receive +1 when you guess 0 and it is 0 - you guessed they didn't watch it and they didn't
- you will receive -1 when you guess 1 and it is 0 - you guessed they watched it but they didn't






- you will receive -10 when you guess 0 and it is a 1 - you guessed they didn't watch it but they did
- and you must guess for every show on the spreadsheet

Term Project Specification.

 **Due Date:** Thu Jun 6, 2024 at 11:55pm EDT

In groups of 4-6 people, you are to write a case study for 911 Incident.

You can learn more about 911 Incident through these references

- **Zoom call with 911 Incident**  (<https://1drv.ms/v/s!Ak0yNuumbbpygbdWTB8EtJCgj1dhRQ?e=8b2ueq>)
- **Zoom call with Lily Wang, Masters of Business Analytics student who just completed a school project with 911 Incident**  (<https://yorku.zoom.us/rec/share/OKI2-4G56J8Mb1usmIHGjyV5M7Sxx26KfM8r76ZcLM2XBFVOLMrGtJUfc046c6c.KBra95weq1Liyvmx?startTime=1711494218000>)
- Intro to company slides from 911 Incident **911_Incident_York.pdf** (<https://schulich.instructure.com/courses/11224/files/1226987?wrap=1>) 
 (https://schulich.instructure.com/courses/11224/files/1226987/download?download_frd=1)
- Incident reports from City of Toronto Fire Department <https://open.toronto.ca/dataset/fire-incidents> 
 (<https://open.toronto.ca/dataset/fire-incidents>)
- Incident reports from an Ontario volunteer fire department as provided by 911 Incident **raw_data_from_mongoDB.zip** (<https://schulich.instructure.com/courses/11224/files/1226990?wrap=1>) 
 (https://schulich.instructure.com/courses/11224/files/1226990/download?download_frd=1)

You are not allowed to reach out to 911 Incident directly outside of these sessions. They will not respond back to your request anyway.

You are to write between 4000 and 5500 words. (excluding the references and appendix sections at the end of the case study.) Your document must have 1.5 line spacing, use 12 pt font, and have 1 inch spacing on all sides.

These are the sections that you must have in your PDF document. Note that you should APA referencing style.

- Title Page
 - The title is "A Case Study of 911 Incident: From IT and Management Perspective."
 - Just list the names of your group members. No need for this page to be fancy as I explicitly avoid looking at this page to reduce bias
 - This page is not worth anything but you must have it.
- Abstract
 - must be less than 150 words
- ~~Company Background~~ Introduction
- **Strategic Analysis** ~~Company Background and Strategic Analysis~~
 - of 911 Incident
- **How are Software Concepts learned in this course relevant...**
 - to 911 Incident
 - that you are certain of - state explicitly that you are certain and why
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
 - Both internally and to external stakeholders like customers, suppliers, etc.
 - that you are certain of - state explicitly that you are certain
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
- **How are Data Analytics Concepts including AI learned in this course relevant...**

- to 911 Incident
 - that you are certain of - state explicitly that you are certain and why
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
- Both internally and to external stakeholders like customers, suppliers, etc.
 - that you are certain of - state explicitly that you are certain
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
- How are IT Security, Privacy, Ethics, and Legal Concepts learned in this course relevant...
 - to 911 Incident
 - that you are certain of - state explicitly that you are certain and why
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
 - Both internally and to external stakeholders like customers, suppliers, etc.
 - that you are certain of - state explicitly that you are certain
 - that you can take a best-guess on - state explicitly that it is a best-guess and where relevant provide references for your guess [remember that it can be ChatGPT as long as you cite properly and double-check that it is not hallucinating])
- **Recommendations**
 - Based upon your analysis, make some recommendations to 911 Incident's senior management team
- Concluding Remarks
 - should be less than 750 words. Note this is just a guideline; you can have fewer words, but not very much more than 750.
- References
- Appendices

The sections that I have shown in **bold** are the important sections as an experienced reader of a document like this will pay special attention to them. The bolded sections will have higher weights when being marked.

One member of your project team will submit before the deadline date/time.

ASAP, please create an entry for your group on Canvas under (People - Project Groupings) for this assignment so that I may see who your members are. That is, pick a group name and then put individual names there.

I should not have to say this, but... do not put your name into a group without first getting permission from the group members.

Unscaled Exam Mark.

Final Exam.



 **Due Date:** Thu Jun 20, 2024 at 08:30am EDT

Writing in w133: Al-Halli to Komolafe


Writing in w136: Li to Zheng

CLASS-BY-CLASS SYLLABUS


Administrative Documents

 Access to Echo360
 ChatGPT/LLM Use
 Class Participation Description
Term Project Specification


Wk01 Tue

 Intro to IS
Wk01 Tue Class Participation

Wk01 Thu

 Moore's Law
Wk01 Thu Class Participation

Wk02 Tue

 Data Analytics I
Wk02 Tue Class Participation

Wk02 Thu



Data Analytics II

Wk02 Thu Class Participation

Wk03 Tue



AI I

Wk03 Tue Class Participation

Wk03 Thu



Software I

Assignment 1: Netflix Data Visualization and Analysis

Wk03 Thu Class Participation

Wk04 Tue



Software II

Wk04 Tue Class Participation

Wk04 Thu



Telecomm

Wk04 Thur Class Participation

Wk05 Tue

Wk05 Tue Class Participation

Wk05 Thu



IT Security

Wk05 Thu Class Participation

Term Project Specification

Wk06 Tue



Blockchain and AI II

Wk06 Tue Class Participation

Wk06 Thu

Wk06 Thu Class Participation

Final Exam

Final Exam

Unscaled Exam Mark

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

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)

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/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>) 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-student-rights-and-responsibilities/>)

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

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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 MBA, Program

2. Responsible Unit:

Entrepreneurial Studies
Strategic Management

3. Subject Code (Rubric) and Course Number:

ENTR 6400
SGMT 6970

4. Credit Value:

3.00

5. Long Course Title:

Field Study: Innovating with Entrepreneurs, Unlocking New Venture Potential
Restructuring and Turnaround Management

6. Short Course Title:

Field Study: Innovating with Entrepreneurs
Restructuring and Turnaround Management

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)
X	in pre/co-requisite
	retire course
	Other

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

Fall 2025

9. Rationale:

These courses had as their prerequisite all 5000 series required foundation of management core courses. The ENTR and SGMT areas responsible for these courses have confirmed that this is an unnecessary set of skillsets required to take this course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title Prerequisites: All 5000-series Required Foundations of Management Core Courses.	Title

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the Strategic Management and Entrepreneurship Area Coordinator.

Originator:

Signature

April 5th, 2025

Date

Mike Valente

Name

MBA Program

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025

Date

Moren Levesque

Preet Aulakh

Name

Entrepreneurial Studies

Strategic Management

Area or Specialization

Degree Program:

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

Signature

April 5th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Operations Management and Information Systems
MBA Program Director

3. Subject Code (Rubric) and Course Number:

ENTR 6605
HIMP 6150
MGMT 6200
MGMT 6810

4. Credit Value:

3.00

5. Long Course Title:

Entrepreneurship and New Firm Creation
Economics of Healthcare
Business Administration and the Law
Creativity & Innovation: Techniques for a Rapidly Changing World

6. Short Course Title:

Entrepreneurship and New Firm Creation
Economics of Healthcare
Business Administration and the Law
Creativity & Innovation: Techniques

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)
X	in pre/co-requisite
	retire course
	Other

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

Fall 2025

9. Rationale:

Area coordinators, the MBA Program Director and the course directors all feel that prerequisites are unnecessary for these courses.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title Prerequisites: All 5100-series Required Foundations of Management Core Courses.	Title Prerequisites: None

10. Proposed Course Information:

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director, OMIS area coordinator, and the lead instructors of the MGMT courses.

Originator:

_____ April 5th, 2025

Signature

Date

Mike Valente
Name

OMIS
Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025
Date

Henry Kim
Mike Valente
Joe Mapa
Name

OMIS
MBA Program Director
HIMP Specialization Director
Area or Specialization

Degree Program:

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

Signature

March 5th, 2025
Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Strategic Management

3. Subject Code (Rubric) and Course Number:

SGMT 6250

SGMT 6800

SGMT 6970

4. Credit Value:

3.00

5. Long Course Title:

Strategy Execution

Strategic Management of Technology-Based Firms

Restructuring and Turnaround Management

6. Short Course Title:

Strategy Execution

Strategic Mgmt of Technology-Based Firms

Restructuring and Turnaround Management

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)
X	in pre/co-requisite
	retire course
	Other

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

Fall 2025

9. Rationale:

This proposal aims to add SGMT 5200 as a prerequisite to SGMT 6000 for the above three courses. This is because SGMT 6000 is being replaced by SGMT 5200.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title: Prerequisite: SGMT 6000 3.00	Title: Prerequisite: SGMT 5200 3.00 or SGMT 6000 3.00

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the Strategic Management area.

Originator:

Signature

Mike Valente

April 5th, 2025

Date

OMIS

Name

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025

Date

Preet Aulakh

Name

Strategic Management

Area or Specialization

Degree Program:

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

Signature

March 5th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Organization Studies

3. Subject Code (Rubric) and Course Number:

ORGS 6350

ORGS 6400

ORGS 6560

ORGS 6650

4. Credit Value:

3.00

5. Long Course Title:

Managing Change

Power and Politics in Organizations

Negotiations

The Art and Science of Leadership

6. Short Course Title:

Managing Change

Power and Politics in Organizations

Negotiations

The Art and Science of Leadership

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)
X	in pre/co-requisite
	retire course
	Other

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

Fall 2025

9. Rationale:

This proposal aims to add ORGS 5100 as a prerequisite to ORGS 5200 for the above three courses. This is because ORGS 5100 is being replaced by ORGS 5200. We are also taking the opportunity to remove mention of INTL 5220 given the closure of the IMBA Program

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title: Prerequisite: ORGS 5100 3.00 or INTL 5220 3.00 for IMBA students	Title: Prerequisite: ORGS 5200 3.00 or ORGS 5100 3.00

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the Organization Studies Area.

Originator:

Signature

April 15th, 2025

Date

Mike Valente

Name

MBA Program Director

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 15th, 2025

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Signature

April 15th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Organization Studies

3. Subject Code (Rubric) and Course Number:

ORGS 6500

4. Credit Value:

3.00

5. Long Course Title:

Interpersonal Managerial Skills

6. Short Course Title:

Interpersonal Managerial Skills

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)
X	in pre/co-requisite
	retire course

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

Fall 2025

9. Rationale:

This proposal aims to add ORGS 5100 as a prerequisite to ORGS 5200 as per the MBA Program redesign.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Interpersonal Managerial Skills</p> <p>Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence).</p> <p>Prerequisites: ORGS 5100 3.00 AND MGMT 6150 3.00</p>	<p>Title: Interpersonal Managerial Skills</p> <p>Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence).</p> <p>Prerequisites: ORGS 5100 3.00 or ORGS 5200 3.00 and MGMT 6150 3.00 or MGMT 5150 3.00</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the Organization Studies Area.

Originator:

Signature

Mike Valente

April 15th, 2025

Date

MBA Program Director

Name

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 15th, 2025

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Signature

April 15th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

MBA Program

3. Subject Code (Rubric) and Course Number:

MGMT 6300

4. Credit Value:

3.00

5. Long Course Title:

Case Analysis and Presentation Skills

6. Short Course Title:

Case Analysis and Presentation Skills

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)
X	in pre/co-requisite
	retire course

	Other
--	-------

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

Fall 2025

9. Rationale:

Given the nature of the learning outcomes for this course, it is unnecessary to have any prerequisites.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Case Analysis and Presentation Skills</p> <p>This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.</p> <p>Prerequisites: SB/ACTG 5100 3.00, SB/MGMT 6150 3.00 (Previously offered as MGMT 5150 3.00), SB/MKTG 5200 3.00, SB/SUST 5200 3.00 (Prior to S23 SB/SGMT 5800 3.00; prior to W20 SB/MGMT 5260 3.0) & SB/ORGS 5100 3.00 Course credit exclusions: (prior to Fall 2022) SB/SGMT 5800 3.00, (prior to Fall 2019) SB/MGMT 5260 3.00</p>	<p>Title: Case Analysis and Presentation Skills</p> <p>This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

None

Originator:

Signature

April 15th, 2025

Date

Mike Valente

Name

MBA Program

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 15th, 2025

Date

Mike Valente

Name

MBA Program

Area or Specialization

Degree Program:

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

Signature

April 15th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Organization Studies

3. Subject Code (Rubric) and Course Number:

ORGS 6420

4. Credit Value:

3.00

5. Long Course Title:

Crisis Management

6. Short Course Title:

Crisis Management

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)
X	in pre/co-requisite
	retire course

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

Fall 2025

9. Rationale:

This course had as its prerequisite all 5000 series required foundation of management core courses. The Organization Studies area confirms that this is an unnecessary set of skillsets required to take this course. They have instead elected to replace the 5000 level courses with ORGS 5200 3.00 Leading People and Organizations as the only prerequisite.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Crisis Management</p> <p>Crises in organizations are inevitable, and whether an organization survives them is due in large part to the actions of its managers and leaders. This course provides students with an overview of key factors in organizational crisis management, including (1) Assessing Crisis Vulnerabilities; (2) Planning for Crises; and (3) Managing during Crises.</p> <p>Prerequisites: All 5000-series Required Foundations of Management Core Courses.</p>	<p>Title: Crisis Management</p> <p>Crises in organizations are inevitable, and whether an organization survives them is due in large part to the actions of its managers and leaders. This course provides students with an overview of key factors in organizational crisis management, including (1) Assessing Crisis Vulnerabilities; (2) Planning for Crises; and (3) Managing during Crises.</p> <p>Prerequisites: ORGS 5200 3.00 Leading People and Organizations</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Organization Studies Area Coordinator

Originator:

Signature

April 5th, 2025
Date

Mike Valente

Name

OMIS

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Signature

March 5th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Strategic Management

3. Subject Code (Rubric) and Course Number:

SGMT 6050

4. Credit Value:

3.00

5. Long Course Title:

Mergers and Acquisitions

6. Short Course Title:

Mergers and Acquisitions

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)

X	in pre/co-requisite
	retire course
	Other

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

Fall 2025

9. Rationale:

This proposal aims to add SGMT 5200 3.00 as a prerequisite or co-requisite to SGMT 6000 3.00 for this course. This is because SGMT 6000 3.00 is being replaced by SGMT 5200 3.00.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Mergers and Acquisitions</p> <p>We examine motives, techniques and management issues associated with mergers and acquisitions. Through lectures and readings, we explore the people, the concepts and the challenges involved in mergers and acquisitions. Assignments and discussions around real situations expose students to the complexities and the managerial challenges that are unique to acquiring and integrating organizations.</p> <p>Prerequisite or Co-requisite: SGMT 6000 3.00 or SGMT 5600 1.50 for IMBA students</p>	<p>Title: Mergers and Acquisitions</p> <p>We examine motives, techniques and management issues associated with mergers and acquisitions. Through lectures and readings, we explore the people, the concepts and the challenges involved in mergers and acquisitions. Assignments and discussions around real situations expose students to the complexities and the managerial challenges that are unique to acquiring and integrating organizations.</p> <p>Prerequisite or Co-requisite: SGMT 5200 3.00 or SGMT 6000 3.00</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the Strategic Management area.

Originator:

April 5th, 2025

Signature

Date

Mike Valente
Name

OMIS
Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025
Date

Preet Aulakh
Name

Strategic Management
Area or Specialization

Degree Program:

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

Signature

March 5th, 2025
Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa
Signature

May 1, 2025
Date

Kevin Tasa
Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

MBA Program

3. Subject Code (Rubric) and Course Number:

MGMT 6400

4. Credit Value:

1.50 and 3.00

5. Long Course Title:

International Study Tour

6. Short Course Title:

International Study Tour

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)
X	in pre/co-requisite
	retire course

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

Fall 2025

9. Rationale:

This course had as its prerequisite all 5000 series required foundation of management core courses. The course director has confirmed that this is not essential and has suggested that half of the core courses are required for this course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: International Study Tour</p> <p>This course takes students from the classroom into the field where they can see how the theoretical study of business (as well as government policy and NGOs) translates into the practical. It is also designed to enhance students' understanding of management, organizations, government policy and economics by examining these phenomena in the context of countries very different from Canada.</p> <p>Prerequisites: All 5000 series Required Foundations of Management Core Courses</p>	<p>Title: International Study Tour</p> <p>This course takes students from the classroom into the field where they can see how the theoretical study of business (as well as government policy and NGOs) translates into the practical. It is also designed to enhance students' understanding of management, organizations, government policy and economics by examining these phenomena in the context of countries very different from Canada.</p> <p>Prerequisites: A minimum of 15 credits of 5000-series Required Foundations of Management Core Courses</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and the course director.

Originator:

Signature

April 5th, 2025

Date

Mike Valente

Name

MBA Program Director

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025

Date

Mike Valente

Name

MBA program Director

Area or Specialization

Degree Program:

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

Signature

March 5th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Entrepreneurial Studies

3. Subject Code (Rubric) and Course Number:

ENTR 6910

4. Credit Value:

3.00

5. Long Course Title:

Venture Capital & Private Equity

6. Short Course Title:

Venture Capital & Private Equity

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)
X	in pre/co-requisite
	retire course

Other

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

Fall 2025

9. Rationale:

This course had as its prerequisite all 5000 series required foundation of management core courses. The Entrepreneurship area has confirmed that this is an unnecessary set of skillsets required to take this course. They instead propose that students take either ACTG 5210 1.50 Management Accounting or FINE 5200 3.00 Managerial Finance

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Venture Capital & Private Equity</p> <p>This course is primarily geared to students interested in working in venture capital or other private equity organizations at some point in their careers. It is also valuable for those who intend to work alongside venture capitalists as managers of firms being financed by such investors and for students interested in applying aspects of private equity investing to established organizations. The course is divided into 4 modules focusing on the venture capital cycle including fundraising, investing, and exiting. In the final module the course explores new frontiers in venture capital including corporate venturing. Throughout the course we touch on career issues with respect to private equity.</p> <p>Prerequisites: All 5000-series Required Foundations of Management Core Courses.</p>	<p>Title: Venture Capital & Private Equity</p> <p>This course is primarily geared to students interested in working in venture capital or other private equity organizations at some point in their careers. It is also valuable for those who intend to work alongside venture capitalists as managers of firms being financed by such investors and for students interested in applying aspects of private equity investing to established organizations. The course is divided into 4 modules focusing on the venture capital cycle including fundraising, investing, and exiting. In the final module the course explores new frontiers in venture capital including corporate venturing. Throughout the course we touch on career issues with respect to private equity.</p> <p>Prerequisites: ACTG 5210 1.50 Management Accounting or FINE 5200 3.00 Managerial Finance</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Entrepreneurial Studies Coordinator

Originator:

_____ Signature	_____ April 5 th , 2025 Date
_____ Mike Valente Name	_____ MBA Program Director Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 5 th , 2025 Date
_____ Moren Levesque Name	_____ Entrepreneurial Studies Area or Specialization

Degree Program:

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

_____ Signature	_____ April 5 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

_____ Kevin Tasa Signature	_____ May 1, 2025 Date
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Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Strategic Management

3. Subject Code (Rubric) and Course Number:

SGMT 6700

4. Credit Value:

3.00

5. Long Course Title:

Strategic Capability Development

6. Short Course Title:

Strategic Capability Development

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)
X	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)
X	in pre/co-requisite
	retire course

	Other
--	-------

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

Fall 2025

9. Rationale:

This course had as prerequisites SGMT 6000 3.00 and ORGS 5100 3.00. These two courses have been discontinued and replaced with SGMT 5200 3.00 and ORGS 5200 3.00.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Strategic Capability Development</p> <p>We bridge and extend SGMT 6000 3.00 and ORGS 5100 3.00, drawing on contemporary theory and practice to further develop the skills and knowledge needed for translating strategy into action. Strategic successes and challenges are viewed as opportunities for building and strengthening long-run dynamic strategic capabilities. Emphasis is placed on experiential and applied approaches.</p> <p>Prerequisite: SB/ORGS 5100 3.00. Corequisite: SGMT 6000 3.00 or SGMT 5600 3.00.</p>	<p>Title: Strategic Capability Development</p> <p>We bridge and extend SGMT 5200 3.00 AND ORGS 5200 3.00 SGMT 6000 3.00 and ORGS 5100 3.00, drawing on contemporary theory and practice to further develop the skills and knowledge needed for translating strategy into action. Strategic successes and challenges are viewed as opportunities for building and strengthening long-run dynamic strategic capabilities. Emphasis is placed on experiential and applied approaches.</p> <p>Prerequisite: ORGS 5100 3.00 or ORGS 5200 3.00 Co-requisite: SGMT 5200 3.00 or SGMT 6000 3.00</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Strategic Management Area

Originator:

_____	_____
Signature	April 5 th , 2025 Date
_____	_____
Mike Valente Name	MBA Program Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 5 th , 2025 Date
_____ Preet Aulakh Name	_____ Strategic Management Area or Specialization

Degree Program:

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

_____ Signature	_____ March 5 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

_____ <i>Kevin Tasa</i> Signature	_____ May 1, 2025 Date
_____ Kevin Tasa Name of Committee Chair	_____ Master Programs Committee Committee



SGMT6700 W2024 CREDITS: 3.00

SGMT 6700 F - STRATEGIC CAPABILITY DEVELOPMENT

TUE 14:30-17:30 MB G102

COURSE DIRECTOR

Zdenek Necas

znecas@schulich.yorku.ca

N309 SSB

ADMIN

Stephanie Allen

allens@schulich.yorku.ca

416.736.2100 Ext. 66125

N305A SSB

BRIEF DESCRIPTION

We bridge and extend **SB/SGMT 5200 3.00 and SB/ORGS 5200 3.00**, drawing on contemporary theory and practice to further develop the skills and knowledge needed for translating strategy into action. Strategic successes and challenges are viewed as opportunities for building and strengthening long-run dynamic strategic capabilities. Emphasis is placed on experiential and applied approaches.

Prerequisite: SB/ORGS 5100 3.00 **or SB/ORGS 5200 3.00**.

Corequisite: **SB/SGMT 5200 3.00 or** SB/SGMT 6000 3.00.

COURSE LEARNING OUTCOMES

In today's hyper-competitive and fast-paced business environment filled with disruptive technology, fierce global competition and ever-demanding customers, change is the new normal and continuous strategic capability development is a must. Yet 70% of strategic transformation efforts fail. In this course, we bridge and extend ORGS 5100 and SGMT 6000. Drawing on contemporary theory and practice, we further develop the skills and knowledge needed for driving successful strategy execution and building competitive advantage. Grounded in the Stragility Roadmap®, this course provides concrete tools, tips, and resources for unleashing the energy and ideas needed across the organization to accomplish key goals today while building change capabilities for the future.

This course emphasizes experiential and hands-on application of course theories, frameworks, concepts and tools. It offers you an opportunity to strengthen your skill set for leveraging successes, tackling strategic challenges, and tapping into the creativity, passion and innovation needed for the ongoing strategic development, transformation and renewal that leads to sustainable competitive advantage. Specific skills you will acquire for developing strategic capabilities and translating strategy into action include:

- Conducting external and internal diagnostics to assess the current landscape
- Developing a powerful future vision and business case to ignite passion
- Brainstorming strategies and tactics, streamlining, prioritizing, and contingency planning to design optimal innovative solutions
- Identifying key stakeholder groups, mobilizing sponsors, and developing action steps to address the concerns of skeptics to build engagement and support
- Distributing ownership, pacing, optimizing energy, and learning from after action reviews to execute and evolve efficiently

COURSE MATERIAL

Required reading for this course includes:

Textbook: ***Stragility: Excelling at Strategic Changes*** by Ellen Auster and Lisa Hillenbrand, 2016, Rotman-UTP Publishing available at the York University Bookstore and on Amazon.ca








<https://www.amazon.ca/Stragility-Excelling-at-Strategic-Changes/dp/1442648058> (Links to an external site.) 
(<https://www.amazon.ca/Stragility-Excelling-at-Strategic-Changes/dp/1442648058>)

Assigned readings for each class:

1. The majority of readings are available electronically on York University Library.
2. A few readings and cases are also posted on Canvas and noted as such on Class by Class listing.

This course uses Canvas. Check Canvas frequently as it contains all the information for this course. We will also be using Qualtrics as a platform for Class Contribution.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
SCI Brief 10%			
Strategic Capability Initiative (SCI) Brief		10%	Tue Jan 23, 2024 at 02:31pm EST
SCI Progress Update 10%			
SCI Progress Update		10%	Tue Feb 27, 2024 at 02:30pm EST
SCI Presentation 20%			
SCI Presentation		20%	Tue Apr 2, 2024 at 02:30pm EDT
SCI Summary 20%			
SCI Summary		20%	Tue Apr 2, 2024 at 02:30pm EDT
SCI Final Peer Assessment <small>omited from final grade.</small>		0%	Tue Apr 2, 2024 at 11:59pm EDT
Community Building 20%			
Community Building		20%	
Class Contribution 20%			
Class Contribution		20%	

CALCULATING COURSE GRADE

Course grades are calculated based on the above percentages for each component. Peer evaluation may also be considered as part of any team based elements. Final course grades are based on the six components listed above and curved if necessary to meet the MBA Grading Guidelines, which stipulates that the average final grade in MBA course electives must fall between 5.2 and 6.2. The course grading scheme for Master’s level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

A+	9 grade points
A	8
A-	7


B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

GRADING SCHEME

A+	100% to 89.5%
A	< 89.5% to 84.5%
A-	< 84.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
B-	< 69.5% to 64.5%
C+	< 64.5% to 59.5%
C	< 59.5% to 54.5%
C-	< 54.5% to 49.5%
F	< 49.5% to 0%


WRITTEN ASSIGNMENTS: DESCRIPTIONS

Strategic Capability Initiative (SCI) Brief.

 **Due Date:** Tue Jan 23, 2024 at 02:31pm EST


To facilitate the application of class content to your SCI and to help prevent end of term rushing, it is helpful to get the project going early in the course. Therefore, every team must submit the brief on their project to Canvas. See SCI Document below for more information. Go to pages 5-6, for SCI Brief Template (the SCI document is posted in "Modules" / "Class 2"). If needed, fill out the confidentiality/NDA for your SCI and send me a soft copy for my signature.

SCI Progress Update.

 **Due Date:** Tue Feb 27, 2024 at 02:30pm EST


- Prepare 7-15 slides to share (printed 2-per-page) in a 20 minute meeting with me in Week 7. Discussion will include Progress-to-Date, Next Steps, Timeline. (You may bring additional tools and data to the meeting to supplement your slides).
- **All team members must attend the meeting.**

SCI Presentation.

 **Due Date:** Tue Apr 2, 2024 at 02:30pm EDT

- **Engage** and **inspire** the class about your SCI and offer insights about strategic capability development more broadly based on your initiative.
- You are responsible for ensuring your class presentation is ready to go. Double check all is working as you anticipate (including classroom technology).
- **ALL SCI teams must submit soft copy of their slides and SCI Summary before 2:30pm to Canvas.**
(mailto:sallen@schulich.yorku.ca)
- **ALL SCI teams must submit soft copy of their SCI Final Peer Assessment at the beginning of the Session in which they present. SCI Peer Final Assessment form can be found on the SCI Summary Canvas page.**
- All team members must deliver some part of the presentation.
- Allocated time: TBA based on the number of SCI teams.

SCI Summary.


 **Due Date:** Tue Apr 2, 2024 at 02:30pm EDT


See SCI Hand-out for more detail:

- **Diagnostics: Assessing the Landscape** (driving issues, external and internal diagnostics, key implications)
- **Visioning** (backcasting vision, business case, story, mantra grounded in diagnostics)
- **What? Designing Solutions** (diverging and converging brainstorm, action steps, rationale, pilots?, metrics etc.)
- **Who? Developing Political Support** (building stakeholder engagement - stakeholder and influencer analysis, magnet and fear factors and action steps, and strong teams)
- **How? Execution and Evolution** (implementation approach - phases, pacing, action planning, communication strategy, distributing shared ownership etc. and how it creates capabilities for ongoing learning and evolution)
- **Results, Impact, Outcomes**
- **Advantages and disadvantages** of your approach
- **Lessons learned and take-aways**
- **Suggestions moving forward**
- **Reflections and insights on team dynamics**

Note: Professional format with bullets, charts, tables, etc. is welcome.

SCI Final Peer Assessment.

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

Upload your SCI Final Peer Assessment to this assignment. The form can be found here: **SCI Final Peer Assessment 2020** (<https://schulich.instructure.com/courses/10729/files/1108688/download?wrap=1>) 
 (https://schulich.instructure.com/courses/10729/files/1108688/download?download_frd=1)

Community Building.

Thriving organizations leverage both the rational and relational aspects of working together as a community. Each randomly assigned team will be given the opportunity to create, build and strengthen the “shared community” in our 6700 class in one session. **Every** person on the team must help deliver the experience in class. (See Community Building document for more detail.)

Class Contribution.

This course is experiential, highly interactive, and your contributions in class are essential for maximizing learning. Class contributions (to class discussions, in-class activities, team break-out work, and informal presentations etc.) are graded for each class session on a scale of 0-9 (standard MBA scale) for both quality and quantity.

Allocation of points for in-class contribution in each class session follows these guidelines and will be based on my assessment, as well as self-evaluation (which will be discussed in detail in the first class and conducted on Qualtrics).

<u>Quantity</u>		<u>Quality</u>	
0	If absent	0	If absent
2	Attending ½ class	1-3	Little or no value added
3-5	Low participation	4-5	Some value added
6-7	Medium participation	6-7	Good value added
8-9	High participation	8-9	Outstanding value added

Class Absence Write-Ups

If you must miss a class for a **legitimate** reason, and you want to attain class contribution points (maximum of 5 points for both quality and quantity), the following process must be followed:

- Let me know in advance that you will be absent from the class and why. This means emailing me at the latest before class starts at 2:30 at eauster@schulich.yorku.ca (<mailto:eauster@schulich.yorku.ca>) cc: sallen@schulich.yorku.ca (<mailto:sallen@schulich.yorku.ca>)
- Write-up should be 3-5 pages long and should include:

- Analysis of the case, if there is a case assigned
- Responses to guiding questions (if listed)
- If there is not a case or guiding questions for that week, write up something interesting and relevant to that week's readings (assigned and/or fyi readings)
- Write-ups will be due by the beginning of the missed class, no later than 2:30 p.m. and sent to my email: **eauster@schulich.yorku.ca** (**<mailto:eauster@schulich.yorku.ca>**) .
- Your hand-in will be graded on a scale of 1-5. Total possible points attainable will be 5. That grade will be entered into the class contribution scheme for both quality and quantity.
- All policies noted above must be met to attain points.
- You may only exercise this option once () in the term and it cannot be for Sessions 10, 11 or 12.

CLASS-BY-CLASS SYLLABUS

Each Class Session

Overview: For Each Session

"Read" or "Skim"

Understand key ideas, concepts, theories, frameworks, practices - start with charts and then read or skim text to flesh out understanding

"Prepare" a case

Read the case, think about the questions listed, and be ready to discuss in class

"FYI"

Optional and provide a resource for current knowledge on the topic

Class 1

Jan 9/24

Overview: Introduction, Overview of the Course, Building Community and Getting Organized

No required class prep for Session 1 but you should start thinking about possible Strategic Capability Initiatives (SCI's). SCI projects will also be discussed in more detail in Session 1. Your SCI teams will be formed in Session 2 and your SCI Brief is due in Session 3.

FYI: Challenges Leaders Faced Around the World – More Similar Than Different, Centre for Creative Leadership, 2016 <https://www.ccl.org/wp-content/uploads/2015/04/ChallengesLeadersFace.pdf>

Class 2

Jan 16/24

Overview: 2 - Assessing the Landscape: External Diagnostic Capabilities

******Keep thinking about SCI "pitch" ideas – SCI Teams formed in this class ******

SCI "Pitches" suggested format:

What my/our idea is? (can be aspirational and scoped down with the team)
Why I/we think it would be beneficial and to whom?
Some possible, initial ideas for getting started

Read: Stragility: Excelling at Strategic Changes – Chapters 1 and 2

FYI:

Using Scenario Planning to Reshape Strategy, SMR, July 2016
The Power of Asking Pivotal Questions, SMR, Winter 2015, 2: 39-47
Knowing When to Reinvent, HBR, Dec 2015, 93, 12: 90-101
Why You Decide the Way You Do, SMR, Winter 2015, 2: 55-59
Best Practices Get You Only So Far, HBR, April 2010, 32

Class 3

Jan 23/24**Overview: 3 - Assessing the Landscape: Internal Diagnostic Capabilities********Hand in SCI Brief ********Read and prepare:** The Medtek Case (posted on Canvas)

- What are the key external pressures and forces that Medtek faces?
- What is Medtek's vision and strategy?
- What are Medtek's strengths and why?
- What are the pain points at Medtek and why?
- What are possible solutions that emerge from internal diagnostics?

Read: Due to copyright restrictions, we can post the link to HBR, but not directly to the article. Please search for the articles (with quotes is best) at this link:

<http://researchguides.library.yorku.ca/HBR>  (<http://researchguides.library.yorku.ca/HBR>)

The Problem with Saying Don't Bring Me Problems, Bring Me Solutions, HBR 2017

FYI:

- The Most Underrated Skill in Management, MIT SMR, Spring 2017, 39-48
- The Big Lie of Strategic Planning, HBR, Jan-Feb. 2014, 79-84
- Why Leaders Don't Learn from Success, HBR, April 2011, 68-74
- Three Rules for Making Your Company Great, HBR, April 2013, 108-117
- Are You Solving the Right Problem? HBR, Sept. 2012, 85-93
- Are You a Good Boss or A Great One? HBR, Jan. 2011, 13

Class 4**Jan 30/24****Overview: 4 - Visioning and Igniting Passion with the Compelling Why****Review:** Medtek's internal diagnostics from last class

- What should Medtek's future direction be?
- How would you build inspiration and engagement about that future?

Read: Stragility: Excelling at Strategic Changes – Chapter 4

What CEO's Get Wrong About Vision and How to Get It Right, SMR, Fall 2017: 86-88

FYI:

- How I Did It....The Founder of Tom's on Reimagining the Company's Mission, HBR, Jan. 2016, 94: 41-44
- Beyond Forecasting: Creating New Strategic Narratives, SMR, Fall 2014, 1:23-28
- Stories That Deliver Business Insights, SMR, Winter 2014, 2: 55-62
- Making Exit Interviews Count, HBR, April 2016, 94: 88-95
- Combining Purpose with Profits, SMR, Spring 2014, 3: 49-56
- Staying in the Know, SMR, 2015, 4: 57-65
- Are You a Collaborative Leader, HBR, July 2011, 68-74
- Jane Goodall – Life's Work: The Power of Story, HBR, April 2010, 124

Class 5**Feb 6/24****Overview: 5 - What? Designing Solutions**

Prepare: External Diagnostics and Internal Diagnostics Tools for your SCI to Bring to Class and one short, clear sentence that captures your vision.

Read:

FYI: Due to copyright restrictions, we can post the link to HBR, but not directly to the article.

Please search for the articles (with quotes is best) at this link:

<http://researchguides.library.yorku.ca/HBR> ⇨ (<http://researchguides.library.yorku.ca/HBR>)

Why Design Thinking Works, HBR, Sept-Oct 2018, 72-79

The Business Case for Curiosity, HBR, Sept-Oct 2018, 48-57

Practical, Disruptive Innovation Can Give Your Company a Competitive Edge, Globe and Mail, August 1, 2017

Developing Innovative Solutions Through Internal Crowdsourcing, SMR, 58, 2017, 73-79

Untangling Your Organization's Decision-Making, McKinsey Quarterly, June 2017

The Innovative Power of Criticism, HBR, Jan-Feb 2016, 94, 1: 89-95

Outsmart Your Own Biases, HBR, May 2015, 93, 5: 64-71

Cultural Change That Sticks, HBR, July-August 2012, 110-117

Red Ocean Traps, HBR, March 2015, 93, 3: 68-73

Cisco's CEO on Staying Ahead of Technology Shifts, HBR, May 2015, 93, 5: 35-38.

Measure for Measure: When Quantitative Meets Qualitative, Rotman Magazine, Sept. 2014: 94-96

How P&G Tripled Its Innovation Rate, HBR, June 2011, 64- 72

Managing Your Innovation Portfolio, HBR, May 2012, 67-74

Before You Make that Big Decision, HBR, June 2011, 50-60

How to Make the Most of Your Company's Strategy, HBR, Jan. 2011, 132-140

Class 6

Feb 13/24

Overview: 6 - Who? Developing Political Support

Read: Stragility: Excelling at Strategic Changes – Chapter 3

FYI:

Cultivating Every Day Courage: The Right Way to Speak Truth to Power, HBR, Nov-Dec 2018, 128-135

Manage Your Emotional Culture, HBR, Jan 2016, 94, 1: 58-66

Managing Yourself: The Art of Evangelism, HBR, May 2015, 93, 5: 108-111

The Secrets of Superbosses, HBR, Jan. 2016, 94, 1: 104-107

Get the Boss to Buy In, HBR, Jan. 2015, 93, 1/2: 72-79

The Surprising Benefits of Non-Conformity, SMR, Spring 2014, 3: 10-12

Avoiding Lay-off Blunders, SMR, Spring 2014, 3: 10-12

Power Play, HBR, July 2010, 84-92

Class 7

Feb 27/24

Overview: 7 - SCI Progress Updates

Each SCI Team will meet with me at their designated time slots in TBA

Bring 7-15 slides summarizing progress to date, next steps, and timeline (printed 2-per-page)

20 mins each team – Sign up slots posted in Session 6

Conduct Peer Interim Feedback and be ready to share your learnings and any action steps emerging.

All Team Members must attend

Here's the line-up and time slots you chose for the SCI Progress Updates:

Room TBA

Class 8

Mar 5/24

Overview: 8 - How? Executing and Evolving – Part 1

Read and prepare: The Metro Bank Case (posted on Canvas)

What does Frost inherit?

What does Frost think “the Future” should look like?

How did he implement that Future?

How successful was Frost?

With the benefit of hindsight, how could Frost and his team have lead Metro Bank more effectively?

FYI:

The Secret to Change is Empathy, HBR, Dec 20, 2018 [https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?](https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=insider_activesubs&utm_content=sig)

[https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?](https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=insider_activesubs&utm_content=sig)

[https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?](https://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy?utm_medium=email&utm_source=newsletter_weekly&utm_campaign=insider_activesubs&utm_content=sig)

Why Strategy Execution Unravels and What to Do About It, HBR, Mar. 2015, 93, 3: 57-66

Stop Holding Yourself Back, HBR, Jan. 2011, 160-163

Accelerating Corporate Transformations, HBR, Jan. 2010, 68-75

You're Driving Us Crazy: You've Got to Back Off, HBR, April 2011, 56

How Hierarchy Can Hurt Strategy Execution, HBR, July 2010, 74-75

Lay Off the Layoffs, Newsweek, Jeff Pfeffer, Feb. 4, 2010 - <http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/214248243?accountid=15182>

<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/214248243?accountid=15182>

<http://ezproxy.library.yorku.ca/login?url=https://search.proquest.com/docview/214248243?accountid=15182>

Class 9

Mar 12/24

Overview: 9 - How? Executing and Evolving – Part 2

Read: Stragility: Excelling at Strategic Changes – Chapters 5 and 6

FYI:

Managing Yourself: Beating Burnout, HRB, Nov 2016: 98-101

Leadership Summits that Work, HBR, Mar. 2015, 93, 3: 84-95

Why Organizations Don't Learn, HBR, Nov .2015, 93, 11: 110-118.

Gazing at Nature Makes You More Productive, HBR, Fall 2015, 9: 32-33
Why Sleep is a Strategic Resource, SMR, Winter 2015, 2: 19-21.
Strategies for Learning from Failure, HBR, April 2011, 48-55
An Anthropologist Walks into a Bar, HBR, Mar. 2014, 80-88
Execution as Strategy, HBR, October, 2012, 103-107
Can You Handle Failure? HBR, April 2011, 117-121

Class 10

Mar 19/24

Overview: 10 - Strategic Capability Development in Action

Career Management

Interactive discussion on career management best practices.

Class 11

Mar 26/24

Overview: 11 - Strategic Capability Development in Action - Review

- Review of key concepts covered in Sessions 1-10

- Review of SCI Summary and SCI Presentation Guidelines (posted under Module 12)

- Time will be allocated for SCI Teams to continue their work on SCI Summaries and SCI Presentations

Class 12 - Strategic Capability Development in Action

Apr 2/24

Overview: 12 - Strategic Capability Development in Action

SCI Presentations continued...

Attendance Required

Course Wrap-up

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

For Each Session (see Classes tab):

"Read" or "Skim" Understand key ideas, concepts, theories, frameworks, practices – start with charts and then read or skim text to flesh out understanding

"Prepare" a case Read the case, think about the questions listed, and be ready to discuss in class

"FYI" Optional and provide a resource for current knowledge on the topic

Class Participation (contribution)

This course is experiential, highly interactive, and your contributions in class are essential for maximizing learning. Class contributions (to class discussions, in-class activities, team break-out work, and informal presentations etc.) are graded for each class session on a scale of 0-9 (standard MBA scale) for both quality and quantity.

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- Write-up should be 3-5 pages long and should include:
 - Analysis of the case, if there is a case assigne
 - Responses to guiding questions (if listed)
 - If there is not a case or guiding questions for that week, write up something interesting and relevant to that week's readings (assigned and/or fyi readings)
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- Your hand-in will be graded on a scale of 1-5. Total possible points attainable will be 5. That grade will be entered into the class contribution scheme for both quality and quantity.
- All policies noted above must be met to attain points.

You may only exercise this option once (**max.**) in the term and it cannot be for Sessions 10, 11 or 12.

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)

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/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>) 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-student-rights-and-responsibilities/>)

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

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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 MBA, Program

2. Responsible Unit:

Real Estate and Infrastructure

3. Subject Code (Rubric) and Course Number:

PROP 6100

4. Credit Value:

3.00

5. Long Course Title:

Real Estate Finance & Investment

6. Short Course Title:

Real Estate Finance & Investment

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)
X	in pre/co-requisite
	retire course

	Other
--	-------

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

Fall 2025

9. Rationale:

This course had as its prerequisite all 5000 series required foundation of management core courses. The Real Estate area confirms that this is unnecessary. They have instead elected to replace the 5000 level courses with FINE 5200 3.00 Managerial Finance as the only prerequisite. The area has also elected to remove PROP 6200 as a corequisite.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: PROP 6100 3.00 Real Estate Finance & Investment</p> <p>Course provides the requisite quantitative skills for analyzing real estate investments and fosters development of a critical perspective in financial decision-making. It covers valuation techniques, cash flow modeling, development feasibility analysis, tax considerations, debt and equity financing, risk assessment and also examines strategic and tactical investment considerations. The course uses a prescribed text, case studies, problem sets and group assignments and has a quantitative focus. Use of financial calculators and personal computers is required.</p> <p>Prerequisites: All 5000-series Required Foundations of Management Core Courses</p> <p>Co-requisites: PROP 6200 3.00 or permission of the instructor</p>	<p>Title: PROP 6100 3.00 Real Estate Finance & Investment</p> <p>Course provides the requisite quantitative skills for analyzing real estate investments and fosters development of a critical perspective in financial decision-making. It covers valuation techniques, cash flow modeling, development feasibility analysis, tax considerations, debt and equity financing, risk assessment and also examines strategic and tactical investment considerations. The course uses a prescribed text, case studies, problem sets and group assignments and has a quantitative focus. Use of financial calculators and personal computers is required.</p> <p>Prerequisites: FINE 5200 3.00 Managerial Finance (MBA Students only)</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Real Estate and Infrastructure Area.

Originator:

_____ Signature	_____ April 5 th , 2025 Date
_____ Mike Valente Name	_____ MBA Program Director Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 5 th , 2025 Date
_____ Jim Clayton Name	_____ Real Estate and Infrastructure Area or Specialization

Degree Program:

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

_____ Signature	_____ March 5 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Real Estate and Infrastructure

3. Subject Code (Rubric) and Course Number:

PROP 6200

4. Credit Value:

3.00

5. Long Course Title:

Development Prototypes

6. Short Course Title:

Development Prototypes

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)
X	in pre/co-requisite
	retire course

	Other
--	-------

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

Fall 2025

9. Rationale:

This course had as its prerequisite all 5000 series required foundation of management core courses. The Real Estate area confirms that this is unnecessary. The area has also elected to remove PROP 6100 as a corequisite.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: PROP 6200 3.00 Development Prototypes</p> <p>This course deals with development, developers and the products that they create. The course provides an understanding of the business of real estate development, insights into the economic, functional, technical and aesthetic factors that shape dominant building forms, and an understanding of the link between demand and product development. Course content spans an understanding of the spatial economy of cities-where economic activity occurs and why-to the interaction between demand and supply in the marketplace, a detailed examination of the products that are shaped by the market forces, and an overview of new prototypes that are emerging to meet emerging demands. The course is delivered through a combination of lectures, case studies, and guest speakers from industry.</p> <p>Prerequisites: All 5000-series Required Foundations of Management Core Courses</p> <p>Co-requisites: PROP 6100 3.00 or permission of the instructor</p>	<p>Title: PROP 6200 3.00 Development Prototypes</p> <p>This course deals with development, developers and the products that they create. The course provides an understanding of the business of real estate development, insights into the economic, functional, technical and aesthetic factors that shape dominant building forms, and an understanding of the link between demand and product development. Course content spans an understanding of the spatial economy of cities-where economic activity occurs and why-to the interaction between demand and supply in the marketplace, a detailed examination of the products that are shaped by the market forces, and an overview of new prototypes that are emerging to meet emerging demands. The course is delivered through a combination of lectures, case studies, and guest speakers from industry.</p>

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Real Estate and Infrastructure Area.

Originator:

_____ Signature	_____ April 5 th , 2025 Date
_____ Mike Valente Name	_____ MBA Program Director Area or Specialization

Approvals:**Area or Specialization**

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

_____ Signature	_____ April 5 th , 2025 Date
_____ Jim Clayton Name	_____ Real Estate and Infrastructure Area or Specialization

Degree Program:

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

_____ Signature	_____ March 5 th , 2025 Date
_____ Mike Valente Name of Program Director	_____ MBA Program Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

Real Estate and Infrastructure

3. Subject Code (Rubric) and Course Number:

PROP 6850

4. Credit Value:

3.00

5. Long Course Title:

Structuring Development Transactions

6. Short Course Title:

Structuring Development Transactions

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)
X	in pre/co-requisite
	retire course

	Other
--	-------

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

Fall 2025

9. Rationale:

This course had as its prerequisite both PROP 6100 and PROP 6200. The specialization director has determined that only PROP 6100 is necessary as a prerequisite for this course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: PROP 6850 3.00 Structuring Development Transactions</p> <p>This course addresses considerations involved when structuring real estate and infrastructure development transactions. This course provides a basic understanding of the theories, techniques, and institutions involved in legally controlling the possession, use, and preservation of development rights. This course also addresses transactional details from inception into operation of development projects.</p> <p>Prerequisites: PROP 6100 3.00 and PROP 6200 3.00</p>	<p>Title: PROP 6850 3.00 Structuring Development Transactions</p> <p>This course addresses considerations involved when structuring real estate and infrastructure development transactions. This course provides a basic understanding of the theories, techniques, and institutions involved in legally controlling the possession, use, and preservation of development rights. This course also addresses transactional details from inception into operation of development projects.</p> <p>Prerequisites: PROP 6100 3.00</p>

11.

Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Real Estate and Infrastructure Area.

Originator:

Signature

April 5th, 2025

Date

Mike Valente

Name

MBA Program

Area or Specialization

Approvals:

Area or Specialization

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

Signature

April 5th, 2025

Date

Jim Clayton

Name

Real Estate and Infrastructure

Area or Specialization

Degree Program:

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

Signature

March 5th, 2025

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

May 1, 2025

Date

Kevin Tasa

Name of Committee Chair

Master Programs 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:

Schulich MBA, Program

2. Responsible Unit:

SGMT, ENTR, PROP

3. Subject Code (Rubric) and Course Number:

- a) ACTG 6350 (1.50)
- b) SGMT 6120
- c) SGMT 6130
- d) SGMT 6150
- e) SGMT 6200
- f) SGMT 6240
- g) SGMT 6410
- h) SGMT 6490
- i) ENTR 6645
- j) PROP 6350
- k) PROP 6500
- l) FINE 6150
- m) FINE 6720
- n) FINE 6850
- o) ORGS 6720
- p) GMMM 5100 (1.50)
- q) GMMM 6100
- r) GMMM 6200
- s) GMMM 6300
- t) GMMM 6400
- u) GMMM 6500
- v) GMMM 6900 (1.50)
- w) GMMM 6900
- x) GMMM 6901
- y) GMMM 6902
- z) MKTG 6480
- aa) MKTG 6155

bb)MKTG 6226

cc) MKTG 6321

4. Credit Value:

3.00 (unless specified otherwise above)

5. Long Course Title:

- a) Advanced Cost and Management Accounting
- b) Strategic Management of Family Enterprise
- c) Economic Foundations of Strategy
- d) The Board of Directors and the Governance of Public Corporations
- e) Strategy, Technology and Organization
- f) Managing Strategic Alliances and Joint Ventures
- g) Global strategy
- h) International Negotiations: Analysis, Strategy and Practice
- i) Corporate Entrepreneurship
- j) Investing in Infrastructure
- k) Infrastructure Delivery and Finance
- l) Advanced Corporate Finance
- m) Management of Risk in Financial Institutions
- n) Fixed Income Securities¹
- o) Managing Team Dynamics
- p) Metals and Minerals in the Global Economy
- q) Strategies for Wealth Creation in the Metals & Minerals Industry
- r) Financing Mineral Development
- s) Stakeholder Collaboration for Responsible Mineral Development & Use
- t) Organizational Excellence in the Metals and Minerals Industry
- u) Applying Strategy in the Metals & Minerals Industry
- v) Individual Study: Global Mining Management
- w) Individual Study: Global Mining Management
- x) Individual Study: Global Mining Management
- y) Individual Study: Global Mining Management
- z) Nonprofit Marketing and Resource Development
- aa) Consumer Insight: Qualitative Marketing Research
- bb) Social Media for Marketing and Management
- cc) Entertainment Culture and Marketing

6. Short Course Title:

- a) Advanced Cost Management Accounting
- b) Strategic Mgmt. of Family Enterprise
- c) Economic Foundations of Strategy

¹ In addition to retiring this course, we are also removing its role as a cross-listed course to FNEN 6850 3.00. FNEN 6850 3.00 will remain an active course.

- d) The Board of Directors Gov. of Public Corps.
- e) Strategy, Technology and Organization
- f) Managing Strategic Alliances&Joint Ventur
- g) Global strategy
- h) Intl. Negotiations: Strategy&Practice
- i) Corporate Entrepreneurship
- j) Investing in Infrastructure
- k) Infrastructure Delivery and Finance
- l) Advanced Corporate Finance
- m) Management of Risk in Financial Institutions
- n) Fixed Income Securities
- o) Managing Team Dynamics
- p) Metals & Minerals in the Global Economy
- q) Str for Wealth Creat Metals&Minerals Ind
- r) Financing Mineral Development
- s) Stakeholder Collab forResp Min Dev&Use
- t) Organizational Excellence in the Metals and Minerals Industry
- u) Applying Strategy in Metals & Minerals
- v) Individual Study: Global Mining Management
- w) Individual Study: Global Mining Management
- x) Individual Study: Global Mining Management
- y) Individual Study: Global Mining Management
- z) Nonprofit Marketing&Resource Development
- aa) Consumer Insight:Qualitative MKTGResearch
- bb)Social Media for Marketing & Management
- cc) Entertainment Culture and Marketing

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

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

Fall 2025

9. Rationale:

These courses either have not been offered in several years due to low enrollment or are no longer relevant to the MBA program.

10. Proposed Course Information:

11. Enrolment Notes:

Not applicable

12. Consultation:

Consultation took place between the MBA Program Director and Area Coordinators of the respective Schulich departments.

Originator:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title NA	Title NA

<hr/> Signature	<hr/> April 5 th , 2025 Date
<hr/> Mike Valente Name	<hr/> MBA Program Director Area or Specialization

Approvals:

Area or Specialization

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

_____	_____ April 5 th , 2025
Signature	Date
Preet Aulakh	Strategic Management
Moren Levesque	Entrepreneurial Studies
Jim Clayton	Real Estate and Infrastructure
Pauline Shum	Finance
Linda Thorne	Accounting
David Rice	Marketing
Ruodan Shao	Organization Studies
_____	_____
Name	Area or Specialization

Degree Program:

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

_____	_____ April 5 th , 2025
Signature	Date
Mike Valente	MBA Program
_____	_____
Name of Program Director	Program

Program Committee:

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

_____ Kevin Tasa	_____ May 1, 2025
Signature	Date
Kevin Tasa	Master Programs Committee
_____	_____
Name of Committee Chair	Committee

To: Faculty Council, Schulich School of Business
 From: Farrokh Zandi, Undergraduate Associate Director, Director of GB Specialization
 Date: May 2, 2025
 Re: Change to the Certificate in International Management (CIM) requirements

Motion:

To modify the Certificate in International Management (CIM) requirements by making a minor adjustment to the composition of CIM's credit requirements while maintaining the total credit requirement at 24 credits: This entails reducing the number of required courses, offering more electives and adding a work placement requirement.

Rationale:

Although the CIM was initially designed to serve both BBA and iBBA students, its requirements have historically aligned more closely with the iBBA stream. As a result, the majority of support and participation has come from iBBA students, while BBA students have found the path to obtaining the certificate considerably more demanding.

With the iBBA program being phased out, it is essential that the CIM become more accessible to BBA students. The reduction of required courses from five to three will enhance accessibility. Additionally, the proposed modification aligns the CIM with the recently revised GB (IB) specialization, which now mandates an exchange term abroad. The availability of the CIM as an add-on makes Global Business an attractive option of specialization. The work placement also enhances the recognition of CIM.

This proposed modification, which complies with York University's certificate credit requirements, involves a minor adjustment to the composition of CIM's credit requirements while maintaining the total credit requirement at 24 credits.

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
Requirements 1. Complete all Required courses 2. Complete the Required International Experiential Component 3. Complete 9 credits of Elective courses*	Requirements 1. Complete all Required courses 2. Complete the Required International Experiential Component 3. Complete 6 credits of Elective courses*	1. Complete all Required courses (9-credits) 2. Complete the Required International Experiential Component: One semester on Exchange and a 3-credit Work Placement** 3. Complete 12 credits of Elective courses***
Required Courses ECON 3510 3.00 Applied International Economics IBUS 3200 3.00 Managing International Business Activities IBUS 4200 3.00 Integrative International Business	Required Courses IBUS 3200 3.00 Managing International Business Activities IBUS 4200 3.00 Integrative International Business Seminar OMIS 4560 3.00 Supply	Required Courses: 9 Credits GBUS 3150 3.00 Navigating Global Business GBUS 3200 3.00 Managing Global Business Activities

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
Seminar OMIS 4560 3.00 Supply Chain Management OR OMIS 4530 3.00 Transportation Management (Or equivalent course taken while on exchange**)	Chain Management OR OMIS 4530 3.00 Transportation Management (Or equivalent course taken while on exchange**)	GBUS 4200 3.00 Integrative Global Business Seminar
ORGS 4400 3.00 Managing Across Cultures		
Required International Experiential Component: One Semester on Exchange OR IBUS 4100 3.00 Work Placement in the Global Context***	Required International Experiential Component: One Semester on Exchange	Required International Experiential Components: One Semester on Exchange and a minimum 3-credit (to maximum 9-credit) international Work Placement** (GBUS 4100 3.00)
Elective Courses: SUST 4400 3.00 Sustainability Accounting and Accountability IBUS 4100 3.00 Work Placement in the Global Context*** IBUS 4500 3.00 Managing Business in Developing Economies FINE 4400 3.00 Managing Risk in a Changing Global Environment MGMT 3030 3.00 Creating Global Capitalism SUST 4300 3.00 Corporate Social Responsibility in a Global Context MKTG 4400 3.00 International Marketing (International Business-related courses taken while on Exchange (need not be equivalent to any Schulich elective)	Elective Courses: SUST 4400 3.00 Sustainability Accounting and Accountability IBUS 4100 3.00 Work Placement in the Global Context IBUS 4500 3.00 Managing Business in Developing Economies FINE 4400 3.00 Managing Risk in a Changing Global Environment MGMT 3030 3.00 Creating Global Capitalism SUST 4300 3.00 Corporate Social Responsibility in a Global Context MKTG 4400 3.00 International Marketing (International Business-related courses taken while on Exchange (need not be equivalent to any Schulich elective)	Elective Courses: 12 credits*** GBUS 4500 3.00 Managing Business in Developing Economies ECON 3510 3.00 Applied International Economics ORGS 4400 3.00 Managing Across Cultures MKTG 4400 3.00 International Marketing OMIS 4560 3.00 Supply Chain Management or OMIS 4300 3.00 Transportation Management

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
<p>* Elective courses may be substituted with equivalent credits of international business courses taken while on exchange. The courses that are substituted need not be the same as those listed, but they must have sufficient international business content and be approved in advance.</p> <p>** This course may be substituted with an equivalent course taken while on exchange and approved in advance.</p> <p>*** For BBA students, if SB/IBUS 4100 3.00 is taken to satisfy the International Experiential Component, the course may not also satisfy a CIM elective requirement.</p>		<p>* Individual accommodations of requirements may be granted at the discretion of the CIM Director, if warranted by specific student circumstances.</p> <p>** If a student is unable to participate in a suitable exchange or unable to find a suitable work placement, an accommodation (alternate arrangements) can be offered subject to approval.</p> <p>*** International Business-related courses taken while on Exchange or at Partner Schools may be substituted for Schulich elective courses. The courses that are substituted need not be the same as those Schulich elective courses listed above but they must have sufficient international business content and be approved in advance.</p>

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: Certificate in International Management (CIM)

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

To modify the Certificate in International Management (CIM) requirements by making a minor adjustment to the composition of CIM's credit requirements while maintaining the total credit requirement at 24 credits: This entails reducing the number of required courses, offering more electives and adding a work placement.

Rational

Although the CIM was initially designed to serve both BBA and iBBA students, its requirements have historically aligned more closely with the iBBA stream. As a result, the majority of support and participation has come from iBBA students, while BBA students have found the path to obtaining the certificate considerably more demanding.

With the iBBA program being phased out, it is essential that the CIM become more accessible to BBA students. The reduction of required courses from five to three will enhance accessibility. Additionally, the proposed modification aligns the CIM with the recently revised GB (IB) specialization, which now mandates an exchange term abroad. The availability of the CIM as an add-on makes Global Business an attractive option of specialization. The work placement also enhances the recognition of CIM.

This proposed modification, which complies with York University's certificate credit requirements, involves a minor adjustment to the composition of CIM's credit requirements while maintaining the total credit requirement at 24 credits.

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

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

No change in the existing learning outcomes (attached).

Minor change in requirements provides more flexibility, which is made possible by reducing the number of required courses and offering more electives.

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.

The change does not have impact on other programs/diplomas/certificates.

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 required or reallocation of existing resource.

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

Students currently in the program will have the option to complete the CIM with either the old requirements or the new requirements.

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
Requirements 1. Complete all Required courses 2. Complete the Required International Experiential Component 3. Complete 9 credits of Elective courses*	Requirements 1. Complete all Required courses 2. Complete the Required International Experiential Component 3. Complete 6 credits of Elective courses*	1. Complete all Required courses (9-credits) 2. Complete the Required International Experiential Component: One semester on Exchange and a 3-credit Work Placement** 3. Complete 12 credits of Elective courses***
Required Courses ECON 3510 3.00 Applied International Economics IBUS 3200 3.00 Managing	Required Courses IBUS 3200 3.00 Managing International Business Activities IBUS 4200 3.00 Integrative	Required Courses: 9 Credits GBUS 3150 3.00 Navigating Global Business

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
International Business Activities IBUS 4200 3.00 Integrative International Business Seminar OMIS 4560 3.00 Supply Chain Management OR OMIS 4530 3.00 Transportation Management (Or equivalent course taken while on exchange**)	International Business Seminar OMIS 4560 3.00 Supply Chain Management OR OMIS 4530 3.00 Transportation Management (Or equivalent course taken while on exchange**)	GBUS 3200 3.00 Managing Global Business Activities GBUS 4200 3.00 Integrative Global Business Seminar
Required International Experiential Component: One Semester on Exchange OR IBUS 4100 3.00 Work Placement in the Global Context***	Required International Experiential Component: One Semester on Exchange	Required International Experiential Components: One Semester on Exchange and a minimum 3-credit (to maximum 9-credit) international Work Placement** (GBUS 4100 3.00)
Elective Courses: SUST 4400 3.00 Sustainability Accounting and Accountability IBUS 4100 3.00 Work Placement in the Global Context*** IBUS 4500 3.00 Managing Business in Developing Economies FINE 4400 3.00 Managing Risk in a Changing Global Environment MGMT 3030 3.00 Creating Global Capitalism	Elective Courses: SUST 4400 3.00 Sustainability Accounting and Accountability IBUS 4100 3.00 Work Placement in the Global Context IBUS 4500 3.00 Managing Business in Developing Economies FINE 4400 3.00 Managing Risk in a Changing Global Environment MGMT 3030 3.00 Creating Global Capitalism	Elective Courses: 12 credits*** GBUS 4500 3.00 Managing Business in Developing Economies ECON 3510 3.00 Applied International Economics ORGS 4400 3.00 Managing Across Cultures MKTG 4400 3.00 International Marketing OMIS 4560 3.00 Supply Chain Management or OMIS 4300 3.00 Transportation Management

Current CIM		PROPOSED CIM*
BBA Students	iBBA Students	
<p>SUST 4300 3.00 Corporate Social Responsibility in a Global Context</p> <p>MKTG 4400 3.00 International Marketing</p> <p>(International Business-related courses taken while on Exchange (need not be equivalent to any Schulich elective))</p>	<p>SUST 4300 3.00 Corporate Social Responsibility in a Global Context</p> <p>MKTG 4400 3.00 International Marketing</p> <p>(International Business-related courses taken while on Exchange (need not be equivalent to any Schulich elective))</p>	
<p>* Elective courses may be substituted with equivalent credits of international business courses taken while on exchange. The courses that are substituted need not be the same as those listed, but they must have sufficient international business content and be approved in advance.</p> <p>** This course may be substituted with an equivalent course taken while on exchange and approved in advance.</p> <p>*** For BBA students, if SB/IBUS 4100 3.00 is taken to satisfy the International Experiential Component, the course may not also satisfy a CIM elective requirement.</p>		<p>* Individual accommodations of requirements may be granted at the discretion of the CIM Director, if warranted by specific student circumstances.</p> <p>** If a student is unable to participate in a suitable exchange or unable to find a suitable work placement, an accommodation (alternate arrangements) can be offered subject to approval.</p> <p>*** International Business-related courses taken while on Exchange or at Partner Schools may be substituted for Schulich elective courses. The courses that are substituted need not be the same as those Schulich elective courses listed above but they must have sufficient international business content and be approved in advance.</p>

Certificate in International Management (CIM)

Learning Outcomes

The student will be able to:

1. Analyze issues with a global mindset.
2. Recognize how international business is a key component of the Canadian economy.
3. Assimilate the international management examples brought by business executives, other experts and colleagues as well as their own observations in actual business establishments.
4. Engage in reflection.
5. Recognize the large amount of complexity, uncertainty and ambiguity relates to actual real-world situations.
6. Distinguish which concepts are appropriate to what industry.
7. Analyse different entry modes for carrying out international business.
8. Manage business dealings in a cross-cultural context business, both in developed and emerging economies.
9. Make use of financing instruments and institutions important to international business.
10. Identify key accounting, tax and legal issues in a variety of countries.
11. Deal effectively with co-workers, organized labour, suppliers, customers and various levels of governments in a variety of international settings.

To: BBA/iBBA Program Committee, Schulich School of Business
From: Professor David Rice
Date: April 28, 2025
Re: Specialization Change: Addition of a course to list of electives

MOTION:

The Marketing Area moves that MKTG 4905 3.00 be added to the list of approved elective courses for the Marketing Specialization.

RATIONALE: MKTG 4905 course offers BBA students a valuable, hands-on marketing experience. Students manage the digital presence of the Future of Marketing Institute, including the website, digital magazine, LinkedIn, X/Twitter, Instagram, newsletter, podcast, and research reports. They also engage in outreach and represent the Institute to internal and external stakeholders. Lastly, they work on the marketing strategy of the Institute.

Given the breadth and rigor of the marketing responsibilities involved, it is appropriate that this course be recognized within the Marketing Specialization. Without this recognition, student enrollment in the course will be limited.

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: Undergraduate (BBA) Program

2. Responsible Unit: Marketing Area

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

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

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

Fall 2025

Rationale for Change: MKTG 4905 (Guided Study – Selected Studies in Marketing) will allow students to have the course count toward the marketing specialization. Enrollment in the course is through application and approval by the Executive Director of the Future of Marketing Institute.

5. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Specialization Title: Marketing Specialization</p> <p>How to Specialize: To specialize in Marketing, enrol in four of the Elective Courses listed below, for a total of 12.00 credits of Elective Courses.</p> <p>Elective Courses: SB/MKTG 3000 3.00 -Future of Marketing SB/MKTG 3100 3.00 - Marketing Research SB/MGMT 3150 3.00 - Business Case Analysis and Presentation Skills Development SB/MKTG 4100 3.00 - Strategic Market Communications SB/MKTG 4150 3.00 - Consumer Behaviour SB/MKTG 4226 3.00 - Social Media for Marketing and Management SB/MKTG 4250 3.00 - Retail Marketing Strategies SB/MKTG 4320 3.00 - Tourism, Sport and Leisure Marketing SB/MKTG 4321 3.00 - Entertainment Marketing SB/MKTG 4400 3.00 - International Marketing SB/MKTG 4550 3.00 - Brand Management SB/MKTG 4560 3.00 - Digital Marketing</p>	<p>Specialization Title: Marketing Specialization</p> <p>How to Specialize: To specialize in Marketing, enrol in four of the Elective Courses listed below, for a total of 12.00 credits of Elective Courses.</p> <p>Elective Courses: SB/MKTG 3000 3.00 -Future of Marketing SB/MKTG 3100 3.00 - Marketing Research SB/MGMT 3150 3.00 - Business Case Analysis and Presentation Skills Development SB/MKTG 4100 3.00 - Strategic Market Communications SB/MKTG 4150 3.00 - Consumer Behaviour SB/MKTG 4226 3.00 - Social Media for Marketing and Management SB/MKTG 4250 3.00 - Retail Marketing Strategies SB/MKTG 4320 3.00 - Tourism, Sport and Leisure Marketing SB/MKTG 4321 3.00 - Entertainment Marketing SB/MKTG 4400 3.00 - International Marketing SB/MKTG 4550 3.00 - Brand Management SB/MKTG 4560 3.00 - Digital Marketing *SB/MKTG 4905 3.00 – Guided Study – Selected Problems in MKTG</p> <p>*This course is available by application and approval only.</p>

6. Consultation:

Originator:

Maury Hin

Signature

April 24, 2025

Date

David Rice

Name

Marketing

Area or Specialization

Approvals:

Area or Specialization

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

Maury Hin

Signature

April 24, 2025

Date

David Rice

Name

Interim Area Coordinator,
Marketing

Area or Specialization

Degree Program:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkhard Eberlein

Name of Program Director

BBA Program

Program

Program Committee:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlien

Name of Committee Chair

BBA/iBBA Program Committee

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Irene Henriques, Area Coordinator Economics
Date: March 3, 2025
Re: BBA New Course: ECON 4010: Digital Economics

Motion: Approve SB/ECON 4010 3.00 – Digital Economics

Rationale: Innovation and developments in information and communication technology (ICT) have and continue to transform our economy. The objective of this course is to provide students with a theoretical basis for digital economics and demonstrate how these theories can be applied to the study of real-world economic and business phenomena. Digital economics is a branch of economics that examines the production, consumption, and impact of digital goods and services. Understanding the effects of digital technology requires us to ask, “What distinguishes digital goods and services from non-digital goods and services?” and “What economic consequences do these differences have on firms, markets, consumers, and society?”

This course fills an important gap in the Schulich Undergraduate curriculum by addressing the growing demand for coursework that explores the economic implications of digital transformation. While the curriculum offers courses in technology management and business analytics, there is currently no dedicated BBA course examining the economic principles that govern digital markets, platform economies, and data-driven decision-making. By bridging this gap, Digital Economics will equip students with the analytical tools needed to understand digital competition, pricing strategies, network effects, and the role of data in shaping modern economies. As digital technologies continue to reshape industries and business models, this course will provide students with essential insights into the economic forces shaping the digital age.



Schulich
School of Business
York University

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:

ECON

3. Subject Code (Rubric) and Course Number:

ECON 4010

4. Credit Value:

3.00

5. Long Course Title:

Digital Economics

6. Short Course Title:

Digital Economics

7. Effective Term/Calendar Year:

Fall 2026

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

This course explores the economic foundations and real-world applications of digital goods and services. Students examine how digital technologies reshape firms, markets, and consumer behavior, with topics including market structures, pricing, platform economies,

and digital transformation. Emphasis is placed on applying economic principles to understand the distinctive features and policy implications of the digital economy.

Prerequisites: SB/ECON 1000 3.00 (or equivalent), SB/ECON 1010 3.00 (or equivalent).

Note: Open to Schulich undergraduate students with a minimum year 3 academic standing

10. Expanded Course Description:

The digital economy—centered on digital goods and services—is grounded in advances in Information and Communication Technology (ICT). Innovations such as blockchain, social media, cloud computing, big data, cryptocurrencies, and crowdfunding have transformed how value is created and delivered. This course analyzes firm strategies and public policy issues using tools from microeconomics, game theory, industrial organization, and information economics. Topics include price and product differentiation, algorithmic pricing, search costs, network effects, and the transformation of economic and financial institutions. Case studies illustrate how these concepts apply in real-world digital markets.

11. Course Learning Outcomes:

BBA students completing this course are expected to have the following learning outcomes:

Knowledge

- Understand how digitalization has affected some fundamental aspects of trading relationships in the economy.
- Understand the costs reduced by digitalization and the impact and implications this has on firms, markets, consumers, and society.
- Understand the public policy concerns digitization have created.
- Analyze and apply economic concepts using real-world digital economy case studies.

Skills

- Apply microeconomic digital concepts and tools to analyze specific trading situations.
- Apply the knowledge and concepts/tools to consult organizations seeking to digitalize their operations.
- Critically analyse arguments related to questions on digital economics that appear in media and everyday discussions.

12. Rationale:

This course fills an important gap in the Schulich Undergraduate curriculum by addressing the growing demand for coursework that explores the economic implications of digital transformation. While the curriculum offers courses in technology management



and business analytics, there is currently no dedicated course examining the economic principles that govern digital markets, platform economies, and data-driven decision-making. By bridging this gap, Digital Economics will equip students with the analytical tools needed to understand digital competition, pricing strategies, network effects, and the role of data in shaping modern economies. As digital technologies continue to reshape industries and business models, this course will provide students with essential insights into the economic forces shaping the digital age.

13. Evaluation:

Assignment/Task	Quantity	% Weight	Total %	Author
Quizzes	2	20	40	Individual
Group Presentation	1	15	15	Group
Group Project	1	30	30	Group
Class participation	Best 6 out of 8	15	15	Individual
			100%	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

This course is open to BBA students.

17. Faculty Resources:

Faculty Members: Irene Henriques; Alex Coutts; Perry Sadorsky

Expected frequency: Course is expected to be offered annually.

Faculty resource impact: This course is not expected to impact faculty resources.

18. Physical Resources:

The course requires standard classroom infrastructure, and standard virtual class tools (if remote). As such it does not require any additional resources.

19. Bibliography and Library Statement:

Required:

Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Second Edition, Classroom Companion: Business. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-78237-5>.

Articles:

Goldfarb, A. & Tucker, C. (2019) Digital Economics. *Journal of Economic Literature* 57, no. 1: 3–43. <https://doi.org/10.1257/jel.20171452>.

Newman, N. (2014). The Costs of Lost Privacy: Consumer Harm and Rising Economic Inequality in the Age of Google. *William Mitchell Law Review*, 40(2), 849-889. Can be accessed at <https://open.mitchellhamline.edu/wmlr/vol40/iss2/12/>

Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. *The Journal of Economic Perspectives*, Vol.8, No. 2, pp. 93-115.

Eisenmann, T., Parker, G., & Van Alstyne, M. (2006) Strategies for Two-Sided Markets, *Harvard Business Review*. October, 92-101.

Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media *American Economic Review*, 110(3): 629-676.

Gentzkow, M. & Song, L. (2022) Digital Addiction, *American Economic Review*, 112(7): 2424-2463.

New Course Proposal Template (Part B - Schulich Use Only)

20. Instructors and Faculty Coordinator

Initial instructor:

Irene Henriques

Alternative instructors:

Alex Coutts; Perry Sadorsky

Course coordinator:

Irene Henriques

21. Specializations

Primary area or specialization:

ECON

Secondary areas or specializations:

N/A

22. Student Contact and Enrolment

Contact hours:

36

Maximum enrolment:

45

Expected enrolment:

45

Evidence for enrolment expectations:

Interest in digital economics has surged in recent years as information and communication technologies (ICTs) have disrupted existing business models and economic institutions. Technological developments become relevant to the extent that they are economically and socially meaningful.

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

This course integrates equity, diversity, inclusion, decolonization, and Indigenization (EDIDI) by examining how digital markets impact marginalized communities and diverse global economies. Topics include the digital divide (e.g., barriers to broadband access in underserved regions), algorithmic bias in digital platforms (e.g., concerns about fairness in AI-driven decision-making), and the gig economy's impact on labor rights (e.g., challenges faced by workers in digital labor markets). The course also explores Indigenous digital entrepreneurship and the role of ICT in supporting economic self-determination. Case studies and news articles will highlight examples from different socioeconomic contexts, ensuring a broad perspective on digital transformation. Through inclusive teaching methods—such as interactive discussions and multiple content formats—students will engage with diverse viewpoints while developing a critical understanding of the societal impacts of digital economics.

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:

BBA students have shown increased interest in economics courses following the introduction of ECON 1000 and ECON 1010 at the Schulich School of Business. This course addresses a critical gap in the undergraduate curriculum by responding to the growing demand for coursework on the economic implications of digital transformation. While existing courses cover technology management and business analytics, there is currently no dedicated course examining the economic principles governing digital markets, platform economies, and data-driven decision-making. By filling this gap, Digital Economics will provide students with the analytical tools needed to understand digital competition, pricing strategies, network effects, and the role of data in shaping modern economies.

Originator:

Signature

March 3, 2025

Date

Irene Henriques
Name

ECON
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.

Perry Sadorsky Economics

Alex Coutts Economics

Atipol Bhanich Supapol Economics

Linda Thorne Accounting

Ela Veresiu Marketing

Pauline Shum-Nolan 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.

Signature

Date

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlein

Name of Program Director

BBA/iBBA 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 2, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

SB/ECON 4010 3.00: Digital Economics



Digital Economics

Course Outline
Fall 2026

Date: TBA

Instructor
Dr. Irene Henriques
N205 D, Seymour Schulich Building
416-736-5068
ihenriques@schulich.yorku.ca
Office hours: By appointment

Assistant
Domenica Lam
N205B, Seymour Schulich Building
(416) 736-5068
dlam@schulich.yorku.ca

Irene Henriques is Professor of Sustainability and Economics and Area Coordinator of Economics at the Schulich School of Business, York University in Toronto, section editor at the *Journal of Business Ethics*, Deputy Editor, *Organization and Environment* and former Co-Editor of *Business & Society*. She serves as representative at large to the Board of Governors for the Academy of Management, the largest professional organization in the field of management with over 18,000 members.

Brief Description

This course explores the economic foundations and real-world applications of digital goods and services. Students examine how digital technologies reshape firms, markets, and consumer behavior, with topics including market structures, pricing, platform economies, and digital transformation. Emphasis is placed on applying economic principles to understand the distinctive features and policy implications of the digital economy.

Prerequisites: SB/ECON 1000 3.00 (or equivalent), SB/ECON 1010 3.00 (or equivalent).

Note: Open to Schulich undergraduate students with a minimum year 3 academic standing.

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Course Learning Outcomes

BBA students completing this course are expected to have the following learning outcomes:

Knowledge

- Understand how digitalization has affected some fundamental aspects of trading relationships in the economy.
- Understand the costs reduced by digitalization and the impact and implications this has on firms, markets, consumers, and society.
- Understand the public policy concerns digitization have created.
- Analyze and apply economic concepts using real-world digital economy case studies.

Skills

- Apply microeconomic digital concepts and tools to analyze specific trading situations.
- Apply the knowledge and concepts/tools to consult organizations seeking to digitalize their operations.
- Critically analyze arguments related to questions on digital economics that appear in media and everyday discussions.

Deliverables at a Glance

You are expected to follow the course materials and readings. Assignments are to be completed individually. The group project involves proposing, undertaking, and presenting an economic analysis of an ICT company. Participation is encouraged in-class, as well as in structured offline discussions.

Assignment/Task	Quantity	% Weight	Total %	Author
Quizzes	2	20	40	Individual
Group Presentation	1	15	15	Group
Group Report	1	30	30	Group
Class participation	Best 6 out of 8	15	15	Individual
			100%	

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

Course Material

Every week, you should access the class Canvas page and access the Class-by-Class Syllabus for readings and locations (See pp. 4-7)

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

Øverby, Harald, and Jan Arild Audestad (2021) **Introduction to Digital Economics: Foundations, Business Models and Case Studies**. Second Edition, Classroom Companion: Business. Cham: Springer International Publishing. <https://doi.org/10.1007/978-3-030-78237-5> .

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca>, click on the "Reserves" tab and type in "<Course Code>" to access these readings.

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

Student Preparation for Class and Class Participation: Expectations

Preparation.

It is expected that students have read the corresponding readings before each class. When the class involves Discussion Topics/Case Analyses these should be completed the day before the class, and students should arrive to class ready to contribute.

Class Participation (contribution).

Participation in this course will be assessed through active engagement in class discussions, case analyses, small group activities, and interactive polling using PollEverywhere. Students are expected to attend each class fully prepared, having completed the assigned readings, and to contribute thoughtfully and constructively to the learning environment. Participation will be evaluated weekly, with grades assigned based on both attendance and the quality of in-class contributions. Specifically, students can earn two points for attending class and engaging in PollEverywhere activities, and an additional two points for meaningful participation in class discussions. Participation will be assessed over eight designated weeks, and the best six weeks will count toward the final participation grade. The aim is to encourage consistent involvement and to foster a collaborative classroom atmosphere that deepens your understanding of digital economics.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. Each week will include a short case vignette, article, or real-world application (e.g., platform pricing at Uber, algorithmic curation on TikTok, antitrust issues with Amazon) to complement theoretical material. These will be used to guide in-class discussion and small group activities.

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

Week 1 Introduction to Digital Economics

Understanding the digital economy does not require new economic theories. Instead, it requires we focus on the fundamental economic variables that digitization has affected to determine its impact on trading relationships in the economy. In this class, we undertake a brief history of Information and Communication Technology (ICT) to 1) understand the size and versatility of the digital economy, 2) examine how the Internet and mobile technology has enabled the digital economy, and 3) understand ICT's evolution.

Read:

Chapter 1 – The Digital Economy, and Chapter 2 – Information and Communication Technologies in Øverby, Harald, and Jan Arild Audestad (2021) *Introduction to Digital Economics: Foundations, Business Models and Case Studies*.

Week 2 Simple Pricing: Competitive markets and Monopoly

This class will focus on the basics of competitive markets and pricing. We will then examine the formation of monopolies and oligopolies in the digital economy.

Read:

Chapter 13 – Digital Monopolies and Oligopolies in Øverby, Harald, and Jan Arild Audestad (2021) *Introduction to Digital Economics: Foundations, Business Models and Case Studies*.

Week 3 How digitization affects cost and production structures

Digital technology has reduced the cost of storage, computation, and transmission of data. This week, we examine how digital technology has changed economic activity.

Read:

Goldfarb, A. & Tucker, C. (2019) Digital Economics. *Journal of Economic Literature* 57, no. 1: 3–43. <https://doi.org/10.1257/jel.20171452>.

Chapter 6 - Digital Goods and Services in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Chapter 7 – Production Models in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Week 4 Non-Linear Pricing and Price Discrimination

Price discrimination is selling the same good at different prices, adjusted for differences in costs. Why do firms use non-linear pricing strategies? What conditions allow companies to price discriminate? How has digitization made price discrimination easier? Can such activities harm consumers by increasing economic inequality?

Read:

Newman, N. (2014). The Costs of Lost Privacy: Consumer Harm and Rising Economic Inequality in the Age of Google. *William Mitchell Law Review*, 40(2), 849-889. Can be accessed at <https://open.mitchellhamline.edu/wmlr/vol40/iss2/12/>

Week 5 Quiz #1

Week 6 Network Effects & Economics of Multisided Platforms

A network effect is the value a new user adds to existing users in the network. How do network effects (direct and indirect) affect the temporal evolution of the market? Why do some digital firms offer their services for free initially? How can we estimate the value of these networks?

Read:

Chapter 7 – Network Effects in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Chapter 10 – Multisided Platforms in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. *The Journal of Economic Perspectives*, Vol.8, No. 2, pp. 93-115.

Eisenmann, T., Parker, G., & Van Alstyne, M. (2006) Strategies for Two-Sided Markets, *Harvard Business Review*. October, 92-101.

Week 7 Applying the Business Model Canvas

In this class, we bring the microeconomic elements discussed over the last 6 weeks together to help us complete the Business Model Canvas. Groups will be formed, and group project ideas will be developed.

Hands-on Activity: Students will collaboratively complete a Business Model Canvas for a well-known digital platform (e.g., Spotify, Airbnb) in class before designing their own group project.

Read:

Chapter 19 – Digital Business Models in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Week 8 Path Dependence and Switching Costs

Microeconomics suggests that the market is governed by supply and demand and that all competitors have perfect knowledge about the market. But what happens when dynamic markets do not return to the equilibrium state (path dependence) or you have increasing returns?

Read:

Chapter 11 – Path Dependence in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Chapter 12 – Lock-In and Switching Costs in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Week 9 Digital Regulation – Social Media / Digital Privacy / Digital Addiction

Governments regulate to avoid market failures such as the formation of monopolies, to foster fair competition, to ensure affordable access, to ensure transparency, to promote ethical conduct and to spur innovation. This week we will examine the different types of digital regulation around the world and their potential impacts.

Video: The Social Dilemma, Netflix

Read:

Chapter 22 – Digital Regulation in Øverby, Harald, and Jan Arild Audestad (2021)
Introduction to Digital Economics: Foundations, Business Models and Case Studies.

Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media
American Economic Review, 110(3): 629-676.

Gentzkow, M. & Song, L. (2022) Digital Addiction, *American Economic Review*, 112(7): 2424-2463.

Week 10 Quiz #2

Week 11 Group Presentations

Week 12 Group Presentations

Written Assignments/Projects and Exam[s]: Descriptions

All written submissions must be typed in a 12-point font such as Times New Roman, 1.5 spacing, with standard margins in Microsoft Word or similar.

Assignments will be completed on Canvas. They will involve multiple choice and/or short-answer questions directly pertaining to the course material. Assignments involve 4 classes of material. Students are strongly encouraged to engage with the material early in preparation.

Due Date

Week 5 Quiz #1

Submission of deliverables: Quiz to be completed online via Canvas in class.

Value: 20%

Week 10 Quiz #2

Submission of deliverables: Assignment to be completed online via Canvas.

Value: 20%

Week 11 Group Presentations

& 12 Live PowerPoint group presentation

Presentation time: 10 Minutes + 5 minutes for Q&A

Value: 15%

Due one Group Report

week Groups of 4-5 students will select one bricks-and-mortar and one digital organization (e.g., after end Walmart vs. Shopify). Using the Business Model Canvas, they will map each firm's core of class activities and assess how digitalization transforms economic value creation. Students will identify strategic differences in cost structure, pricing models, customer relationships, and data use.

Value: 30%

Weeks 1

to Week 9 *Participation – Best 6 out of 8 (does not include quizzes or presentations)*

Participation in this course will be assessed through active engagement in class discussions, case analyses, small group activities, and interactive polling using PollEverywhere. Students are expected to attend each class fully prepared, having completed the assigned readings, and to contribute thoughtfully and constructively to the learning environment. Participation will be evaluated weekly, with grades assigned based on both attendance and the quality of in-class contributions. Specifically, students can earn two points for attending class and engaging in PollEverywhere activities, and an additional two points for meaningful participation in class discussions. Participation will be assessed over eight designated weeks,

Due Date

and the best six weeks will count toward the final participation grade. The aim is to encourage consistent involvement and to foster a collaborative classroom atmosphere that deepens your understanding of digital economics.

Value: 15%

Evaluation of Written Assignments/Projects and Exams

Assignments are due on the dates listed in the syllabus, normally the day before class at 10:00 PM EST, unless otherwise indicated in class by the professor. Late assignments are not accepted and will receive a grade of zero.

Group Project

Groups of 4-5 students will employ the Business Model Canvas depicted in Chapter 19 of Øverby, Harald, and Jan Arild Audestad (2021) to chart two organizations: a bricks and mortar organization and a digital organization. The objective is to determine each organization's key partners, key activities, key resources, value proposition, cost structure, revenue streams, customer relationships, and customer segments. You are asked to compare the differences so as to assess how an economy can best value digital organizations.

Format of Research Paper

You are asked to use Times New Roman 12-point font. The maximum number of words is 2500 not including references, graphs or appendices. Single or double spacing is acceptable. Remember, in writing a research report it is not the quantity that matters but rather the quality of the arguments that will be evaluated.

AI Use and Academic Honesty

Students may not use generative AI (e.g., ChatGPT, Claude, Gemini) to write their group report or generate slides unless explicitly permitted. All submissions are subject to Turnitin, and violations of York's academic honesty policy will be reported. A declaration of originality will be required.

Each group report will be assessed using the following criteria:

Criteria	Description
Development of Argument	Clear, original, and well-supported economic thesis or comparison
Coherent Structure	Logical organization with smooth flow between sections
Use of Theory & Concepts	Effective and accurate application of microeconomic and digital economy concepts
Critical Analysis	Demonstrates insight, avoids description-only, weighs trade-offs
Writing Style	Professional tone, clarity, and readability
Grammar & Mechanics	Proper grammar, spelling, citations, and formatting

Each criterion will be evaluated on a scale from Excellent to Weak, and an overall assessment will be used to determine the group grade. Individual grades may be adjusted based on peer evaluations.

Group presentation – Each group will present their key recommendations. Presentations must be 10 minutes in length followed by a 5-minute question and answer period. You will be evaluated on your presentation as well as your participation in discussions in both your presentation and that of your colleagues. Not attending the presentation of your colleagues will result in a lower grade. These presentations will take place on the last two weeks of class.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: to calculate your final course letter grade I will sum up the product of the percentage mark assigned for each assignment (class participation/assignments/ group project) and the percentage weight for that assignment. The resultant final percentage will be converted to letter grade according to the following scale:

A+	100% to 89.5%
A	< 89.5% to 79.5%
B+	< 79.5% to 74.5%
B	< 74.5% to 69.5%
C+	< 69.5% to 64.5%
C	< 64.5% to 59.5%
D+	< 59.5% to 54.5%
D	< 54.5% to 49.5%
F	< 49.5% to 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 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

Class No., Title and Date	Reading Preparation (excluding cases and optional readings)	Written Preparation
Week 1 Introduction to Digital Economics	Chapters 1 and 2 in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	-Participation
Week 2 Simple Pricing: Competitive markets and Monopoly	Henriques, I. (2025) Simple Pricing: Competitive Markets to Monopoly - Handout Chapter 13 – Digital Monopolies and Oligopolies in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	-Participation
Week 3 How digitization affects cost and production structures	Goldfarb, A. & Tucker, C. (2019) Digital Economics. Journal of Economic Literature 57, no. 1: 3–43. Chapter 6 - Digital Goods and Services in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies. Chapter 7 – Production Models in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	-Participation
Week 4 Non-Linear Pricing and Price Discrimination	Henriques, I. (2025) Non-Linear Pricing and Price Discrimination, Handout Newman, N. (2014). The Costs of Lost Privacy: Consumer Harm and	-Participation

Class No., Title and Date	Reading Preparation (excluding cases and optional readings)	Written Preparation
	Rising Economic Inequality in the Age of Google. William Mitchell Law Review, 40(2), 849-889. Can be accessed at https://open.mitchellhamline.edu/wmlr/vol40/iss2/12/	
Week 5	Quiz #1	Quiz #1
Week 6 Network Effects & Economics of Multisided Platforms	<p>Chapter 9 – Network Effects in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.</p> <p>Katz, M. & Shapiro, C. (1994) System Competition and Network Effects. The Journal of Economic Perspectives, Vol.8, No. 2, pp. 93-115.</p> <p>Chapter 10 – Multisided Platforms in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.</p> <p>Eisenmann, T., Parker, G., & Van Alstyne, M. (2006) Strategies for Two-Sided Markets, Harvard Business Review. October, 92-101.</p>	-Participation
Reading Break		
Week 7 Applying the Business Model Canvas	Chapter 19 – Digital Business Models in Øverby, Harald, and Jan Arild Audestad (2021) Introduction to Digital Economics: Foundations, Business Models and Case Studies.	-Participation

Class No., Title and Date	Reading Preparation (excluding cases and optional readings)	Written Preparation
Week 8 Path Dependence and Switching Costs	<p>Chapter 11 – Path Dependence in Øverby, Harald, and Jan Arild Audestad (2021) <i>Introduction to Digital Economics: Foundations, Business Models and Case Studies</i>.</p> <p>Chapter 12 – Lock-In and Switching Costs in Øverby, Harald, and Jan Arild Audestad (2021) <i>Introduction to Digital Economics: Foundations, Business Models and Case Studies</i>.</p>	-Participation
Week 9 Digital Regulation – Social Media / Digital Privacy / Digital Addiction	<p>Chapter 22 – Digital Regulation in Øverby, Harald, and Jan Arild Audestad (2021) <i>Introduction to Digital Economics: Foundations, Business Models and Case Studies</i>.</p> <p>Braghieri, L., Eichmeyer, S. & Gentzkow, M. (2020) The Welfare Effects of Social Media, <i>American Economic Review</i>, 110(3): 629-676.</p> <p>Gentzkow, M. & Song, L. (2022) Digital Addiction, <i>American Economic Review</i>, 112(7): 2424-2363.</p>	-Participation
Week 10	Quiz #2	
Week 11 Group Presentations		Group Presentations
Week 12 Group Presentations		Group Presentations



MEMORANDUM

York University Libraries

To: Irene Henriques

From: Aaron Lupton, Content and Licensing Librarian, Content Development and Analysis

Date: March 5, 2025

Subject: Library Statement of Support – Digital Economies

Summary

York University Libraries (YUL) are well positioned to support the proposed course. 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 related to the major themes of the course. It also brings attention to collections of interest from connected fields such as Information Technology, Business and Economics.

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 potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- ethnic history, immigration experience, decolonization, hate speech, discrimination, critical race theory, and more.

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers [support to researchers on digital publishing](#), open repositories, and creative commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The [A-Z list](#) on the Libraries' website provides a complete register of electronic offerings.

eBook Platforms:

- SpringerLink
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- Econlit
- BusinessSource Complete
- ProQuest Business
- Scholars Portal Journals
- JSTOR
- Web of Science

Canadian Content:

- Canadian Periodicals Index Quarterly (CPI.Q)
- Érudit
- Canadian Major Dailies
- Canadian Business and Current Affairs
- Curio.ca
- Canadian Research Index
- Early Canadiana Online

Reference Resources:

- Britannica Online
- Oxford Bibliographies Online
- Oxford Reference Online
- Oxford Very Short introductions
- Sage Research Methods

Newspaper/ Magazine Collections:

- Press Reader
- Factiva
- Nexis Uni

Streaming Media:

- Kanopy
- Sage Video
- Films on Demand

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.

Research Guides of Interest:

- [Economics/Business Economics Guide](#)
- [Economics Guide](#)

Research Help

Online [research assistance](#) is available in both French and English via chat, text, and email. In addition, students and faculty can book [one-hour research consultations](#) with a specialist librarian. The Libraries also offer a virtual drop-in service hosted through Zoom for help in real-time.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), [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.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Farrokh Zandi, Associate Director, Undergraduate Programs

Date: May 2, 2025

Re: Approve changes to names and rubrics of International Business Specialization courses.

Motion:

That Faculty Council approve the changes in rubric, course titles and addition of course credit exclusions for the courses listed below.

Rationale:

With the approval of the new specialization in International Business last year the next step in the course of the evolution of specialization was the name change to Global Business Specialization. Accordingly, the next component of this redesign is a name change as well as updating the course codes (rubrics) of this specialization courses. Accordingly, we are proposing the following changes.

Course Name and Rubric changes:

- IBUS 3200: 3:00 Managing International Business Activity to be replaced with GBUS 3100: 300 Managing Global Business Activity.
- IBUS 4200:3.00 Integrative International Business Seminar to be replaced with GBUS 4200 3:00 Integrative Global Business Seminar

Rubric changes:

- IBUS 3150: 3.00 to be replaced with GBUS 3150 3.00 Navigating Global Business
- IBUS 4500 3.00 to be replaced with GBUS 4500 3.00 Managing Business in Developing Economies
- IBUS 4100 3.00 to be replaced with GBUS 4100 3.00 Work Placement in the Global Context

These changes will not affect the alignment with academic plans. Additionally, there will be no changes to the course requirements or the associated learning outcomes/objectives. Importantly, students

currently enrolled in International Business specialization will not be impacted by this change, guaranteeing a seamless transition.

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 Program

2. Responsible Unit:
Global Business

3. Subject Code (Rubric) and Course Number:
IBUS 3150 3.00

4. Credit Value:
3.00

5. Long Course Title:
Navigating Global Business

6. Short Course Title:
Navigating Global Business

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

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

8. Effective Term/Calendar Year of Proposed Change(s): Fall 2025

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

9. Rationale:

With the approval of the new specialization in International Business last year, the next step in its evolution was a name change to the Global Business Specialization. In line with this transition, we are also proposing updates to the course codes (rubrics) for the courses within the specialization.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title IBUS 3150 3.00 Navigating Global Business</p> <p>The course provides a broad coverage of the global business environment, including trade, foreign direct investment, and financial systems. Students will gain insights into how businesses adapt to diverse socio-cultural, economic, and political contexts. The course emphasizes the importance of inclusive, ethical, and sustainable business practices that equitably enhance the benefits of a dynamic and interdependent global market.</p> <p>Course Credit Exclusion: SB/IBUS 3100 3.00</p> <p>Note: Open to Schulich students enrolled in the BBA program with a minimum of year 3 academic standing.</p>	<p>Title GBUS 3150 3.00 Navigating Global Business</p> <p>The course provides a broad coverage of the global business environment, including trade, foreign direct investment, and financial systems. Students will gain insights into how businesses adapt to diverse socio-cultural, economic, and political contexts. The course emphasizes the importance of inclusive, ethical, and sustainable business practices that equitably enhance the benefits of a dynamic and interdependent global market.</p> <p>Course Credit Exclusion: SB/IBUS 3100 3.00</p> <p>Note: Open to Schulich undergraduate students with a minimum of year 3 academic standing</p>

10. Proposed Course Information:

N/A

11. Enrolment Notes:

N/A

12. Consultation:

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

taken place.

Originator:

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Degree Program:

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

Burkard Eberlein
Signature

May 2, 2025
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 2, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

Instructor
Theodoros Tolias
Adjunct Professor, Economics & Global Business
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Theodoros Tolias is an economic policy and business consultant and an award-winning instructor at the Schulich School of Business. He has held top leadership positions in business and not-for-profit organizations and has taught and done corporate and public sector consulting internationally. Canadian and International media networks have interviewed Theo extensively on economic policy.

Brief Description

The course provides a broad coverage of the global business environment, including trade, foreign direct investment, and financial systems. Students will gain insights into how businesses adapt to diverse socio-cultural, economic, and political contexts. The course emphasizes the importance of inclusive, ethical, and sustainable business practices that equitably enhance the benefits of a dynamic and interdependent global market.

Course Credit Exclusion: SB/IBUS 3100 3.00

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Detailed Description and Learning Outcomes

This course provides students with the concepts, tools, and knowledge necessary to conduct in-depth analyses of the global competitive landscape for business. Globalization is associated with the integration of the world economy, thus providing opportunities for organizations beyond their national markets. However, it can also be disruptive and create winners and losers for people and states. This course emphasizes the necessity of global institutions (such as the WTO and IMF), national governments, and business organizations to coordinate trade, investments, and financial systems in ways that maximize the opportunities of an interdependent world while being attentive to the needs of local communities across countries at different stages of socio-economic development.

The course is a non-technical foundation course in global business operations and management. Through a blend of theoretical frameworks and real-world applications, students explore the political economy of trade, currency systems, trading blocs, and the associated opportunities for business organizations. The course foregrounds the links between global strategy and the social responsibilities of the firm in its various host market contexts, business opportunities in the Global South and Bottom of the Pyramid, North-South Business Cooperation, sustainable business models, and Canada's Place in the Global Economy, among others.

The learning outcomes for students are to:

- be able to think critically about various facets of global competition between nations and firms
- have the necessary tools to identify the main features of the global business environment and its institutions
- be familiar with the problems and perspectives of doing business across national boundaries
- understand links between global strategy and social responsibilities of multinational firms in various host market contexts, including the deployment of effective and ethical human resource practices
- be able to identify possibilities for business organizations to develop strategies that are attentive to the needs of marginalized communities, Bottom of the Pyramid, environment, and climate change
- understand Canada's place in the global economy and identify possibilities for the country's engagement with the Global South
- have the foundations for functionally oriented courses geared towards designing and implementing business strategies and business programs

Deliverables at a Glance

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

Assignment/Task* (Descriptions to be found on page 7 & 8)	Quantity	% Weight	Total %	Author
Current topic presentation (CTP)	1	20	20	individual
Mid-term exam	1	30	30	Individual
Group project:				
Group presentation	1	15	30	group
Slide Deck	1	15		
Class participation	ongoing	10	10	individual
Homework Assignment	ongoing	10	10	individual
			100%	

Course Materials

The required textbook for this course is Charles W. L. Hill & Thomas McKaig, Global Business Today, 7th Canadian Edition 2024, McGraw-Hill Ryerson. It is available for purchase from the York University Bookstore (<https://bookstore.yorku.ca/>).

Additional required readings, including mini case readings, are available from the York Libraries or online.

Class-by-Class Syllabus

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

Class 1 The Global Economy - Opportunities and Risks

Read:

Assigned Textbook:

- o Chapter 1

Required readings:

- o Slowbalisation (*The Economist*, January 26, 2019: 23-26)
- o Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable (*Harvard Business Review*, February 1, 2017)
- o 5 Ways Multinational Corporations Can Have a Greater Impact on the SDGs (world Economic Forum, September 13, 2021, <https://www.weforum.org/stories/2021/09/5-ways-multinational-corporations-can-have-greater-impact-on-the-sdgs-sustainable-development-goals-mnacs/>)

Mini case reading:

- o ‘Bad numbers, bad mood’: Recession Hits Germany’s Mittelstand (*Financial Times* October 24, 2024)

Class 2 Confronting Fragmentation: Supra-National and Global Institutions

Read:

Assigned Textbook:

- Chapter 5

Required readings:

- Global Trade is Fragmenting. The WTO Must Make a Stronger Case That Can Benefit Us All. (World Economic Forum, February 28, 2024, <https://www.weforum.org/stories/2024/02/global-trade-wto-meeting/>)
- Subsidy Wars (International Monetary Fund, June 2023, <https://www.imf.org/en/Publications/fandd/issues/2023/06/B2B-subsidy-wars-elizabeth-van-heuvelen>)

Mini case reading:

- Must Countries Choose Between the West and China? (*Financial Times*, Sept 19, 2024)

Assignments: Current Topic Presentations / discussion post / homework

Class 3 Geopolitics, National Security, and International Trade

Read:

Assigned Textbook:

- Chapter 6

Required readings:

- The False Promise of Friendshoring (*The Economist* January 25, 2024).
- How National Security Has Transformed Economic Policy (*Financial Times*, September 4, 2024)
- What Populists Don't Understand About Tariffs (but economists do) (Peterson Institute of International Economics, Podcast, October 14, 2024 <https://econofact.org/podcast/what-populists-dont-understand-about-tariffs-but-economists-do>)

Mini case reading:

- China agrees to talks with EU over EV tariffs (*Financial Times*, June 23, 2024)

Assignments: Current Topic Presentations / discussion post / homework

Class 4 Currencies and the Global Financial System

Read:

Assigned Textbook:

- Chapters 9 and 10

Required readings:

- Geopolitics and Its Impact on Global Trade and the Dollar (Video Stanford Institute for Economic Policy Research, May 8, 2024, <https://www.youtube.com/watch?v=1otqrbfk1Ck>)
 - How Big of a Deal is BRICS, Really? (<https://foreignpolicy.com/2024/10/27/brics-summit-2024-russia-west-global-south-dollar-dominance/>)
-

Mini case reading:

- Argentina's Economic Crisis: Can Milei Transform the Country's Fortunes? (*Financial Times*, October 23, 2024)

Assignments: Current Topic Presentations / discussion post / homework

Class 5 Foreign Direct Investment and Development

Read:

Assigned Textbook:

- Chapter 7

Required readings:

- Karl P. Sauvant, The WTO's FDI Challenge (Project Syndicate, February 22, 2024, <https://www.project-syndicate.org/commentary>)
- Trade and Investment: How Indigenous Peoples are Reshaping Modern Economies (World Economic Forum August 5, 2022, <https://www.weforum.org/stories/2022/08/how-indigenous-peoples-are-reshaping-modern-economies/>)

Mini case reading:

- Japan is a Cuddlier Friend to South-East Asia than America or China (*The Economist*, December 14, 2023)

Assignments: Current Topic Presentations / discussion post / homework

Class 6 Trading Blocs - Geographical vs. Political Distance Drivers

Read:

Assigned Textbook:

- Chapter 8

Required readings:

- The economics of Brexit: what have we learned? (Adam Posen, YouTube video, 2022, <https://www.youtube.com/watch?v=bKynmWO5Zac>)
- Who Gains from RCEP, Asia's New Trade Fact? (*The Economist*, November 19, 2020)
- Have trade agreements been bad for America? (*Peterson Institute for International Economics*, December 2022).
-

Mini case reading:

- U.K. Walks Away from Trade Talks with Canada (CBC News, January 25, 2024, <https://www.cbc.ca/news/politics/canada-uk-trade-cheese-1.7094817>)

Assignments: Current Topic Presentations / discussion post / homework

Class 7 Seeking Global Opportunities

Read:

Assigned Textbook:

- Chapters 11 and 12

Required readings:

- How to Build a Global Business Empire in the 21st Century: Disney, Ford, Microsoft and the Age of Quasi-Merger (*The Economist*, April 22, 2024)
- Joshua Conrad Jackson, A Model for Expanding Your Business into Foreign Markets (*Harvard Business Review*, May 17, 2024)

Mini case reading:

- BYD agrees \$1bn deal to build electric vehicle plant in Turkey (*Financial Times*, July 8, 2024)

Assignments: Current Topic Presentations / discussion post / homework

Class 8 Multinational Corporations' Engagement with the Global South

Read:

Assigned Textbook:

- Chapter 4

Required readings:

- Multinationals Must Stop Flow of Ocean Waste in Global South (*The Japan Times*, October 16, 2024, <https://www.japantimes.co.jp/commentary/2024/10/16/world/ocean-plastic-waste-global-south/>)
- Building Value at the Top and the Bottom of the Global Supply Chain: MNC-NGO Partnerships (*California Management Review* (Oct 2008, 51(1), pp 24-49)
- The Green Rivalry: Chinese Green Technologies are Pouring into Latin America (*The Economist*, April 10, 2024)

Mini case reading:

- Could T-shirts be the way to Industrialise an African nation? (*Financial Times*, August 29, 2024)

Assignments: Current Topic Presentations / discussion post / homework

Class 9 Mid-term exam

Class 10 Canada's Place in the North American and Global Economy - Performance, Opportunities, and Risks

Read:

Assigned Textbook:

- Selected topics from various chapters

Required readings:

- Is Canada Prepared for a Transformed Trade Landscape in Asia? (Asia Pacific Foundation of Canada, August 21, 2024, <https://www.asiapacific.ca/publication/canada-prepared-transformed-trade-landscape-asia-four-mega>)
- Indigenous Women From Ecuador Bring Concerns on Mining Abuses, Free Trade to Parliament Hill (CBC News, October 2, 2024, <https://www.cbc.ca/news/indigenous/ecuador-indigenous-free-trade-canada-1.7340755>)
- US Requests Trade Dispute Consultations with Canada Over New Digital Services Tax (Reuters, August 30, 2024, <https://www.reuters.com/markets/us-requests-trade-dispute-consultations-with-canada-over-new-digital-services-2024-08-30/>)

Mini case reading:

- Canada wants to be a global leader in critical minerals. Why is Australia eating our lunch? (*The Globe and Mail*, October 13, 2023)

Assignments: Current Topic Presentations / discussion post / homework

Class 11 Assignments:

- Group presentations

Class 12 Assignments:

- Group presentations

Deliverables

Due Mid-term exam
 Week 9 This is an in-class, open-book, no-internet-browsing allowed exam covering the materials in the first 12 chapters of the textbook as well as in other required readings.
 Value: 30%

Due Group project
 Weeks 11 The group project involves an industry/country business consulting report. Project details
 & 12 and expectations will be discussed at greater length in class. The class will be divided into groups and each group will have up to 5 students (self-sign-up is enabled for these groups). As a seasoned business group of consultants each group is hired by a multinational corporation (the client) to advise them on an FDI opportunity in a foreign country, which they have never had any operations in. Your consulting report will include PESTLE as well as SWOT analysis for the industry/ country of your choice.

Deliverables:

1. Group Presentation: 15 minutes plus Q&A; max 15 slides + title slide + 2-3 reserve slides as an appendix for the Q&A) – Weeks 11 & 12 - Weight: 50%

2. Deck Report: 20 slides max, including cover slide, executive summary slide, and references slide) plus appendices – Weight: 50%

Value: 30%

Due

Ongoing

Current Topic Presentation (individual; few students assigned to present each week)

Starting on Week 2, each student will be assigned to give a 5-minute presentation on a current topic (i.e., significant news story), which falls under the "umbrella" topic(s) assigned to class that week (check the "modules" section on Canvas). The presentation consisting of 5 Slide decks to be uploaded before class will draw on at least three sources/news articles published within the last three months. Grades will be allotted based on the topic's relevance/significance, the presenter's level of preparedness, the level of engagement exhibited by the class and the level of professionalism of the presentation and the slides deck. All submissions are subject to Turnitin plagiarism review.

Students complete their Current Topic Presentation (CTP) and receive their grade (20% of the course grade) by Week 8.

Value: 20%

Due

Ongoing

Homework (individual)

Weekly practice with textbook assigned materials (online; asynchronous)

Value: 10%

Due

Ongoing

Class participation/contribution

Evaluation components of class participation/contribution are:

- Discussion Posts (weekly; see description below)
- In-Class Contributions
- Attendance

Value: 10%

Course Grade and General Schulich Academic Policies

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The following translation from percentage grades to final grades will be used in this course.

A+	9	90-100
A	8	80-89
B+	7	75-79
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
E *	1	(marginally below 50%)

F 0 (below 50%)

(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.). In this class, final course grades will be determined by the Undergraduate Round Up .5 scale on Canvas.

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

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

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

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

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

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

Refer to course Syllabus to be posted on Canvas.

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding additional required readings and mini case readings; see modules for details)	Written Preparation
1. The Global Economy - Opportunities and Risks	Mini case discussion	Chapter 1	
2. Confronting Fragmentation: Supra-National and Global Institutions	-Current topic presentation -Mini case discussion	Chapter 5	-CTP slides -Discussion Post -Homework
3. Geopolitics, International Trade, and Finance	-Current topic presentation -Mini case discussion	Chapter 6	-CTP slides -Discussion Post -Homework

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding additional required readings and mini case readings; see modules for details)	Written Preparation
4. Currencies and the Global Financial System	-Current topic presentation -Mini case discussion	Chapters 9 and 10	-CTP slides -Discussion Post -Homework
5. Foreign Direct Investment and Development	-Current topic presentation -Mini case discussion	Chapter 7	-CTP slides -Discussion Post -Homework
6. Trading Blocs - Geographical vs. Political Distance Drivers	-Current topic presentation -Mini case discussion	Chapter 8	-CTP slides -Discussion Post -Homework
7. Seeking Global Opportunities	-Current topic presentation -Mini case discussion	Chapters 11 and 12	-CTP slides -Discussion Post -Homework
8. Multinational Corporations' Engagement with the Global South	-Current topic presentation -Mini case discussion	Chapter 4	-CTP slides -Discussion Post -Homework
9. Mid-term exam			
10. Canada's Place in the North American and Global Economy - Performance, Opportunities, and Risks	-Current topic presentation -Mini case discussion	Selected topics from various chapters	-CTP slides -Discussion Post -Homework
11. Group Project Presentations			Group Presentations
12. Group Project Presentations			Group Presentations

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 Program

2. Responsible Unit:
Global Business

3. Subject Code (Rubric) and Course Number:
IBUS 3200 3.00

4. Credit Value:
3.00

5. Long Course Title:
Managing International Business Activities

6. Short Course Title:
Managing International Business Activities

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

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

8. Effective Term/Calendar Year of Proposed Change(s): Fall 2025

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

9. Rationale:

With the approval of the new specialization in International Business last year, the next step in its evolution was a name change to the Global Business Specialization. In line with this transition, we are also proposing updates to the course codes (rubrics) for the courses within the specialization.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title IBUS 3200 3.00 Managing International Business Activities</p> <p>This course focuses on how to deal with the issues affecting the success of organizations operating internationally through exporting, importing, licensing or engaging in foreign direct investment. Role-playing, and development of an international business plan will be utilized in generating the skills and mind-set required for dealing with real-life international business situations.</p> <p>Prerequisites or corequisites: Enrolment in the third- or fourth-year of the iBBA Program or enrolment in the third- or fourth-year of the BBA Program. BBA students must also take SB/ECON 3510 3.00 either as a corequisite or as a prerequisite for this course. The course is required for the Schulich Certificate in International Management, but students do not have to enrol in the Certificate to take the course.</p>	<p>Title GBUS 3200 3.00 <i>Managing Global Business Activities</i></p> <p>This course focuses on how to deal with the issues affecting the success of organizations operating internationally through exporting, importing, licensing or engaging in foreign direct investment. Role-playing, and development of an international business plan will be utilized in generating the skills and mind-set required for dealing with real-life international business situations.</p> <p>Prerequisites or corequisites: BBA students must also take SB/ECON 3510 3.00 either as a corequisite or as a prerequisite for this course.</p> <p>Course Credit Exclusion: IBUS 3200 3.00</p> <p>Note: Open to Schulich undergraduate students with a minimum of year 3 academic standing. The course is required for the Schulich Certificate in International Management, but students do not have to enrol in the Certificate to take the course.</p>

10. Proposed Course Information:

N/A

11. Enrolment Notes:

N/A

12. Consultation:

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

Originator:

F. Zandi

Signature

April 17, 2025

Date

Farrokh Zandi

Name

Global Business

Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi

Signature

April 17, 2025

Date

Farrokh Zandi

Name

Global Business

Area or Specialization

Degree Program:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlein

Name of Program Director

BBA/iBBA Program

Program

Program Committee:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee



GBUS3200 F2025 CREDITS: 3.00

GBUS 3200 A - MANAGING GLOBAL BUSINESS ACTIVITIES

TUE 14:30-17:30 SSB N106

INSTRUCTOR

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N205A SSB

Dr. Mauricio Zelaya is a part-time faculty member in Global Business at Schulich, specializing in International Economics and Finance, and Associate Partner at Ernst & Young's Economic Advisory Practice. Prior to Ernst & Young, Dr. Zelaya was a Consultant with NERA Economic Consulting, a research economist at the federal government, and a sessional instructor in Economics at the University of Waterloo. His areas of interest are applied econometrics, computational finance, international finance, and the economics of innovation.

BRIEF DESCRIPTION

This course focuses on how to deal with the issues affecting the success of organizations operating globally through exporting, importing, licensing or engaging in foreign direct investment. Role-playing, and development of an global business plan will be utilized in generating the skills and mind-set required for dealing with real-life international business situations.

Prerequisites or corequisites: BBA students must also take SB/ECON 3510 3.00 either as a corequisite or as a prerequisite for this course.

Course Credit Exclusion: SB/IBUS 3200 3.00

Note: Open to Schulich undergraduate students with a minimum of year 3 academic standing. The course is required for the Schulich Certificate in International Management, but students do not have to enrol in the Certificate to take the course.

COURSE LEARNING OUTCOMES

The key learning objective of this course (in addition to many of those incorporated into the BBA/iBBA learning objectives) is for the student to acquire a mind-set receptive to what will be needed in real-life global business situations as well as to be familiar with the key concepts that are required to engage in international trade and investment, so that when employed in the field, he or she can "hit the ground running."

After successful completion of the course, the student will be able to:

1. Effectively employ the key concepts in global business.
2. Identify key terms and abbreviations used in global business.
3. Distinguish what concepts are appropriate to what industry.
4. Analyse different entry modes for carrying out global business.

5. Manage business dealings in a cross-cultural context.
6. Demonstrate sensitivity to how various cultural differences affect the carrying out of global business in different geographical areas.
7. Adapt and function effectively and efficiently in different cultures.
8. Make use of financing instruments and institutions important to global business.
9. Identify key accounting, tax and legal issues in a variety of countries.
10. Deal with dispute settlement mechanisms.
11. Manage the different risks associated with global business.
12. Seize opportunities presented by preferential trade agreements.
13. Create and carry out an global business plan.
14. Work effectively in teams.
15. Communicate convincingly and clearly key ideas, orally and in writing.
16. Formulate and carry out strategies for global business in both developed and emerging economies.
17. Practice global business in an ethically and socially sustainable manner taking into account all stakeholders.
18. Recognize the limitations of the student's own knowledge and abilities, especially when having to deal with uncertainties and ambiguities that are apt to be larger in foreign environments.

In order to achieve these objectives, the emphasis of the course is on the kinds of problems and issues that affect the success of an entire organization. Examples, which emphasize the "how," are drawn from all sizes and types of businesses operating in the highly varied competitive global business environment. The course uses readings, lectures, case discussions and role playing to expose students to a wide range of concepts and situations that face managers and bear directly on success in global operations. The course also involves students in a team project for the development of an global business plan.






COURSE MATERIAL

Required reading for this course only includes material distributed in class. The intent of the class is to provide a pragmatic approach to global business, using concepts applied to strategic decision making.

Please note that further readings will be assigned as the term progresses. In addition to the assigned readings, students should keep up with current global business events by reading the business section of the Globe and Mail or the New York Times or the Financial Times or the Economist.

Current global business happenings will be discussed in class and students will be expected to contribute to the discussion.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Quiz (Individual) 15%			
Quiz (Individual)		15%	
Midterm (Individual) 30%			
Post Midterm Examination (Individual)		30%	
Team Business Plan Report 40%			
Team Business Plan Report		40%	
Assignment 1		0%	
Class Participation (Individual) 15%			
Class Participation (Individual)		15%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Quiz (Individual)

 **Due Date:** To be announced

Quiz

This will deal with basic topics essential to participating in an global business environment. The quiz will be a combination of short questions derived from a mini case study and will last one hour.

Max length: 1 hour

Value: 15%

Quiz (1 hour)

Customs: harmonized commodity coding system. Canada Border Services Agency. Tariffs and preferences.


Supranational institutions: World Bank, IMF, WTO, etc.

How regional trading blocs such as NAFTA, EU, APEC, ASEAN, CETA, etc, impact businesses trading between or within blocs. Current issues: Brexit, TPP, renegotiating NAFTA, CETA.

Trade rules, anti-dumping and countervail duties, planning for likely scenarios.

Negotiating agreements between firms where a free trade or preferential trade agreement exists.

Post Midterm Examination (Individual)

 **Due Date:** To be announced

- **Midterm Exam (2 hours):** concentrating on global business operations discussed in weeks 1-6. This will deal with topics fundamental to an understanding of global business operations.

The examination is held in Week 7 to avoid an excessive workload at the end of the course, when students will be involved in producing their team business plan.

Max length: 2 hours

Value: 30%

Team Business Plan Report

 **Due Date:** To be announced

Team Business Plan Report

The purpose of the project is to apply learning from the course.

The plan will be submitted before start of class this week (Week 11) and will be presented to the class next week (Week 12). An overall content list has been provided to you, and teams should satisfy the requirements of each section in short and concise text with graphics, point form, and other aids to clear understanding.

Ideal length: 20 pages, excluding content list, bibliography and appendices

Format: Details concerning the presentation length and format were provided in week 5.

Marking: marks will be awarded in accordance with the structure of the content list provided to you.

Value: 40%

Assignment 1

Hi all - As discussed, the groups and sector selection are included in week 3 slides. I have also included a link here for your consideration.

Assignment 1.pdf (%24CANVAS_COURSE_REFERENCE%24/file_ref/g580250d816d19ba61ff3d07f2fa3a262/download?wrap=1)

Class Participation (Individual)

Class Participation (contribution): Students are encouraged to take part in classroom discussions, which may be “whole class” or within working groups. Make sure that your name card is always displayed.

Class discussions: These will take place each week at the beginning of class, focused on current topics presented during the week. Students will also be encouraged to suggest discussion topics from *current* news items that are relevant to the current stage of the course.

Participation Grade: This will be based on attendance, contributions to in-class discussions and awareness of issues in required readings.

Value: 15%

GRADING SCHEME

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

CLASS-BY-CLASS SYLLABUS

Assignment 1



Sample Report outline.pdf

The Participation Grade



Basis of Participation Grade



Class Participation (Individual)

Class 1 - Course Overview

Overview: [Course Overview](#)

Class Session: (1)

Topic: Course Overview

The volatile global economy and the requirements for firms operating in it. Emerging economies versus developed economies. Forms of international trade and commerce. Fundamental concepts.

Why firms enter international markets. Globalization options and strategies. The relationship between trade, licensing, joint ventures, foreign affiliate sales and foreign direct investment. Are they substitutes or complements?

Choosing foreign markets and ways of entering foreign markets.

Logistics: materials management, warehousing, physical distribution, facility location.

Transportation and delivery modes: truck, rail, air, marine, pipeline, internet.

Introduction to the Team Project: global Business Plan.

Assigned Readings, Cases, etc.

To be discussed in class.

Assigned work due

Class 2 - Types of Global Business Activities (Business Plan Team Formation)

Overview: [Types of Global Business Activities \(Business Plan Team Formation\)](#)

Class Session: (2)

Topic: **Types of Global Business Activities.**

Stages of global involvement.
Exporting/importing goods and services.
Sourcing, outsourcing and off-shoring.
Foreign direct investment.
Importance of partnering.
Transnational and multinational corporations.
Differences between multinational enterprises in developed and developing countries.
The increasing importance of SMEs in global business.
Operating manufacturing facilities, mines and service centres in foreign countries.
Key differences among industries operating globally. (Team project: Sec. 2 Corporate Profile).
The planning process: Country, region and market selection parameters.

Assigned Readings, Cases, etc.

Prep:

During the week, students should have organized themselves into teams for the team project, as discussed in class in Week 1.

Optional reading:

Brown, Gutterman, A Short Course in International Business Plans, chapter 4, issue 1: Environmental Analysis. Robert Brown (JD.), Alan S. Gutterman, World Trade Press, ISBN 1-885073-62-3. <http://library.books24x7.com.ezproxy.library.yorku.ca/toc.aspx?site=O1KIJ&bkid=5516> ➔ (<http://library.books24x7.com.ezproxy.library.yorku.ca/toc.aspx?site=O1KIJ&bkid=5516>)

Assigned work due:

Business Plan Team Formation

During the preceding week, students should have organized themselves into teams for the team project, as discussed in class in Week 1.

Information required: a preliminary team name and a list of team members. Please submit this by email, cc'd to all team members, before start of class.

Value: included in project mark (see project content list).

Overview: Marketing and Market Research

Class Session: (3)

Topic: **Marketing and Market Research**

Marketing and market research; research methodologies; international competitive intelligence; trade fairs; sources of assistance, government and private sector. Canadian Trade Commissioner Service.
Product Adaptation for new markets. The importance of research and development in creating new products. Standards and regulations.
Transportation costs and responsibilities.
Technical standards: safety, packaging, labeling, quality, health and environmental.

Assigned Readings, Cases, etc.

Assigned work due

Overview: Indirect and Direct Exporting

Class Session: (4)

Topic: Indirect and Direct Exporting

International partnering: advantages and disadvantages; types of partnering; defining what the partners bring to the relationship, partnering agreement key items. (Team project: Sec. 5: Market Entry & Marketing Strategies)

Working with other cultures: cultural orientations, cross-cultural communication, business protocol, written communication, tips for working abroad.

Assigned Readings, Cases, etc.

Optional reading:

Mitchell, A Short Course in International Business Culture, chapter 4. Charles Mitchell, World Trade Press, ISBN:9781885073549 <http://library.books24x7.com.ezproxy.library.yorku.ca/toc.aspx?site=O1KIJ&bkid=31795>

➡ (<http://library.books24x7.com.ezproxy.library.yorku.ca/toc.aspx?site=O1KIJ&bkid=31795>)

site=O1KIJ&bkid=31795)

Assigned work due

Global Operations

Overview: Human Resources for Global Operations Class

Session: (6)

Topic: Human Resources for Global Operations.

Environmental, ethical and cultural issues in global business, especially people to people.

Triple bottom line: people, planet, profit.

Managing cultural diversity and building an global workforce.

Challenges of managing global business: communications, multinational workforce, maintaining global vision.

Assigned Readings, Cases, etc.

Optional reading:

Sydor, A, 2011. The Evolution of Global Value Chains. Canada's State of Trade: Trade and Investment Update – 2011. Department of Foreign Affairs and International Trade, Government of Canada: 85 – 101. (online). http://www.international.gc.ca/economist-economiste/assets/pdfs/SoT_2011_feature_e.pdf ➡ (http://www.international.gc.ca/economist-economiste/assets/pdfs/SoT_2011_feature_e.pdf)

Assigned work due

Class 7 - Post Midterm Exam



Post Midterm Examination (Individual)

Class 8 - Pricing for a Foreign Market

Overview: Pricing for a Foreign Market

Class Session: (8)

Topic: Pricing for a Foreign Market: pricing strategy and techniques.

Extra costs for global operations.

International trade financing, financing of foreign subsidiaries/ ventures.

Foreign exchange management. Managing rapidly changing exchange rates.

Risks and mitigation strategies. Currency hedging.

The role of Export Development Canada (EDC) and its operations.

(Team project: Sec. 9: Risk Mgmt. Strategy)

Assigned Readings, Cases, etc.

Assigned work due

Class 9 - Exam Review and Impact of a company's objectives, industry type, regulatory matters, host country infrastructure.

Overview: Exam Review and Impact of a company's objectives, industry type, regulatory matters, host country infrastructure.

Class Session: (9)

Topic: Exam Review and Impact of a company's objectives, industry type, regulatory matters, host country infrastructure.

Assigned Readings, Cases, etc.

Assigned work due

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Class Participation (contribution): Students are encouraged to take part in classroom discussions, which may be “whole class” or within working groups. Make sure that your name card is always displayed.

Please note that further readings will be assigned as the term progresses. In addition to the assigned readings, students should keep up with current global business events by reading the business section of the Globe and Mail or the New York Times or the Financial Times or the Economist.

Current international business happenings will be discussed in class and students will be expected to contribute to the discussion.

Late submissions: Submissions must be on-time to receive a full mark, unless an arrangement has been made in advance. An arrangement may not always be possible. Please ask for any arrangement in good time and make sure that this is documented by sending an email to the instructor.

Class Participation (contribution)

Class Participation (contribution): Students are encouraged to take part in classroom discussions, which may be “whole class” or within working groups. Make sure that your name card is always displayed.

Class discussions: These will take place each week at the beginning of class, focused on current topics presented during the week. Students will also be encouraged to suggest discussion topics from *current* news items that are relevant to the current stage of the course.

Participation Grade: This will be based on attendance, contributions to in-class discussions and awareness of issues in required readings.

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 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

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/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/>) 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-student-rights-and-responsibilities/>)

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

These course materials are designed for use as part of this course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law.

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 Program

2. Responsible Unit:
Global Business

3. Subject Code (Rubric) and Course Number:
IBUS 4100 3.00

4. Credit Value:
3.00

5. Long Course Title:
Work Placement in Global Context

6. Short Course Title:
Work Placement Global Context

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

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

8. Effective Term/Calendar Year of Proposed Change(s): Fall 2025

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

9. Rationale:

With the approval of the new specialization in International Business last year, the next step in its evolution was a name change to the Global Business Specialization. In line with this transition, we are also proposing updates to the course codes (rubrics) for the courses within the specialization.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title IBUS 4100 3.00 Work Placement in Global Context</p> <p>Work Placement in the Global Context provides undergraduate students with an opportunity to earn credit for gaining relevant work experience in a global context. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.</p>	<p>Title GBUS 4100 3.00 Work Placement in Global Context</p> <p>Work Placement in the Global Context provides undergraduate students with an opportunity to earn credit for gaining relevant work experience in a global context. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.</p> <p>Course Credit Exclusion: IBUS 4100 3.00</p>

10. Proposed Course Information:

N/A

11. Enrolment Notes:

N/A

12. Consultation:

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

Originator:

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Degree Program:

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

Burkard Eberlein
Signature

May 2, 2025
Date

Burkard Eberlein
Name of Program Director

BBA Programs
Program

Program Committee:

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

Burkard Eberlein

May 2, 2025

Signature

Date

Burkard Eberlein

BBA/iBBA Program Committee

Name of Committee Chair

Committee

Course Outline

Academic year 2025-2026

This is a 3-credit pass/fail Schulich elective course.

Instructor
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Professor Zandi is a faculty member in the Economics Area, specialized in International Economics and Macroeconomics, and Associate Director of Undergraduate Programs at Schulich. He has taught at Schulich since 1991.

Brief Description:

The Work Placement in a Global Context provides undergraduate students with an opportunity to earn credit for gaining relevant work experience. Approval of work placement must be obtained by the undergraduate associate program director prior to start of the course.

Course Credit Exclusion: SB/IBUS 4100 3.00

Extended Description:

"Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
Step back and I will act."

This course offers students the opportunity to gain relevant work experience to complement and reflect upon classroom learning. Learning by doing represents a key strategy for impactful management education. Learning consists of four stages: (1) concrete experience ("DO"), (2)

reflective observation ("OBSERVE"), (3) abstract conceptualization ("THINK")! and (4) knowledge transfer or active experimentation ("PLAN").

It is through the sequencing of these four activities that the dual outcome of learning course material as well as developing critical thinking can be attained. Therefore, this course offers students the opportunity to earn credit for gaining work-focused experience while reflecting upon the management theories and concepts as well as using their cultural and language skills acquired in your program thus far. The objective is to improve theoretical understanding through practical knowledge and vice versa. Innovative managers and business leaders always combine both. Therefore, a work placement such as this one not only adds to a student's professional portfolio, but also represents a key building block for a successful career in international business.

Students may obtain such an immersive and globally-focused business experience by working for an organization abroad, or with a globally operating organization in Canada.

Prerequisites/Eligibility/Preparation

(a) Student Eligibility Requirement:

The Placement can start after completion of the first-year courses subject to the approval obtained from the (Associate) Program Director prior to start of the Placement.

(b) Work Placement Eligibility Requirement

1. A placement is approved as a 3.00 credit Schulich elective course under the following conditions: The host organization is (a) located outside Canada, or (b) located inside Canada as long as the work experience has a substantial global learning component.
2. The work placement provides the student with academically meaningful and mentored relevant employment.
3. The work placement provides the student with a letter of offer/contract specifying employment conditions, an accurate and informative job description, start and end dates, expected hours of work and the reporting supervisor's contact information.
4. Sole proprietorships run by the student and businesses owned and/or operated by the student's family are not eligible for a work placement.
5. Summer term placements require full-time commitment, while placements during fall and winter terms offer the flexibility of part-time or full-time engagement.
6. Both full-time and part-time work placements require a minimum duration of 12 weeks. Full-time engagement involves working for 35 hours per week, whereas part-time work placement restricts hours to a maximum of 20 per week.
7. A full-time placement in the Fall or Winter term is not available to second year students without a leave of absence.
8. In the Fall or Winter, year three and four students wishing to enroll in a full-time work placement may only take up to one additional 3-credit course in that term.

9. To qualify for work placement credit, the placement start and end date need to fall within the sessional dates of the Fall term or the Winter term or the Y term or the Summer term. Please go the Important dates website to review the sessional dates: <https://registrar.yorku.ca/enrol/dates/Links to an external site.>
10. The approval to enroll in this course is ultimately with the Programs Associate Director

Work Placement Preparation:

In order for the work placement to be approved as a credit course, THE FOLLOWING STEPS MUST BE TAKEN. Students must submit a formal letter of placement offer from a qualified organization along with a TWO-PAGE proposal in support of their placement application. This proposal will contain:

1. Site description
2. Description of work placement responsibilities and duties as specified in the offer letter
3. Students' academic goals (expected learning outcome) for this experience,
4. The list of skills, experiences and reflections the student expects to gain from this experience, and how these skills are expected to meet their goals through the assigned tasks.

In addition to meeting academic requirements as stated above, students are required to complete the following steps with international relations:

- (a) For global placements, pre-departure procedures and/or risk management procedures,
- (b) For domestic placements, risk management procedures.

Refer to the "Undergraduate Global Work Placement Form" for the complete approval and enrolment process." and then also expand the subject to approval list.

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Course Learning Outcomes

1. Understand your role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Develop effective job finding and career management skills.
3. Understand workplace differences and identify strategies to maximize learning experiences within a range of work environments.
4. Develop a “global mindset” that supports decision-making and managerial effectiveness in leading change in international contexts.
5. Utilize and reflect upon relevant ideas, theories, and techniques learned in the classroom.
6. Develop reflective writing skills.

Deliverables at a Glance

Students' grade for this course is based on successful completion of the Work Placement. The successful completion of the Placement will be evaluated on the successful submission and acceptance of the Final Reflective Paper and other written components -- (for details, see below) ,-- as well as completion of the Placement contract with your employer as verified by the site supervisor's letter of evaluation. Students who fail to produce a satisfactory letter of evaluation will not receive credits for this course. All written components are due within two weeks of completion of the placement.

Assignment/Task	Quantity	Weight %	Author
Time and Activity Logs	1/week	30	Individual
Final Reflective Paper	1	40	Individual
Work Placement Site Analysis	1	30	Individual
Supervisor Evaluation	1	Required	
		100%	

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

Written Assignments/Projects and Exam[s]: Descriptions

Students' grade for this course is based on four components:

- (1) Time and Activity log
- (2) Final Reflective Paper
- (3) Work Placement Site Analysis
- (4) Supervisor's evaluation. The undergraduate work placement form must be filled out by the site supervisor and sent directly to the course coordinator via email attachment.

The following two conditions must be met for an inside- Canada work placement to receive a passing grade: (a) Your weekly logs: a minimum of 3 weeks of your Work placement duration (240 hours and longer) should have international activity in it; and (b) your reflective paper needs to mention some international component.

Your deliverables (three-part report as well as the supervisor's evaluation letter) must be received within two weeks of the completion date of placement, otherwise you will receive a grade F.

Evaluation of Written Assignments/Projects and Exams

Time and Activity Log:

The Time and Activity log allows you to keep track of all the tasks, duties and assignments you perform during your placement. For each week, you must record in sufficient detail your primary activities in an activity log. Describe in each entry what you did in and learned about the organization, the work environment, your colleagues, customers, etc. during that week. Each log has a word limit of 200. All logs will be submitted as one document. This combined time and activity log is due two weeks after the completion of the placement.

Final Reflective Paper:

Reflection means to complete the four stages of learning. It is an exercise that allows you to think about what you experienced and observed during your work placement and by doing so generate unique and lasting insights that make a positive difference in your personal and professional life. Through reflective activities, you are encouraged to analyze your actions and the material you are learning. As you go through your work placement you are encouraged to define your experience (answer the "what" question), then to illustrate its significance with respect to personal experience and professional practice (answer the "so what" question), and finally to plan the next steps (answer the "what now" question). You are encouraged to reflect thoughtfully upon and respond to the specific work environment, professional responsibilities, and your own role at your Placement location. Consider the best and worst parts of the Placement, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Final Reflective Paper should be based on the entire Placement experience and should incorporate the following points of discussion:

- (a) The method by which you secured the Placement opportunity. What worked well, and what would you do differently next time?
- (b) The expected learning outcomes you had of the Placement when you chose it and whether those expectations have been met or changed as a result of the actual experience.
- (c) The most important skills you developed and the most critical knowledge you gained during your Placement.

- (d) Your own objective assessment of your work, performance, and contributions at the site. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
- (e) A conflict or disappointment you experienced through your Placement and how you managed it?
- (f) The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.

The word limit for this reflective paper is 2000. Please indicate the word count on the cover page of the paper. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Work Placement Site Analysis

The internal and external analysis of the organization. This report may include (but is not limited to):

- (i) A description of the organization, its history, its core activities and how they may have changed over time, and an organizational chart,
- (ii) A brief overview of the industry and its players (competitors, suppliers, customers, etc.),
- (iii) A SWOT analysis,

and other relevant information and insights you gained about your site.

The word limit for the portfolio is 1500. Please indicate the word count on the cover page of the portfolio. The assignment is to be written in size 12 Times Roman font, double-spaced with one inch margins. This assignment is due two weeks after the completion of the placement.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the four components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale: Pass: (C+) and above, Fail: (C) and below.

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

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

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

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

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

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

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

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 Program

2. Responsible Unit:
Global Business

3. Subject Code (Rubric) and Course Number:
IBUS 4200 3.00

4. Credit Value:
3.00

5. Long Course Title:
Integrative International Business Seminar

6. Short Course Title:
Integrative International Business Seminar

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

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

8. Effective Term/Calendar Year of Proposed Change(s): Fall 2025

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

9. Rationale:

With the approval of the new specialization in International Business last year, the next step in its evolution was a name change to the Global Business Specialization. In line with this transition, we are also proposing updates to the course codes (rubrics) for the courses within the specialization.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title IBUS 4200 3.00 Integrative International Business Seminar</p> <p><i>By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.</i> <i>Prerequisite or Corequisite: SB/IBUS 3200 3.00</i> <i>Note: Preference will be given to students enrolled in the Certificate in International Management.</i></p>	<p>Title GBUS 4200 3.00 <i>Integrative Global Business Seminar</i></p> <p><i>By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business.</i> <i>Prerequisite or Corequisite: SB/IBUS 3200 3.00</i> <i>Course Credit Exclusion: SB/IBUS 4200 3.00</i></p> <p>Note: Open to Schulich undergraduate students with a minimum of year 3 academic standing.</p>

10. Proposed Course Information:

N/A

11. Enrolment Notes:

N/A

12. Consultation:

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

taken place.

Originator:

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Degree Program:

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

Burkard Eberlein
Signature

May 2, 2025
Date

Burkard Eberlein
Name of Program Director

BBA Program
Program

Program Committee:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

INTEGRATIVE GLOBAL BUSINESS SEMINAR

Fall 2025

Wednesday 11:30 a.m. – 2:30 p.m. N107

COURSE INFORMATION AND SCHEDULE

Instructor: Dr. Preet S. Aulakh, Professor of Strategy and the Pierre Lassonde Chair in International Business
Office: SSB N305C
Telephone: (416) 346-3244
e-mail: paulakh@schulich.yorku.ca
Office Hours: Wednesday 2:30 – 3:30 p.m. and by Appointment
Assistant: Dominica Lam, dlam@schulich.yorku.ca

Brief Description

By exposure to senior executives operating in international business, who will be presenting seminars, and by actual visits to actual businesses, students will be able to see how real-life situations are dealt with, and what skills and mind-set are required to be successful in international business

Prerequisite or Corequisite: SB/IBUS 3200 3.00

Course Credit Exclusion: SB/IBUS 4200 3.00

Note: Open to Schulich undergraduate students with a minimum of year 3 academic standing.

About the Instructor

Preet S. Aulakh is Professor of Strategy and the Pierre Lassonde Chair in International Business at the Schulich School of Business, York University. He holds PhD degrees in Law (Osgoode Hall Law School at York University) and Business (University of Texas at Austin), and BS (Mathematics) and MA (History) degrees from Panjab University, Chandigarh, India. Prior to joining Schulich, he taught for several years in the US, and has held visiting positions at the Indian School of Business and Indian Institute of Management Calcutta. He has published numerous articles on international alliances, technology licensing and cross-border knowledge transfers. His recent research focuses on firms from emerging economies and explores how institutional factors influence their internationalization paths. His books include *Rethinking Globalization(s)* (Macmillan, 1999), *Mobilities of Labour and Capital in Asia* (Cambridge University Press, 2020), *Coping with Global Institutional Change: A Tale of India's Textile and Pharmaceutical Industries*

(Cambridge University Press, 2022), and *Empire and the Peasant Proprietor* (Oxford University Press, forthcoming).

Contents

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Course Description and Learning Outcomes

The key learning objective of this course is for the student to be able to integrate and apply concepts and skills they will have acquired in the Certificate Program, as well as in their other courses. The seminar/practicum will continue the process of creating the mind-set necessary to operate effectively in global business so that when employed in the field, he or she can “hit the ground running.” Considerable attention will be paid to how various industries exhibit similarities and differences in the way global business is conducted. There will be a series of speakers and possible site visits to real life global business operations.

The course is designed for students to:

1. Think critically about enduring and changing aspects of the international environment and global competition.
2. Assimilate examples brought by business executives, other experts, and colleagues as well as their own observations in actual business establishments.
3. Reflect on contemporary challenges of North-South disparities; income equality, global health, and the role of global business in dealing with these challenges.
4. Understand heterogeneity in globalization paths of industries and organizations based on home market institutions.
5. Appreciate the role of formal and informal institutions on global business

Course Format

The course will be run as a seminar. Students would be expected to have covered the basic global business concepts in previous courses. The focus of the course would be to critically understand how shifting environmental forces (e.g., at political, cultural, technological levels) lead to a rethinking of some of the core concepts. A major component of learning in this course is through case analyses and research projects. Cases have been chosen to represent different types of firms, across industries and encompassing diverse geographical settings to enhance understanding of the various organizational, environmental, and institutional factors impacting competition and firm decision-making in particular geographical settings. The goal is not to

become experts about one country or region; rather we seek broad principles that can be applied across many countries, markets and firms. However, students' individual interests in given region/industry will be accommodated in the individual research papers. The course will also include a discussion of the articles provided in the course packet and student led discussion forums. Students are required to carefully read the assigned material before the class for which it is due. Extensive in-class participation is critical for the success of the class.

Course Materials

The course is built on a foundation of conceptual readings, applied in a series of practical case studies. Students need to have the following required materials for the course:

1. A course pack (CP) can be purchased from HBS Publishing. The pack contains all the cases that will be discussed in class, but which are not available at the library. The course pack can be purchased at: <https://hbsp.harvard.edu/import/1210208>
2. Depending on the license requirements, some articles are uploaded on Canvas (CAN), and some have links to the library.

Evaluation Scheme

Class Participation	15%
Reflections over the Course	10%
Participation in Weekly Online Discussions	15%
Group Case Discussion Leadership	25%
Individual Research Paper	35%
Initial Project Proposal	2%
Annotated Bibliography	8%
Final Paper and Presentation	25%

In this class, final letter grades will be determined through an aggregate of the components above. See Schulich and grade grading policy below.

Class Participation

This component involves "meaningful" class participation. It refers to you contribute to our discussions in a manner that adds value and enriches the quality of our class meetings. Our interest is in the arguments/statements you make and in the plausibility of the reasons you offer in support of them. Clearly, there are no "right" or "wrong" answers; you will not be graded on whether you agree or disagree with the instructor. One way of contributing is to critically assess the comments of your classmates and/or the instructor; another is to infuse a "fresh" perspective on issue(s) under study by the class. The grade for this component of the course will be based upon both qualitative and quantitative aspects of participation in the discussions.

For each case, there is a set of questions provided. These questions are intended to identify the important issues in each case that you should think about as you read and analyze the case. It is extremely important that each student reads and analyzes the case before coming to class. The class period will be spent the discussing the students' responses to the issues raised in the case. *Students are expected to attend all classes. However, if for some reason, a student must miss a class, then s/he should submit a two-page analysis of the case to be discussed on that class day to the instructor before the class. This can be done via e-mail through a file attachment.*

Reflections over the Course

During the semester, there will be opportunities to write short reflection pieces (250-300 words). The first one will be for the video you watch independently for the first class. You will also have to write similar pieces for each guest lecture.

Participation in Weekly Online Discussions

During each class (once a week), we will be taking up a broad topic, and it is likely that the discussion in the class will leave some unexplored but important issues or may even bring about new issues. The purpose of the online discussions is to continue engagement with these issues. You would be expected to take initiatives and start discussion threads on which your fellow students can contribute. It is hoped that every week 2-3 topics related to the subject matter of the previous class will be discussed in the forum. The initiator of the topic and the responders would each contribute a maximum 300-word write-up each week. It is expected that every student will be able to participate in this forum at least eight times during semester. This component will be graded on both the extent and quality of participation. We will spend 20-30 minutes of the next class to deliberate on the discussion.

Group Case Discussion Leadership

We will be discussing eight cases during the semester. The objective of the case analysis and discussion is to take the case as a reflection of the topic to be discussed in a particular week. Unlike the case analyses you did in previous courses, where the objective was to recommend a solution to problem, our goal here is to use the case to better reflect on the broader topic. Thus, the case leader needs to do two things: first, to lead the class discussion on the problem of the case; and second, to use the case to discuss how it relates to contemporary issues related to the problem. The instructor will do the leadership role for the first two cases. For the remaining six cases, the class will be divided into six groups, and each group is responsible for a discussion leadership of one case. More details will be provided in class.

Individual Research Project

Each student will work on a research project throughout the semester. The project will culminate in a 10-page report (double spaced, 12-point font, excluding references and tables/figures) that is due on December 6th. Each student will also make a short presentation (7-8 minute) to the

class during the last two classes. For this project, each student, in consultation with the instructor, will choose a topic pertaining to some global business. Students may be interested in a given country or may be interested in a particular issue that applies across economies. The topical area for the project is flexible and the intention is to give each student an opportunity to go in-depth on a topic of his/her choice and then to develop a meaningful research paper.

The instructor will work closely with each student to help him/her develop the topic of their choice to the fullest potential. Accordingly, each student will meet with the instructor two times during the semester so that the instructor can monitor the progress and guide the student.

First Meeting: Week of October 7th. Each student will write a paragraph on the topic of choice (a student can also come with multiple possible topics) before the meeting. This will become the basis of the discussion during the meeting. It is advised that students do some preliminary research on the topic so that an informed discussion can be done.

Second Meeting: Week of November 11th. Each student would have prepared an annotated bibliography of about 10-15 sources that are relevant to their chosen topic. The meeting will determine the appropriateness of the sources and the next steps towards the research project.

It is the responsibility of each student to arrange a time with the instructor to meet during the respective week of each milestone. Timeliness and quality of work at each stage (along with the final written report) will determine the grade for the individual project.

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

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The following translation from percentage grades to final grades will be used in this course.

A+	9	90-100
A	8	80-89
B+	7	75-79
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
E *	1	(marginally below 50%)
F	0	(below 50%)

(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.)

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

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

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

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

Weekly Course Schedule

September 4

Globalization/Deglobalization Reflection Exercise

<https://www.youtube.com/watch?v=5CJFaJAicd8>

September 11

Global Business: Continuity and Change

- Bremmer, Ian. The New Rules of Globalization. *Harvard Business Review*, January-February 2014. LIB

September 18

Political Economy of International Trade: Bananas to Bombardiers

- Roschini, Dante and Annelena Lobb. Evolving Trends in Global Trade. (HBS Note 9-716-024, 2017). CP
- Case: US-China Trade War (HBS Case 9-719-034) CP
- Case Questions:
 - What are the U.S. accusations against China?
 - Are they justified? Why or why not? On what aspects?
 - Is the trade war good for the U.S.? For China?
 - How does the U.S.-China trade war impact other countries? Global Trade?

September 25

Intellectual Property Protection: Innovation and Access

- Case: World Health Organization: Facilitating Covid-19 Vaccines for the World (Ivey Case W21032) CP
- Case Questions
 - What are the basic principles that have guided the prevalent regime for pharmaceutical patents?
 - Is the patent protection for pharmaceuticals justified?

- As an executive of a pharmaceutical company, how would you engage in the public debate around the C-Tap initiative?
- As a health care professional from a developing country, how would you engage in the debate?

October 2

Socio-Cultural Institutions

- Chakravorti, Bhaskar, Ajay Bhalla, and Ravi Shankar Chaturvedi. How Digital Trust Varies Around the World. *Harvard Business Review* (Digital Article), February 25, 2021 (Reprint H06765). LIB
- Case: Sons and Daughters: Guanxi as a Double Edged-Sword. (HKUST Case ST71T). CP
- Case Questions:
 - What is guanxi and how is it used when conducting business in China? How is it usually built?
 - What is the Sons and Daughters program at J.P. Morgan and its competitors? How is it related to guanxi?
 - What are the program's advantages and disadvantages?

October 9

National Institutions: Varieties of Capitalism and Innovation Systems

- Baumol, William J., Robert E. Litan, and Carl J. Schramm. The Four Types of Capitalism, Innovation, and Economic Growth. In Dennis C. Mueller (Editor), *The Oxford Handbook of Capitalism*. Oxford: Oxford University Press, 2012: pp. 115-128. LIB
- Case: National Payments Corporation of India (IVEY Case W21211)
- Case Questions

Guest Lecture: Professor Sougata Ray

October 16

No Class Reading Week

October 23

Shifting Comparative Advantages: The Global Wine Industry

- The New Industrial Policy: Return to Picking Winners. *The Economist*, January 15, 2022: S4-S6. LIB
- Case: Global Wine War 2015: New World Versus Old (HBS Case 9-916-415)
- Case Questions
 - How did the French producers remain dominant competitors for centuries in an increasingly global wine industry? What sources of competitive advantages were they able to develop? Where were they vulnerable?
 - What changes in the global industry structure and competitive dynamics allowed challengers from Australia and the New World countries to take market share from France in the late twentieth century?
 - Given the opportunities of the Chinese market, what advice would you give to the ministers of Agriculture of France and Australia, to mid-sized French and Australian wine producers?

October 30

Globalization of the Service Sector

- Case: Jollibee: Bringing Filipino Fast Food to the World (HBP#1116) CP
- Case Questions:
 - What is Jollibee's international strategy and global expansion model?
 - Is Europe a good opportunity for Jollibee?
 - How should it adjust its expansion model into Europe?

Guest Lecture: Professor Matthias Kipping

November 6

Political Environment and Risk

- Rice, Condoleezza and Amy Zegart. Managing 21st Century Political Risk. *Harvard Business Review*, May-June 2018. LIB
- Case: Shandon Gold's Proposed Acquisition of TMAC in the High Arctic. (IVEY CASE W21268) CP
- Case Questions:
 - Why would Shandong Gold want to buy mines in Canada?
 - What alternative financing options are available for acquiring TMAC's mining rights? What are the pros and cons of each?

- What are the key stakeholders in the proposed transaction? Analyze their considerations regarding the deal.
- What risks might Shandong Gold face after offering to purchase TMAC? How could it mitigate the potential risks?

November 13

Technology and Globalization: A Double-Edge Sword

- Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable. *Harvard Business Review*, February 1, 2017. LIB
- Case: WhatsApp: Tech Watchdogs Collide with Tech Giants (INSEAD Case IN1778, 2021) CP
- Case Questions:
 - Why did Facebook acquire WhatsApp?
 - Did Facebook violate antitrust laws (US and European Union) when it acquired WhatsApp?
 - Should Facebook be broken up? Why or why not?
 - Would antitrust enforcement solve Facebook's privacy issues?

November 20

Individual Project Presentations

November 27

Individual Project Presentations

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 Program

2. Responsible Unit:
Global Business

3. Subject Code (Rubric) and Course Number:
IBUS 4500 3.00

4. Credit Value:
3.00

5. Long Course Title:
Managing Business in Developing Economies

6. Short Course Title:
Managing Business in Developing Economies

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

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

8. Effective Term/Calendar Year of Proposed Change(s): Fall 2025

V. July 2021

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

9. Rationale:

With the approval of the new specialization in International Business last year, the next step in its evolution was a name change to the Global Business Specialization. In line with this transition, we are also proposing updates to the course codes (rubrics) for the courses within the specialization.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title IBUS 4500 3.00 Managing Business in Developing Economies</p> <p>The course is designed to help students understand the opportunities and problems of managing business in developing economies. Through readings, cases and projects set in various geographical regions, students will learn how country- and organizational-level characteristics of various developing economies differentially influence market entry and related business functions in these economies.</p> <p>Prerequisites or corequisites: Third-year or fourth-year standing in the program.</p>	<p>Title GBUS 4500 3.00 Managing Business in Developing Economies</p> <p>The course is designed to help students understand the opportunities and problems of managing business in developing economies. Through readings, cases and projects set in various geographical regions, students will learn how country- and organizational-level characteristics of various developing economies differentially influence market entry and related business functions in these economies.</p> <p>Course Credit Exclusion: SB/IBUS 4500 3.00</p> <p>Note: Open to Schulich undergraduate students with a minimum of year 3 or year 4 academic standing.</p>

10. Proposed Course Information:

N/A

11. Enrolment Notes:

N/A

12. Consultation:

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

Originator:

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Approvals:

Area or Specialization

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

F. Zandi
Signature

April 17, 2025
Date

Farrokh Zandi
Name

Global Business
Area or Specialization

Degree Program:

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

Burkard Eberlein
Signature

May 2, 2025
Date

Burkard Eberlein
Name of Program Director

BBA Program
Program

Program Committee:

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

Burkard Eberlein

Signature

May 2, 2025

Date

Burkard Eberlein

Name of Committee Chair

BBA/iBBA Program Committee

Committee

MANAGING BUSINESS IN DEVELOPING ECONOMIES

Fall 2025

Monday 11:30 a.m. – 2:30 p.m. N107

COURSE INFORMATION AND SCHEDULE

Instructor: Dr. Preet S. Aulakh, Professor of Strategy and the Pierre Lassonde Chair in International Business
Office: SSB N305C
Telephone: (416) 346-3244
e-mail: paulakh@schulich.yorku.ca
Office Hours: Monday 2:30 – 3:30 p.m. and by Appointment
Assistant: Stephanie Allen, N305A SSB, Ext. 66125

Brief Description

The course is designed to help students understand the opportunities and problems of managing business in developing economies. Through readings, cases and projects set in various geographical regions, students will learn how country- and organizational-level characteristics of various developing economies differentially influence market entry and related business functions in these economies. Pre-requisites and/or Co-requisites: Third-year or fourth year standing in the program.

Course Credit Exclusion: SB/IBUS 4500 3.00

Note: Open to Schulich undergraduate students with a minimum of year 3 or year 4 academic standing.

About the Instructor

Preet S. Aulakh is Professor of Strategy and the Pierre Lassonde Chair in International Business at the Schulich School of Business, York University. He holds PhD degrees in Law (Osgoode Hall Law School at York University) and Business (University of Texas at Austin), and BS (Mathematics) and MA (History) degrees from Panjab University, Chandigarh, India. Prior to joining Schulich, he taught for several years in the US, and has held visiting positions at the Indian School of Business and Indian Institute of Management Calcutta. He has published numerous articles on international alliances, technology licensing and cross-border knowledge transfers. His recent research focuses on firms from emerging economies and explores how institutional factors influence their internationalization paths. His books include *Rethinking Globalization(s)* (Macmillan, 1999), *Mobilities of Labour and Capital in Asia* (Cambridge University Press, 2020),

Coping with Global Institutional Change: A Tale of India's Textile and Pharmaceutical Industries (Cambridge University Press, 2022), and *Empire and the Peasant Proprietor* (Oxford University Press, forthcoming).

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Course Description

The course is designed to provide descriptive as well as managerial treatment of the scope, nature, opportunities and problems involved in conducting business in developing economies. Both macro and micro issues will be examined from a multidisciplinary integrative perspective to provide a broad understanding of the fundamental characteristics of developing economies and their impact on business. Developing economies consist of low- and medium-income countries in Africa, Asia and Central and South America. During the last two decades these economies have been increasingly integrating with the global economy and collectively these economies have grown at a much faster pace than the rich economies of the developed world. Thus, the developing economies are attractive opportunities for both domestic and foreign businesses. However, given their historical and institutional contexts, there are challenges of operating in these economies. This course is intended to provide tools and frameworks that are likely to be of use to international firms operating in developing economies.

Course Learning Outcomes

The course is designed to:

- challenge you to think critically about various facets of competing in developing economies.
- familiarize you with the problems and perspectives of doing business across diverse country and industry contexts.
- foster an appreciation of the external forces that influence and shape the business manager's job in these economies.
- assist you in acquiring the skills necessary to analyze, assess, design and implement market entry and related business strategies and programs in geographical contexts that may be of interest to you.

Course Format

A major component of learning in this course is through case analyses and research projects. Cases have been chosen to represent different types of firms, across industries and

encompassing diverse geographical settings in order to enhance understanding of the various organizational, environmental and institutional factors impacting competition and firm decision-making in particular geographical settings. The goal is not to become experts about one particular country or region; rather we seek broad principles that can be applied across many countries, markets and firms. However, students' individual interests in given region/industry will be accommodated in the individual research papers and group projects. The course will also include a discussion of the articles provided in the course packet as well as short lectures. The lectures are intended to integrate and complement the issues raised in the cases and readings. Students are required to read carefully the assigned material before the class for which it is due. Extensive in-class participation is critical for the success of the class.

Course Materials

The course is built on a foundation of conceptual readings, applied in a series of practical case studies. Students need to have the following required materials for the course:

1. A course pack (CP) can be purchased from IVEY Publishing. The pack contains all the cases that will be discussed in class. Instructions to access the course pack are as follows:
 1. Go to the Ivey Publishing website at www.iveypublishing.ca
 2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
 3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000001o8kz2AA>
 4. Click "Add to Cart".
 5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
 6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

Questions? Contact Ivey Publishing (e. cases@ivey.ca; t. 519.661.3208)

2. Articles (LIB) can be downloaded from the York University Library Electronic Resources. The remaining articles including those from the Harvard Business Review can be accessed through the library. Please see <http://researchguides.library.yorku.ca/HBR> for instructions.

Evaluation Scheme

Class Participation	15%
Individual Case Analysis	15%
In-Class Mid-term Exam	35%
Group Research Project	35%
Project Journal	10%
Final Presentation	25%

In this class, final letter grades will be determined through an aggregate of the components above. See Schulich and grade grading policy below.

Class Participation

This component involves "meaningful" class participation. It refers to you making a contribution to our discussions in a manner that adds value and enriches the quality of our class meetings. Our interest is in the arguments/statements you make and in the plausibility of the reasons you offer in support of them. Clearly, there are no "right" or "wrong" answers; you will not be graded on whether you agree or disagree with the instructor. One way of making a contribution is to critically assess the comments of your classmates and/or the instructor; another is to infuse a "fresh" perspective on issue(s) under study by the class. The grade for this component of the course will be based upon both qualitative and quantitative aspects of participation in the discussions.

For each case, there is a set of questions provided. These questions are intended to identify the important issues in each case that you should think about as you read and analyze the case. It is extremely important that each student reads and analyzes the case before coming to class. The class period will be spent the discussing the students' responses to the issues raised in the case. *Students are expected to attend all classes. However, if for some reason, a student has to miss a class, then s/he should submit a two-page analysis of the case to be discussed on that class day to the instructor before the class. This can be done via e-mail through a file attachment.*

Individual Case Analysis

Each student will submit a written analysis of the case to be discussed on October 7th (Case: The Quest for Achieving Financial Inclusion: M-Pesa Versus UPI). Use the three case questions as a guide for your analysis. Your write-up should be in the form of a memo (put yourself in the shoes of Abebi Eke) and should not be more that 4 double-spaced pages. For this case analysis, you do not need to do outside research, but you can use the two videos that have links in Canvas). The written case should be submitted to instructor at the beginning of class on October 7.

Mid-Term Exam

There will be an in-class closed-book exam on November 11th. The exam will consist of short-answer and essay type questions and possibly a short case. The coverage of the exam will include

reading materials from the course pack including cases, lecture notes, and any other materials distributed in class.

Group Research Project

The class will be divided into groups of four students. Each group/team will work together throughout the course of the semester on a country specific research project. More details will be provided in class.

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

The course grading scheme for undergraduate courses conforms to the 9-point system used in other undergraduate programs at York. The following translation from percentage grades to final grades will be used in this course.

A+	9	90-100
A	8	80-89
B+	7	75-79
B	6	70-74
C+	5	65-69
C	4	60-64
D+	3	55-59
D	2	50-54
E *	1	(marginally below 50%)
F	0	(below 50%)

(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.)

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_Ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

Academic honesty is fundamental to the integrity of university education and degree programs, and applies in every course offered at Schulich. Students should familiarize themselves with York

University's policy on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website:

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

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

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

Weekly Course Schedule

September 9

Introduction to the Course and Expectations

Developing Economies: An Introduction

- Prahalad, C.K. and Allen Hammond. Serving the World's Poor, Profitably. *Harvard Business Review*, September 2002. (LIB)
- Documentary Film: *The Last Train to Nepal* (https://www.youtube.com/watch?v=39_kSEquQaA&t=6s)

September 16

Development Paths: Globalization, State Planning and Export Led Growth

- The Economist Special Report: A Game of Catch-up [Handout]
- CASE: Brazil: Embracing Globalization? HBS Case 701104 [CP]
- Case Questions:
 - What is import substitution policy? Did import substitution strategy work in Brazil?
 - Can Brazil escape from its problems by strengthening the regional integration initiative called Mercosur?
 - Is regional integration good for developing countries?
 - Are developing countries better off pursuing regional integration or should they strive for greater globalization?

September 23

Developing Economies and Global Trade Regimes

- China's Belt and Road Initiative in the Global Trade, Investment and Financial Landscape, OECD. [Download PDF from Canvas]
- Case: The Market and the Mountain Kingdom: Change in Lesotho's Textile Industry (CASE: HBS 9-706-043). [CP]
- Case Questions:
 - Why is there a textile industry in Lesotho?
 - How have changes in the global trade environment impacted Lesotho's textile industry?
 - Why did the US government adopt AGOA?

- How well have the government, foreign investors, and unions managed the challenges facing the industry?

September 30

Managing Uncertainty in Developing Economies

- Ghemawat, Pankaj. "Distance Still Matters." *Harvard Business Review*, September 2001. [LIB]
- Bremmer, Ian. "Managing Risk in an Unstable World." *Harvard Business Review*, June 2005. [LIB]
- Case: Astra Sports Inc. (A) HBS 595007 [CP]
- Case Questions:
 - Why does Astra face a counterfeiting problem? Is it because of the nature of the product, business model, company's internationalization strategy?
 - How significant is the counterfeiting problem? Should Astra management be worried?
 - What can Astra do? (Examine the pros and cons of different options)

FORMATION OF GROUPS

October 7

Innovation in the Shadow of Adversity

- Video 1: M-Pesa Segment. <https://www.youtube.com/watch?v=rloG1sGBCKE&t=253s>
- Video 2: UPI. <https://www.youtube.com/watch?v=zkatVnpBZag>
- Case: The Quest for Achieving Financial Inclusion: M-Pesa Versus UPI (HKS Case KS1304). CP
- Case Questions:
 - What factors contributed to the success of M-Pesa and UPI?
 - Who are the key stakeholders of each technology/system?
 - What are the pros and cons of each?
 - What should Abebi Eke recommend? Why?

WRITTEN CASE ANALYSIS DUE

Start Group Projects

October 14

NO CLASS (Thanksgiving)

October 21

Market Entry: Navigating Institutions and Institutional Voids

- Khanna, Tarun, Krishna Palepu and Jayant Sinha, "Strategies that Fit Emerging Economies," *Harvard Business Review*, June 2005. [LIB]
- Gupta, Anil and Vijay Govindarajan, "Managing Global Expansion: A Conceptual Framework." *Business Horizons*, 2000. [LIB]
- Case: Metro Cash & Carry. (HBS Case 9-707-505). [CP]
- Case Questions:
 - Describe METRO's business model? How and where does METRO add value? Why is its business model applicable in emerging markets?
 - Evaluate METRO's entry strategy in India in terms of location, ownership structure, management teams, product range and government/public relations. What did it get right and what went wrong?
 - How do you compare METRO's entry strategy and performance in India compared to its experiences in Russia and China? What did METRO learn (or what should it have learned) from its experiences in Russia and China?
 - Recommend an action plan for METRO in India going forward. Please be as specific as possible and provide a rationale for your recommendations.

October 28

Business Operations in Developing Economies I

- Matthew J. Eyring, Mark W. Johnson, Hari Nair, "New Business Models in Emerging Markets" *Harvard Business Review*, January-February 2011. [LIB]
- Case: Kiwa: International Trade with a Purpose
- Case Questions:
 - What role does purpose play in Kiwa's decision-making?
 - What is Kiwa's next level aspiration?
 - What challenges does Kiwa face in its current operations that represent the gap between their current state and their desired future state?
 - Critically evaluate Kiwa's various options.

November 4

Business Operations in Developing Economies II

- Clayton Christensen, Efosa Ojomo, and Karen Dillon, "Cracking Frontier Markets," *Harvard Business Review*, January-February, 2019. [LIB]
- Case: Levendary Café: The China Challenge HBS CASE 4357. [CP]
- Case Questions:
 - What is your evaluation of the way Levendary Café has entered the China market?
 - What changes (if any) should Mia Forster make? Specifically, what should she do about Louis Chen? And what changes (if any) would you propose at headquarters?
 - Prepare a specific action program for Foster to help her deal with the need for continued growth in China. What should be on the agenda for her meeting with Chen?

November 11

In-Class Midterm Exam

November 18

Group Research Projects

November 25

Group Research Projects

December 2

Group Project Presentations

Final Project Slides Due

Memorandum

To: Faculty Council
From: Burkard Eberlein, Chair, BBA/iBBA Program Committee
Date: May 9, 2025
Subject: Committee Year-End Report for 2024 - 2025

Program Initiatives

- Finalized the revised BBA Program Learning Outcomes by developing a Curriculum Map, in consultation with Areas responsible for core courses
- Continued to work closely with the AACSB accreditation team to measure achievement of learning outcomes within the AACSB framework
- Completed the transition to a new Global Business specialization, to enhance global business offerings post-iBBA (including global business rubric changes)
- *Co-proponent of two bi-directional dual degree programs with partner schools ESADE (Barcelona, Spain) and ESSEC (Paris, France)
- *Program Change to the Certificate in International Management (CIM), to make the CIM more accessible to all BBA students, post-iBBA, and to align CIM with new dual degree programs
- Convened a BBA committee working group to enhance professional development skills in the program: consultation with stakeholders (e.g., SSIR, CCD, PD&EE Office, IT); in particular, enrolled BBA program in the Schulich 'student experience system' pilot that develops tech solutions to track student participation in co-curricular journey with mandatory touchpoints (e.g., CCD events).
- Worked with the Office of the Dean on plans to revamp School support for the undergraduate case competitions

Curriculum Changes

- SB/IBUS 3100 3.00 (course retirement)
- *SB/IBUS 3150 3.00 (rubric change)
- *SB/IBUS 3200 3.00 (rubric change)
- *SB/IBUS 4100 3.00 (rubric change)
- *SB/IBUS 4200 3.00 (rubric change)
- *SB/IBUS 4500 3.00 (rubric change)
- SB/SUST 4300 3.00 (course retirement)
- SB/SUST 4400 3.00 (course title, course description, learning objectives)

New Course Proposals

- *SB/ECON 4010 3.00
- *SB/IBUS 3150 3.00
- SB/SUST 3000 3.00
- SB/SUST 3100 3.00

Specialization Changes

- International Business Specialization retired
- Global Business Specialization created
- *Marketing Specialization changes to list of elective courses
- Responsible Business Specialization retired
- Sustainability Specialization created

Other

- Work with individual Areas and Instructors on design of new specializations and new course proposals
- Monthly meetings with the Undergraduate Business Society (UBS)
- Several individual student meetings
- Convened two meetings of BBA core course instructors to exchange experiences and develop best practices for delivery of the new BBA core
- Moved for discussion a transfer credit for Government of Nunavut leaders into the BBA program, aligned with Schulich's commitment to access to Indigenous groups.

**Pending Faculty Council and/or Senate approval.*

Schulich School of Business Nominating Slate (2025 – 2026)

Date: May 22, 2025

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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:

Ph.D. 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

Chair: Program Director	Peter Darke
Secretary:	Stephanie Allen
Faculty Representatives:	
ACTG	Gregory Saxton
FINE	Ambrus Kecskés
MKTG	Grant Packard
OMIS	Divinus Oppong-Tawiah
ORGS	Winny Shen
SGMT	Anoop Madhok
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Non-Voting Members:	
Executive Director Student Services and International Relations	Lindsay Hillcoat

Masters Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Kevin Tasa
Secretary:	TBA
Faculty Representatives:	
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
Elected Student Members:	
1 st yr MBA rep.	TBA
2 nd 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 MMGT	TBA
Student Rep MMKG	TBA
Student Rep MREI	TBA
Student Rep MSCM	TBA
Student Rep Tech MBA	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Chair, Committee for Equity and Community	TBA
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 MBA/FNEN	Melanie Cao
Director SCTE	Tom Medcof
Director Global Relations	Theodore Peridis
Faculty E-Learning and EE Leads	Minerva Cernea
eLearning Lead	Ingo Holzinger
Ex Officio Non-Voting Members:	
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

Chair: Program Director	Burkard Eberlein
Secretary:	Nikki Jagdeosingh
Faculty Representatives:	
ACTG	Abu Rahaman
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	TBA
2nd yr BBA rep.	TBA
3rd yr BBA rep.	TBA
4th yr BBA rep.	TBA

iBBA rep.	TBA
Ex Officio Voting Members:	
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	TBA
Ex Officio Non-Voting Members:	
Director SCTE	Tom Medcof
Student Services Rep.	TBA
Centre for Career Design Reps.	Miles Collyer, Shauna Marie Kerr
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
ACTG	Xijiang Su
ECON	Fred Lazar
FINE	Ambrus Kecskés
MKTG	Yigang Pan
OMIS	Raha Imanirad
ORGS	Ruodan Shao
SGMT	Charles McMillan
SUST	Olaf Weber
Ex Officio Voting Members:	
GBC President or member of GBC	TBA
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	Susan Calahan

Student Affairs Committee

Chair	Sylvia Hsu
Vice-Chair	TBA
Secretary	Liyuan Chen
Faculty Representatives:	
ACTG	Sylvia Hsu (Chair)
FINE	Kee-Hong Bae
MKTG	Russell Belk
OMIS	Vibhuti Dhingra
SGMT	Yuval Deutsch
PROP	Lyndsey Rolheiser
Elected Student Members:	
Masters Rep.	TBA
Masters Rep.	TBA
Undergrad Rep.	TBA
Undergrad Rep.	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Student Services Representative	TBA

Committee for Equity and Community

Chair	TBA
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	TBA
ACTG	Matt Bamber
ECON	Atipol Bhanich Supapol
FINE	Pouyan Foroughi
MKTG	Alexandra Campbell
OMIS	Divinus Oppong-Tawiah
ORGS	Ivona Hideg

SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/IBBA	TBA
Masters	TBA
MBA	TBA
EMBA	TBA
Ph.D.	TBA
Ex Officio Non-Voting Member:	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	TBA
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	Julian Scott Yeomans
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

Chair	Kevin Tasa
Secretary	Frances Sugay
Associate Dean EMBA	Matthias Kipping
Faculty Representatives:	
	Ashley Konson
	Mike Valente
Managing Director, Executive MBA, Kellogg School of Management	Elmer Almachar
Director EMBA Program and Operations	Ardene Harris
Assistant Dean, Kellogg EMBA Global Network	Jon Kaplan
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Student Members:	
1 st year EMBA rep.	Mayukha Gupta
2 nd year EMBA rep.	Theresa Smart

Research and Library Committee

Chair: Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
Faculty Representatives:	
	Greg Saxton
	Peter Darke
	Mark Kamstra
Elected Student Members:	
Masters Rep.	TBA
BBA/iBBA Rep.	TBA
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam

Ex Officio Non-Voting Members:	
Director IST	Brenn Kha

Tenure and Promotions Committee

Chair	TBA
Secretary:	Sabine Friedrich
Core Members Continuing:	
Adam Diamant (June 30, 2026)	
Moshe Milevsky (June 30, 2027)	
Eileen Fischer (June 30, 2027)	
Acclaimed Member:	
Anoop Madhok (June 30, 2027)	
Elected Student Members:	
Ph.D. Rep	TBA
Noncore Members:	
ACTG	n/a
ECON	n/a
FINE	Kee Hong Bae Yisong Tian
MKTG	n/a
OMIS	Markus Biehl Henry Kim
ORGS	Ruodan Shao Kiridaran Kanagaretnam
PROP	Jim Clayton, TBA
SGMT	Anoop Madhok Preet Aulakh
SUST	n/a

Nominating Committee

Chair	Ashwin Joshi
Secretary	Nikki Jagdeosingh
Faculty Representatives:	
	Justin Tan

	TBA
Elected Non-Voting Student Members:	
GBC President	Tushar Arora
UBS President	Chirag Ale
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

Faculty Service Roles

Schulich Behavioral Research Lab	Peter Darke
Affirmative Action Coordinator	Ashwin Joshi
YUFA Stewards	Sylvia Hsu Markus Biehl

Senators

Dean and 5 Faculty Members	Markus Giesler (June 2028)
	Markus Biehl (June 2028)
	Shanker Trivedi (June 2028)
	Preet Aulakh (June 2026)
	Ruodan Shao (June 2027)
Ex Officio	Detlev Zwick
Student Senators:	
Graduate Student rep.	TBA
Undergraduate Student rep.	TBA

Senate Committees with Designate Schulich Slots:

Academic Policy, Planning & Research (APPRC)	Viswanath Trivedi (June 2027)
Executive	Markus Giesler (June 2028)
Honorary Degrees and Ceremonials Sub-Committee	Matthias Kipping (June 2027)

Other Senate Committee Opportunities

Senate Executive will issue annual calls for expressions of interest. Information about membership opportunities, criteria and committee meeting times is posted on the [Elections](#) page of the Senate website. Faculty to inform the Nominating Committee Chair when a position is accepted.

HPRC (subcommittee of APPRC)	Robert Phillips (June 2026) Sylvia Hsu (June 2026)
Joint Sub-Committee on Quality Assurance	Theo Peridis
Academic Standards, Curriculum and Pedagogy (ASCP)	
Appeals Committee	
Senate Awards Committee	Elizer Prisman (June 2028)
Tenure and Promotions Committee	

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

Chair:	Winny Shen
Secretary	Kathryn Doyle
Ex Officio Voting Members:	
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 External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Chairs of Faculty Council	Standing Committees:
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Sylvia Hsu
Tenure and Promotion	TBA
Equity and Community	TBA
BBA/IBBA Program Committee	Burkard Eberlein
EMBA Program Committee	Kevin Tasa
Ph.D. Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
Program Directors:	
BBA/iBBA	Burkard Eberlein

MBA	Mike Valente
EMBA	Matthias Kipping
Ph.D.	Peter Darke
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	Julian Scott Yeomans
MBA _t	Murat Kristal
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
GBC President	Tushar Arora
UBS President	Chirag Ale
Ph.D. President	TBA

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Director, Office of Strategic Initiatives & Engagement	Yvonne Massop
Program Directors:	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping

Ph.D.	Peter Darke
MREI	Jim Clayton
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Pauline Shum Nolan
MKTG	David Rice, Ella Veresiu
OMIS	Adam Diamant
ORGS	Ruodan Shao
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck

Management Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
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
Program Directors and Representatives:	
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 _t	Murat Kristal
MFIN	Melanie Cao
MHIA	Amin Mawani
MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Julian Scott Yeomans
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Post-MBA Diploma in Advanced Management	Mike Valente
Student Representatives:	
GSA Chief Councillor	TBA

Schulich Academic Administrators

Associate Deans:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Program Directors:	
BBA/iBBA	Burkard Eberlein
EMBA	Matthias Kipping
MBA	Mike Valente
MAcc	Viswanath Trivedi
MBAN	Julian Scott Yeomans
MBA _t	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Julian Scott Yeomans
MMgt	Luke Zhu
MREI	Jim Clayton
MSCM	David Johnston
Ph.D.	Peter Darke
Diploma Directors: (source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
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
Undergraduate Specialization Directors: (source: Undergraduate Academic handbook)	
Accounting	Linda Thorne
Business Analytics	Henry Kim
Economics	Irene Henriques
Entrepreneurial & Family Business Studies	Chris Carder
Finance	Pauline Shum Nolan
Global Business	Farrokh Zandi
Marketing	David Rice, Ella Veresiu
Operations & Supply Management	Adam Diamant
Organization Studies	Ruodan Shao
Responsible Business	Geoffrey Kistruck
Strategic Management	Preet Aulakh
Graduate Specialization Directors: (source: Graduate Academic Handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business Consulting	Mike Valente
Digital Transformation	Adam Diamant
Entrepreneurship & Innovation	Chris Carder
Finance	Pauline Shum Nolan
Fintech	Mike Valente
Global Business	Farrokh Zandi
Health Industry Management	Joseph Mapa
Leading People & Organizations	Ruodan Shao

Real Estate & Infrastructure	Jim Clayton
Strategic Management	Preet Aulakh
Strategic Marketing	David Rice, Ela Veresiu
Supply Chain Management	Adam Diamant
Sustainability	Geoffrey Kistruck
Certificate Directors:	
Certificate in International Management (CIM)	Bernie Wolf
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Ming Dong, Pauline Shum Nolan
MKTG	David Rice, Ella Veresiu
ORGS	Ruodan Shao
OMIS	Adam Diamant
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck
Other Schulich Administrative Roles: (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
Krembil Centre for Health Management and Leadership	Joseph Mapa

George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan

Memorandum

To: Faculty Council
From: Ashwin Joshi, Chair, Nominating Committee
Date: May 8, 2025
Subject: Committee Year-End Report for 2024 - 2025

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.

Memorandum

To: Faculty Council

From: Luke Zhu, Chair, Committee for Equity and Community

Date: May 8, 2025

Subject: Committee Year-End Report for 2024 - 2025

The Committee for Equity and Community has embarked on the following initiatives during the 2024-2025 academic year.

1. Continued program reviews. In 2024–2025, the Committee conducted in-depth discussions with program directors to explore how DEDI is integrated across curricula and student experiences. The programs reviewed this year include: Tech MBA, Master of Health Industry Administration (MHIA), Master of Finance (MF), and Master of Supply Chain Management (MSCM).
2. Engagement with the ORGS area on EDI Specialization enrolment. The committee engaged in a candid discussion about declining enrolment in the Leading Equitable, Diverse, and Inclusive Organizations specialization. Key insights included:
 - a. Concerns around scheduling, delivery format, and redundancy with other courses.
 - b. The need for more experiential content to boost student interest.
 - c. Structural challenges, such as visa limitations and caps on international enrolment.
 - d. Questions around the career utility of the specialization in the current market.
3. Forward-looking reflections and opportunities. Throughout the year, the committee reflected on its evolving role in a changing DEDI landscape:
 - a. Inspired by peer committee updates, members discussed opportunities to learn from external DEDI models, including professional associations like the CAAA and EAA.
 - b. Members recognized the need to move from standalone DEDI initiatives to more embedded, systemic approaches—e.g., workshops that carry through multiple courses or years.
 - c. CEC's long-term role in DEDI curriculum development, student support, and community engagement.

FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2024-25 academic year
was held via Zoom on **Friday, April 25, 2025** from **11:30am – 1:00 pm**.

MINUTES

In Attendance:

Chair: W. Shen

Vice-Chair: vacant

Secretary: K. Doyle

Assistant: S. Hyde

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, K. Tasa, A. Joshi		
ACTG	M. Bamber, C. Graham, S. Hsu, A. Mawani, A. Rahaman, G. Saxton, X. Su, L. Thorne, V. Trivedi		
ARTM	K. Rogers		
ECON	I. Henriques, B. Wolf		
ENTR			
FINE	M. Cao, P. Foroughi, Y. Larkin, M. Milevsky, L. Ng, A. Rzeznik		
MKTG	P. Darke, A. Joshi, T. Noseworthy, G. Packard		
MREI	L. Rolheiser		
ORGS	C. Bell, B. Lyons, R. Shao, W. Shen, K. Tasa		
OMIS	M. Biehl, A. Diamant, V. Dhingra, D. Johnston, H. Kim, M Levesque, D. Oppong-Tawiah		
PLCY	P. Aulakh, M. Kipping, C. McMillan, T. Peridis, O. Weber		
PROP			
SUST	B. Eberlein, M. Valente		
Voting CPM's & Director of 601	L. Hillcoat, J. Yeung Do, H. Sinker, L. Liann		
Student Reps	U. Alok		

Voting Members of Faculty Council Absent:

P. Aulakh	J. Darroch	R. Irving (ret.)	J. McKellar	W. Sheremata
E. Auster	A. DeCarufel (ret.)	D. Johnston	D. Matten	P. Shum-Nolan
K-H. Bae	Y. Deutsch	K. Kanagaretnam	N. Mead	A.J. Sirsi
T. Beechy (ret.)	A. Devine	R. Karambayya (ret.)	P. Mehra (GBC)	J. Tan
R. Belk	V. Dhingra	A. Kecskes	G. Morgan (ret.)	A. Utsav (UBS)

A. Bhanich-Supapol	D. Dimick (ret.)	M. Kipping	D. Neu	E. Veresiu
I. Bicer	M. Dong	M. Kristal	C. Oliver (ret.)	M. Voronov
A. Campbell	J. Everett	Y. Larkin	G. Packard	S. Weiss (ret)
M. Cao	B. Gainer	P. Laycock (Alum)	Y. Pan	T. Wesson (ret.)
C. Cho	M. Giesler	F. Lazar	R. Phillips	E. Westney (ret.)
M. Chowdhury (UBS)	C. Graham	M. Levesque	E. Prisman	L. Wright (ret.)
J. Clayton	I. Henriques	G. Li	A. Rahaman	J.S. Yeomans
W. Cook (ret.)	D. Horvath (ret.)	A. Liann (Lib. Rep.)	M. Rice	J. Zemans (ret.)
A. Coutts	C. Huang (PH.D)	I. Macdonald (ret.)	H. Rosin (ret.)	L. Zhu
P. Darke	R. Imanirad	A. Madhok	P. Sadorsky	

Leaves and Sabbaticals:

M. Annisette	M. Farjoun	J. Rungtusanatham		
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Non-Voting Members of Faculty Council Present

S. Calahan	J. Fayt	Y. Massop	N. Sutherland
M. Cernea	C. Hardman	G. Milavsky	F. Zandi
M. Collyer	S. Kerr	C. Niederwanger	
K. Doyle	B. Kha	J. Pinto	

Non-Voting Members of Faculty Council Absent:

B. Abtan	A. Fisher	L. Lee	S. Penwarden	M. Waxman
W. Al-Hussaini	S. Friedman	D. Lennox	P. Pivato	A. Welsh
N. Alexandrian	B. Gallagher	R. Lynn	J. Pokrajac	D. Woticky
S. Babra	A. Garber	P. Macdonald	S. Pulver	R. Young
D. Barret	S. Gargaro	N. Machado	C. Sachs	M. Zelter
M. Bhutani	T. Gosse	J. Mapa	G. Sanchez Cuevas	W. Zhang
S. Browne	C. Gray	D. Mak	V. Shanmuganathan	C. Zhuang
K. Butzek-Morris	J. Guo	R. Mayer	C. Sicoli	
C. Carder	A. Harris	T. McQueen	A. Sriharan	
J.M. Clark	I. Holzinger	T. Medcof	T. Stubbs	
M. De Luca	B. Hrehoruk	M. Morriello	S. Thomas	
L. De Wilde	C. Hui	C. Mueller	A. Thomson	

G. Deans	S. Hussain	K.R. Na	T. Tolias	
P. Dillon	V. Ivankine	Z. Necas	H. Turesson	
K. Elliot	K. Kim	L. Pan	K. Vandezande	
K. Ellis	A. Konson	C. Partland	A. Visram	
D. Elsner	H. Koren-Cohen	B. Pasquali	A. Volodina	
A. Ferreira	L. Lakats	G. Pau	P. Walker	

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

The Chair calls the meeting to order at 11:31 am and reads the Land Acknowledgement.

2. UBS, GBC, PhD Student Remarks (5 minutes)

U. Alok provides UBS update that the UBS gala is approaching and that it will be the final event from the 2024-25 executive team.

3. Dean's Remarks (5 minutes)

Dean Zwick announces updates and offers congratulations on the following:

- The opening of the BMO Future Leaders Finance Lab. 55 seats. Possible because of BMO's 1.5 million dollar donation—the largest yet from BMO to Schulich. Thank you to Christina Niederwanger's team in Advancement, Theo Noseworthy, Vlad Ivankine, and Yvonne Massop for getting the lab opened on-time and within budget.
- Congratulations to the Teaching Excellence Award winners this year—Marisa Moriello and Alex Barclay.
- Congratulations to the GBC on a fantastic Gala this year.
- Congratulations to Moshe Milevsky on his Chair appointment
- If members are looking for new podcasts to listen to, please consider Ela Veresiu's recent podcast on consumers moralizing self-care or Stephen Friedman's The Way Forward podcast.
- Congratulations to students who participated in the Morgan Stanley Sustainable Investment Competition, the Rotman Sustainable Finance Competition—where our students won first place, the High Finance Case Competition, the Developers' Case Competition- one of the most prestigious real estate competitions.
- Be reminded of Connect '25 which is happening Saturday, May 3 at the School.

4. Research Publication Options & Researcher Visibility (*J. Dupuis*) (15 minutes)

J. Dupuis delivers a presentation about open access publication options for all York researchers.

5. Deferred Final Exam Fees Memo (*K. Tasa*) (10 minutes)

K. Tasa presents the deferred exam fees memo and notifies Council that he will be striking a task force to develop and disseminate guidance on best practices regarding peer evaluation in group course work.

6. Other Business

Members requested that the minor modification proposal to the MBA be pulled off the consent agenda for discussion.

The Chair facilitated a discussion between the proponent, M. Valente, and members of the Strategy area regarding the need for further consultation about the status of strategy courses in the MBA requirements.

An amended motion was presented for conditional approval of the proposal pending one follow-up consultation between the MBA program director and the Strategy Area representatives on the status of strategy courses in the MBA before May 27. Moved by M. Valente and seconded by A. Joshi. Motion carried. The amendment was friendly.

7. Adjournment

The Chair adjourned the meeting at 12:54 pm.