YORK UNIVERSITY
Faculty of Liberal Arts and Professional Studies
Faculty of Graduate Studies

Proposal for a Graduate Diploma in Management
Designed as a complement (first step or pre-requisite) to the Master of Science in Management Practice

May 2018

Intended start date: Fall 2021 (Markham Campus opening)
Location: Markham campus

Committee members: Alex Rusetski (Chair), Pilar Carbonell, You-Ta Chuang, Joanne Jones, Jonathan Kerr, Marcela Porporato, Hassan Qudrat-Ullah, Adriano Solis, Gary Spraakman, Nabil Tahani, Kelly Thomson and Fuminori Toyasaki.
The committee members thank colleagues, staff and students from the School of Administrative Studies, the School of Public Policy and Administration, and the Faculty of LA&PS who have collaborated on and supported the development of this proposal. Thanks also to the members of York University community and external partners who have provided invaluable input throughout all the stages of this proposal.
1. Introduction

1.1 Brief Statement of the Graduate Diploma Program

The Graduate Diploma in Management (GDM) is a short graduate program designed to provide recent graduates from non-business programs a summary introduction to topics in management with the aim of improving their employability. The program offers a choice of courses to prepare students to work either in commercial businesses or in not-for-profit and public organizations.

The program is developed by the School of Administrative Studies (SAS) with the participation of the School of Public Policy & Administration (SPPA) for York University’s new Markham Campus. The program is designed to cover two needs as identified by partner organizations such as IBM, Nielsen, York Region, and others: 1) introduce graduates from various disciplines to management education, and 2) serve as a prerequisite to the Master of Science in Management Practice to be offered also at York campus in Markham.

The Graduate Diploma in Management (GDM) will provide a flexible offering, including blended and weekday evening/weekend courses to better target young and seasoned professionals who desire to obtain a short graduate degree in management while continuing to work or as a stepping point for another graduate program. The program is designed to allow completion within two terms. At the launch, the program will be offered with one admission point in the Fall with the goal to ultimately being able to offer it year-long with two admission points.

1.2 Field of Study

This is a professional graduate diploma. There will not be sub-fields as it will be focused on General Management.

1.3 Method Used to Develop the Program

The GDM was conceived of as a sub-module of the Master of Science in Management Practice (MScMP) program which currently is being developed by a committee of members of the School of Administrative Studies working closely with the Markham Planning group of the School and Faculty of Liberal Arts and Professional Studies. The committee obtained input from all relevant discipline areas within SAS as well as from prospective students and potential employers listed in the Notice of Intent submitted and approved in September 2016. The development and preparation of the proposal continue with a strong involvement of external stakeholders—the executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. Clear from the consultation emerges the fact that companies are demanding a primer on management education that can be offered to all sorts of non-business graduates. The proposed short program is designed to provide graduates with an introduction to topics that enable them to learn faster once working in an organization. At the initial proposal stage, the Notice of Intent, the following letters of support were received:

- Dino Basso, Commissioner for Corporate Services, Regional Municipality of York
- Sanjeev Gill, National Industry Executive for Research, IBM Canada
- Carolyn Parkinson, Vice President Human Resources, Nielsen Canada
- Stephen Kouri, Vice-President, Sales & Trade Marketing, Smucker Foods of Canada
- Ray Kong, Executive Vice President, Loyalty, Ipsos Canada
- Fang Chang, Ph.D., Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

At the very beginning, the MScMP had a set of modules intended to bridge the knowledge required to advance through the Master’s degree by graduates from other disciplines. While the MScMP evolved into a more
applied research program, it became clear that the set of modules designed to provide the basic knowledge of business management to non-business graduates cannot be an integral part of the Master’s degree given the different focus and purpose. As a result, a set of modules designed to provide an introduction to the different areas or sub-fields of management were grouped within the GDM.

Consultations with other units and faculties (Faculty of Science, Faculty of Education) revealed the need to expand the focus of the proposed diploma to include not only business management but also aspects of management specific to public and not-for-profit organizations. At that stage, the School of Public Policy & Administration was invited and agreed to provide elective modules to cover public sector management.

While the MScMP will have a separate proposal, it will require applicants to have a business degree or a graduate diploma in a business-related discipline. None of the programs currently offered at York include a graduate diploma in business or management, therefore the current proposal is being developed.

1.4 Faculty and Unit

The GDM will be anchored at the School of Administrative Studies with two modules provided by the School of Public Policy & Administration. Both schools are parts of the Faculty of Liberal Arts and Professional Studies.

2. General Objectives of the Program

2.1 Brief Overview

The proposed Graduate Diploma in Management program has been conceived as a for-credit pathway for non-business graduates interested in applying to the Master of Science in Management Practice program. The proposed GDM program will provide students with a primer on the field of management to improve their ability to internalize and apply more specialized skills taught in the master’s program.

At the same time, the GDM program can be taken as a standalone degree to enhance student’s employability in their respective fields of expertise. The topics covered in the GDM will enhance students’ employability in almost all types of organization (non-profit, government, for profit, start-ups) in almost all industries (agriculture, manufacturing, and services).

The program is designed for students who have graduated from a 3- or 4-years university program in any field other than business, management, commerce or closely related field as determined by the admission’s committee or program director.

2.2 Alignment with University and Faculty Missions and Academic Plans

The proposed GDM program responds to the University’s 2014-17 Strategic Mandate Agreement (SMA) that identifies business as a program area of strength (pp. 4, 13) and Business/Management/Administration as a program area of growth (p. 13). The SMA also indicates York’s ability to offer “a wide range of professionally relevant programs that prepare students for the workforce, including bridging programs for internationally educated professionals; transition programs to facilitate access for students from diverse backgrounds; and executive education/professional development courses” as an area of institutional strength (p. 4). The SMA also specifies that “requests for future program approvals during the course of this Agreement may include not only areas of growth but areas of strength as well” so the proposed management-focused graduate program aligns with the mandate well. Similarly, the Strategic Plan for the Faculty of LA&PS for 2010-2020 calls for “the development of degree diversity within programs, with greater emphasis on the Minor, Specialized Honours and Joint Double Majors to supplement the existing Major and Honours degrees”. The proposed Graduate Diploma responds to these priorities by providing current graduate students with the opportunity to
enhance their degree by adding a management component to it and also works as a bridge for professionals without business degrees who would like to enroll into the Master of Science in Management Practice program which is also being proposed by the SAS.

Experiential learning approach which is a significant part of the proposed program is listed as an area of strength in the SMA as well (p. 7). Similarly, the University 2015-2020 Academic Plan (UPA) calls for incorporation “to the extent possible an experiential component in every program including activities such as ... local or international internships or cooperative placements, field studies, research opportunities including capstone independent research projects, etc.” The reliance of the proposed program on experiential component in its capstone course answers to this call.

The proposed diploma can also be taken by graduate students pursuing Master’s degrees at other schools and faculties. This responds to the item 2.4 of the University Academic Plan for 2015-2020 which calls for “enhancing the flexibility and empowerment of students to pursue degree and other program combinations that allow them to pursue interests beyond their majors, collaborate, and/or enhance professional skills including an undergraduate “finishing year”, as well as professional and course-based Masters programs”. The reliance of the proposed program on experiential component in its capstone course answers to this call.

Finally, business/management is one of priority fields to be offered at York’s new Markham location. The proposed program will not only provide growth mandated in the SMA but also demonstrate the University’s commitment to offering a high quality, multi-tiered management program at Markham.

3. Need and Demand

3.1 Similar Programs Offered at York and/or by other Ontario Universities

The proposed program does not immediately overlap with other existing Graduate Diploma programs on Keele campus and will be unique to Markham campus. The GDM in itself will be an excellent complement to other graduate programs to be offered at Markham campus (e.g., master’s programs offered by the Faculty of Arts, Media, Performance & Design and Lassonde School of Engineering). The program we are proposing will be designed to address the untapped demand in management graduate education at York University and in the York Region.

In terms of similarities, the following academic for-credit programs currently offered at York’s Keele campus have been identified, but none of them represents a direct overlap with the proposed GDM:

- Advanced Management Graduate Diploma offered by the Schulich School of Business (SSB): targets candidates with an MBA degree. The program description states “Open to those who hold an MBA degree from a recognized business school, the Certificate re-immerses the MBA graduate into the mainstream of the Year 2 of the Schulich MBA program.” The proposed program targets specifically candidates without prior graduate business education and thus is intended for completely different student body.
- Financial Engineering Graduate Diploma (SSB): offers a very specific focus on a single aspect of a single area in management. The proposed program provides a structured overview of the whole management field, including the area of Financial Management, as well as 9 other areas.
- Graduate Diplomas in Intermediate Accounting and in Advance Accounting (SSB): the two diploma programs are offered as exit points in highly specialized Master of Accounting program and focus strictly on the Accounting field of Management. The proposed program provides a structured overview of the whole management field, including the area of Accounting Management, as well as 9 other areas.
- Business & Sustainability Graduate Diploma (SSB jointly with the Faculty of Environmental Studies) is offered strictly to York students in conjunction with either the MBA or Master in Environmental
Studies. The proposed program is opened for all candidates interested in management both for-profit and, uniquely, in public sector.

- **Master of Management (MMGT, offered by the SSB):** open to non-business degree holders with or without work experience which is the main similarity with the GDM. However, the Master of Management is a one-year full-time degree program requiring 10 courses (30 Cr.) that culminate with an Enterprise Consulting Project, while the proposed GDM is shorter (15 Cr.), can be completed on a full-time or part-time basis, is organized around eight consecutive modules and one capstone course in the following term. The GDM can be a valuable complement for another master’s degree while it can be difficult for a graduate student to take the MMGT concurrently with their main degree.

- **Master of Business Administration, International Master of Business Administration, Executive Master of Business Administration and other masters offered by Schulich School of Business at York University’s Keele Campus, the Miles S. Nadal Management Centre in downtown Toronto, and in Hyderabad, India:** all these programs require work experience and require at least one full year to complete.

Apart from being different in terms of content, expected learning outcomes, and/or targeted population, all of the above listed programs are only available at York’s Keele campus. The proposed program will be housed at the Markham Centre Campus expanding the range of graduate and undergraduate programs offered there and allowing candidates who have no prior business education to prepare for the Master of Science in Management Practice (MScMP) also planned for Markham.

In Ontario, only Colleges offer graduate diplomas in management. Seneca offers one-year Graduate Certificates focusing on very specific fields within management (brand management, financial planning, etc.; Conestoga College offers a one-year Post Graduate program in Global Business Management; and among others, Mohawk College has an International Business Management program of one year or less. Unlike these programs, the proposed graduate diploma aims at providing students with overall, “big picture” understanding of the field of management. Up to date, there seems to be no similar program to the proposed GDM offered by a university in Ontario for full academic credits (please note that there are some offers with the similar title coming from continuous education or adult learning centers, some of them housed in universities). Table 1 provides further details on management-related graduate diplomas in Ontario.

The program has been designed from the ground up in consultation with external stakeholders. It started with the program’s expected learning outcomes to match as close as possible the array of critical skills identified by potential employers. Unlike many apparently similar programs, we have designed modules, not courses, to introduce the diverse terms, concepts and tools used in organizations with an extensive reliance on experiential education in all possible forms. Although some topics are common to all management programs, the way in which those topics are presented to and experienced by the students in the proposed GDM differ to some extent from what is currently available in Ontario; this is the culmination of extensive talks with recruiters and managers of a number of organizations.
<table>
<thead>
<tr>
<th>Program name</th>
<th>Institution</th>
<th>Courses</th>
<th>Degree requirements for admission</th>
<th>Tuition fee (full program)</th>
<th>Semesters</th>
<th>How the GDM is different</th>
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<tbody>
<tr>
<td>Graduate Diploma in Professional Communication and Management</td>
<td>Western University</td>
<td>7 courses (21 Cr) including: Organizational behavior, fundamentals of managerial finance, fundamentals of marketing management, project management, and leadership in organizations.</td>
<td>Open to candidates with a degree and 70% average in the last 2 years of undergraduate studies</td>
<td>Domestic $12,000 and International $24,000</td>
<td>2 terms</td>
<td>In the GDM, more emphasis is placed in covering all functional areas of management, both in private and public sectors.</td>
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<tr>
<td>Queen's Graduate Diploma in Business</td>
<td>Queen's University</td>
<td>8 courses in one term (no credits detailed) including: leading with integrity, financial accounting, finance fundamentals, business &amp; corporate strategy, Economics &amp; Industry analysis, marketing fundamentals, and Operations &amp; Supply chain management.</td>
<td>Recent university graduates with a degree in a non-business discipline. Intended as a pathway into the MBA.</td>
<td>Domestic $30,770 and International $46,415</td>
<td>1 term (4 months in summer). Starts in May and concludes in August.</td>
<td>The GDM provides a wider scope of coverage of functional areas. Public management option available.</td>
</tr>
<tr>
<td>Graduate Diploma in Engineering Management</td>
<td>University Ontario Institute of Technology</td>
<td>4 courses (12 Cr) including: foundation of business, foundations of engineering management and project management for engineers.</td>
<td>open to candidates with an engineering degree and average of 73% to 76% in the last 2 years of undergraduate courses</td>
<td>Domestic $4,825.68 plus ancillary fees of $1,734.68</td>
<td>2 terms</td>
<td>The GDM is designed for all sorts of students, not only engineers. The program is well suited for liberal arts graduates that want to have some experience and knowledge in managing in a private or government environment.</td>
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<tr>
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<td>Business Management</td>
<td>Lambton College</td>
<td>18 courses plus optional co-op placement. Courses include: human resources management, marketing essentials, accounting concepts I, computer applications for business, principles of economics, business law, financial analysis and budgeting, organizational behaviour,</td>
<td>A college diploma or university degree</td>
<td>Domestic $8,522.32 including Co-Op fees.</td>
<td>2 years</td>
<td>The GDM is designed to provide students the 'larger picture' of managing in the private and public sector. Fast paced and focused on presenting concepts and immediately applying them in cases. Public sector management option available.</td>
</tr>
<tr>
<td>International Business Management Graduate Certificate</td>
<td>Algonquin College</td>
<td>12 courses including: global business, international research, corporate social responsibility and business ethics, international finance, international trade law, international supply chain management, international marketing and international business management.</td>
<td>Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.</td>
<td>Domestic $8,106.32 International $16,100.66</td>
<td>1 year</td>
<td>In the GDM, the breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to also be larger. Public sector management option available.</td>
</tr>
<tr>
<td>Marketing Management Graduate Certificate</td>
<td>Algonquin College</td>
<td>12 courses including: foundations in marketing, consumer behavior, brand management, market research, services marketing and marketing plan, strategy and consulting.</td>
<td>Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.</td>
<td>Domestic $7,666.20 International $15,660.54</td>
<td>1 year (starting in January only)</td>
<td>This Certificate is focused on marketing, while the GDM covers several functional areas besides marketing. The breath of coverage is significantly larger in the GDM. Public sector management option available.</td>
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<tr>
<td>Marketing Research and Business Intelligence Graduate Certificate</td>
<td>Algonquin College</td>
<td>14 courses including: fundamentals of marketing research, questionnaire design, online marketing research, marketing research design, data analysis for quantitative research and competitive business intelligence for researchers.</td>
<td>Ontario College Diploma, Advanced Diploma or Degree. Language test for international applicants.</td>
<td>Domestic $6,932.4 International $14,926.74</td>
<td>1 year</td>
<td>The Certificate is focused on marketing research, while the GDM covers multiple functional areas. The breath of coverage is significantly larger in the DGM. Public sector management option available.</td>
</tr>
<tr>
<td>Graduate Certificate in International Business Management</td>
<td>Durham College</td>
<td>12 courses including: global business environment, international trade finance, global supply chain management, international marketing, international trade management and legal aspects of international trade.</td>
<td>Two-year college diploma in business or management or university degree.</td>
<td>Domestic $4,740 International $14,763</td>
<td>2 terms (1 year)</td>
<td>This Certificate is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be larger in the DGM.</td>
</tr>
<tr>
<td>Post Graduate program in Global Business Management</td>
<td>Conestoga College</td>
<td>14 courses including: financial and managerial accounting, human resources management, global markets and strategies, global supply chain management, global trade law and innovation and entrepreneurship.</td>
<td>Two-year or three-year college diploma or university degree. Language test for international applicants.</td>
<td>Domestic $7,445.30 International $14,834.30</td>
<td>one year</td>
<td>This program is designed to provide students with an introduction to international business. The breath of coverage is significantly larger (except for the international aspect of all functional areas) while depth seems to be also larger in the DGM.</td>
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</table>
3.2 Need and Demand

Evidence of Student Demand

Our consultations with management professionals and alumni suggest that there is often a lack of candidates who possess the knowledge of their professional fields but at the same time have an understanding of how organizations function. The length (15 Cr.), flexible course offerings, and convenient location will allow the GDM to satisfy the demand untapped by other programs and occupy a unique niche in this market.

Many large companies have their Canadian headquarters or principal operating locations in Markham - e.g., IBM Canada, AMD, Huawei Technologies Canada, Johnson & Johnson, Johnson Controls Canada, The Nielsen Company, Qualcomm, Smucker Foods of Canada, Toshiba of Canada, among others. Employees of these and other companies operating in Markham and York Region, as well as the nearby Durham Region, represent a significant market for the GDM program offered out of York’s Markham campus.

Additionally, the proposed GDM will capitalize on York’s and the School of Administrative Studies’ (SAS) established presence and reputation abroad and attract international applicants.

Based on the above, the proposed program will draw from four major groups of potential students:

1) Recent graduates with non-business degrees seeking additional skills to improve their employability;
2) Working professionals seeking to obtain business credentials to advance their careers;
3) Candidates for the MScMP program who do not meet direct entry requirements of the program;
4) Current students pursuing graduate programs with non-business specializations seeking to expand their skill sets to improve employability.

Evidence of Societal Need

Traditionally, MBA programs are the ones focusing on preparing professionals for transitioning to management positions. Recently, MBA programs suffered a decline in demand. Possible reasons for that are:

a) high cost;
b) the requirement for work experience making it difficult for recent graduates to enroll, and
c) a substantial time commitment required. This creates a lack of options for recent graduates from non-business programs, or professionals looking into advancing to managerial positions, who only need to learn basics of management without leaving their jobs and spending substantial resources. Without having some prior academic preparation in management and experiential and immersive learning, many new job entrants or professionals within organizations are likely to end up in positions of narrow scope with limited opportunities for advancement to managerial positions or personal growth. The proposed GDM program will give its graduates a clear edge to advance their careers once inside an organization. The proposed diploma will be also an important first step for non-business professionals seeking more advanced, specific business education like the Master of Science in Management Practice proposed by SAS for Markham Centre Campus.

York’s new campus will be located in Markham, part of York Region. The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York states “The Province recently announced revised population and employment targets for York Region to 2041. The new employment target is 900,000 jobs by 2041. The Province continues to recognize York Region as a significant area for population and employment growth in the Province.” (page 5). Currently, York Region is Canada’s fastest-growing large municipality and is the home of more than 49,000 businesses. The region is Ontario’s second-largest business centre, following the City of Toronto and ahead of Peel Region and Ottawa (Economic Development Action Plan 2016 to 2019 of the Region Municipality of York, page 6). The graphs from the same report (Figure 1) illustrate the demographics of the region.
Of particular interest for this academic proposal is where the strength of York businesses concentrates. York Region’s economy recognizes a set of business clusters that will benefit from having employees with more practical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agriculture-Food

The Economic Development Action Plan 2016 to 2019 of the Region Municipality of York indicates “The operations of 15 Fortune 100 companies and two of the Toronto area’s top five corporate Research and Development (R&D) investors are located in York Region along with global industry leaders in ICT, life sciences, clean tech, financial services and advanced manufacturing” (page 7). Although in the last decade the Region has seen a decline in manufacturing jobs, the Region continues growing, because the losses in manufacturing are being more than offset by the growth in service-based employment. More than four out of five jobs in the Region are service-based, (see page 9).
The described developments support the need for re-educating the manufacturing workforce and providing local businesses with employees who have a good understanding of modern business practices.

4. Program Content and Curriculum

4.1 Program Requirements

The program is designed to be completed in 2 terms. The GDM is a 15 credits program with eight modules and a capstone course that can be completed on a full-time or part-time basis. It will have one admissions point: Fall. All the courses are graduate level and are new and unique to the GDM; they have been designed specifically and exclusively for this new program to achieve the program’s declared learning outcomes. The major departure from traditional program design is that the GDM is conceived of as a set of modules which ends by a capstone course. The capstone course fulfils two key purposes: 1) it allows the students to integrate all the knowledge acquired and experienced in each module, and 2) it permits to better assess program-level learning outcomes and students’ overall preparedness for management jobs in organizations.

4.2 Courses

The program requires a completion of eight intensive core modules and a capstone course designed to integrate all the areas covered in the 8 modules for a total of 15 credits. The program offers a choice of 8 management modules and 2 modules specific for public sector management. Students can pick any combination of modules unless they plan to use the GDM as a pathway to the Master of Science in Management Practice program offered by SAS. In that case, they are required to take six specific modules complemented by two electives that can be business- or public sector-related. Figure 3 presents an overview of the program structure for students using it as a pathway to the Master of Science in Management Practice.
The ten modules (1.5 Cr. each) are designed to introduce students to the main sub-fields of management that are relevant to organizations of any kind. The modules will be offered sequentially, in condensed form, with each module lasting 2 to 3 full weeks. The program structure must allow for a faster progression through the program while still remaining accessible for students taking the program part-time. The final structure and timeline of the program will crystallize after the actual demand and the nature of students become evident (see Table 2 for an illustration of the proposed program structures and timelines). The following modules were developed for the program:

GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management: designed to expose students to a macro-perspective on organizations and many facets of organizing and strategy that contribute to varied organizational performance.

GS/DMGM 5020 1.5 Cr. Principles of Marketing Management: designed to introduce students to the first real challenge of any organization: what products and services to sell, how to sell them, and how to attract more customers.

GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management: designed to introduce students to the second challenge of organizations: how to actually produce and deliver the services and products sold.

GS/DMGM 5040 1.5 Cr. Financial and Management Accounting: designed to introduce students to how sales and operations are summarized and reported for internal and external users in monetary terms.

GS/DMGM 5050 1.5 Cr. Management Information Systems: designed to introduce students to the systems that keep track of sales, operations, and money.
GS/DMGM 5060 1.5 Cr. Introduction to Financial Management: designed to introduce students to the third challenge of organizations: how to manage the money collected from sales and use it in operations with the help of external financing (debt or equity).

GS/DMGM 5070 1.5 Cr. Organizational Behavior: designed to expose students to a micro-perspective on organizations and provide them with a good understanding of factors influencing individual and group behaviour and performance in organizations.

GS/DMGM 5080 1.5 Cr. Law and Corporate Governance: designed to introduce students to the legal limits of managers’ choices and principles of corporate governance.

Students interested in public sector management can substitute two business-related modules with two modules developed by the School of Public Policy and Administration:

GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management: designed to introduce students to fundamental principles of public sector management with a particular emphasis on the Canadian context.

GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics: designed to introduce students to fundamental principles of public law in Canada, including administrative law and court challenges to public policy and administration. Principles of public sector ethics and values, and how they impact individual careers and the reputation of public sector organizations are also analyzed.

In the second term, students will also complete a 3 Cr. course designed as a capstone where using experiential learning students will integrate the knowledge from the eight modules. This is the last mandatory component of the GDM. The capstone course will be offered in Winter:

GS/DMGM 5090 3.0 Cr. Experiencing Management

The program will begin in September each year, in accordance with York University’s normal class schedule. The expected maximum enrolment for the first offering is 10 students; the program would not be run for fewer than 10 students. This enrolment target is reasonable and achievable if enough advertising and promotion resources are invested. The expected future enrollment target is for three sections of about 20 students per section or total enrolment of 60 per year at steady state.

Entry requirements and Pathways into the MSCMP

To be admitted into the GDM a candidate must have at a minimum, an ordinary undergraduate degree or equivalent (typically a three- or four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study.

After completing the GDM program, students will have an option to enter the Master of Science in Management Practice program. To satisfy the entry requirements of the MScMP, the students need to take six management modules – GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 – complemented by two more modules of their choice. Students should be aware that requirements of some courses in the accounting stream of the MScMP cannot be met by completing the GDM.

4.3 Course Level

All courses of the GDM are graduate-level courses.

4.4 Calendar Copy.

The program requirements as they will appear in the calendar are in Appendix A.
**Table 2: Proposed timelines and structures of the Graduate Diploma in Management**

**Option 1: Focused/Intensive**

### Fall Term

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<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
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<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
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<tbody>
<tr>
<td><strong>Organizational Theory and Strategic Management</strong>&lt;sup&gt;*&lt;/sup&gt;</td>
<td><strong>Principles of Marketing Management</strong></td>
<td><strong>Manufacturing and Service Operations Management</strong></td>
<td><strong>Financial and Management Accounting</strong></td>
<td><strong>Management Information Systems</strong></td>
<td><strong>Introduction to Financial Management</strong></td>
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<td>Three 3-hour meetings a week (e.g. Mon., Wed., Fri.)</td>
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**Fundamentals of Public Sector Management**

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<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Law and Corporate Governance</strong></td>
<td><strong>Organizational Behaviour</strong></td>
<td>**Capstone <strong>: Experiencing Management</strong></td>
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<tr>
<td>Three 3-hour meetings a week (e.g. Mon., Wed., Fri.)</td>
<td>Three 3-hour meetings a week (e.g. Mon., Wed., Fri.)</td>
<td>Two 3-hour meetings a week (e.g. Wed. and Fri.)</td>
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**Winter Term**

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<th>Week 1</th>
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<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Canadian Administrative Law and Public Sector Ethics</strong></td>
<td><strong>Presentation Live case</strong></td>
<td></td>
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<tr>
<td>One 3-hour meetings a week (e.g. Thursday)</td>
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* Organizing the coverage of functional areas in intensive modules represent a departure of traditional content delivery and can qualify as an innovative pedagogy. Each module is designed to introduce students without any business or management background to the basic ideas and building blocks of each functional area; special emphasis is put on applications or 'what's in it for me'. This is achieved through the use of mini cases and complex cases during the second week of each module. The preparation for the 3 meetings per week (reading of material) can be completed during weekends, allowing part time students to advance in the program at the same pace as full-time students. Every module will contemplate an enriched list of readings and online activities that are optional, allowing full-time students who desire to do so to go beyond what is required in each module (activities/readings available: news and videos depicting concepts in action, cases that that can be discussed with the professor outside the class time, online quizzes to test knowledge acquired and capacity to apply it in new situations).

** Capstone course is designed to integrate the knowledge presented and discussed in each module through experiential education. In management, this is the ideal manner to expose students to more realistic settings where there are multiple issues faced by organizations, but not all can be addressed at the same time. This capstone uses case and a live case to present complex business situations. Students will start by defining the scope of the engagement with the “client” and will continue with the identification and assessment of alternatives based on their knowledge of functional areas covered in the modules. The end goal is to provide recommendations to management in a consultative capacity.
## Option 2: Commuter/Part-time Students

### Fall Term

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<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
<th>Week 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organizational Theory and Strategic Management</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Manufacturing and Service Operations Management</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Financial and Management Accounting</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Introduction to Financial Management</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Principles of Marketing Management</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Law and Corporate Governance</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Management Information Systems</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Organizational Behaviour</strong>&lt;br&gt;Two 3-hour meetings a week (e.g. Wednesday and Saturday)</td>
<td><strong>Fundamentals of Public Sector Management</strong>&lt;br&gt;One 3-hour meetings a week (e.g. Monday)</td>
<td><strong>Canadian Administrative Law and Public Sector Ethics</strong>&lt;br&gt;One 3-hour meetings a week (e.g. Monday)</td>
<td><strong>Capstone: Experiencing Management</strong>&lt;br&gt;One 3-hour meetings a week (e.g. Monday)</td>
<td><strong>Capstone: Experiencing Management</strong>&lt;br&gt;One 3-hour meetings a week (e.g. Monday)</td>
</tr>
</tbody>
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### Winter Term

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<tr>
<th>Week 1</th>
<th>Week 2</th>
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</table>

With this option, students take two modules in parallel for three weeks with two meetings per week. This reduces the number of times a student needs to commute to the school, increases the time between classes and, with one meeting on weekends, allows for better flexibility. Students pursuing a Public Sector Management option will have to take a third module, but these modules will include only one meeting per week and will continue for six weeks to accommodate teaching schedules of instructors from the School of Public Policy and Administration.
5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes
Consultations conducted with external stakeholders indicated that employers need several months to teach a new employee about the organization and how things are done. Switching from professional to managerial positions is especially challenging. To speed up such transitions, a rigorous program should train the students to:

- Be aware of how organizations function and how its components work together to deliver results;
- Be a fast learner because organizations change constantly;
- Be able to start contributing and adding value to the organization within six months.

To respond to these requirements, the program’s general goals are to ensure that the students:

- Recognize major fields of management and understand how they interact to advance organizational goals;
- Can identify organizational problems and suggest solutions based on relevant theories;
- Can support their decisions with relevant data and effectively communicate the results of data analysis;
- Are capable of working effectively in teams;
- Understand the importance of ethical and socially responsible decisions in running an organization;
- Be able to start contributing and adding value to the organization within six months after hiring or moving to a managerial position.

The program’s measurable degree-level expectations corresponding to these goals and expected learning outcomes are detailed in Appendix B.

5.2 Achievement of Program Learning Outcomes
The program is course-based with intensive functional modules providing students with a necessary understanding of various organizational functions. The modules are taught sequentially to allow an undivided focus on each module and to build up the student’s understanding of management. Such structure allows bringing students up to speed in shortest time but with maximum quality. The capstone course allows the students to integrate the knowledge received and apply it to a real-life situation through experiential learning. Appendix B maps course learning outcomes to degree expectations and skills sought by the employers.

5.3 Methods and Criteria for Assessing Student Achievement
The GDM is a professional program, therefore experiential and immersive learning is the way to achieve the learning outcomes detailed in Appendix B. The end goal of the program is to enable students to learn fast about the particularities on their organization and to identify the required knowledge, skills and sources of data to deal with real world problems. Experiential and immersive learning is built into the program via case studies, live cases, and simulation. The whole learning process culminates with an integrative course wherein students work to solve problems faced by organizations or to advance the organization’s knowledge of their customers, operations, employees, markets or other stakeholders. The problems can be based on written documents (use of complex cases), dynamic settings (simulations) or current situations (live case). The organization studied can be an on-going business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as in other graduate programs at York University. In each course, a student’s final assessment will be a grade on a four-point scale; the overall course grade is based
on the student’s performance on the various elements of the course, including written assignments, case analyses, simulations, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning.

Similarly, the assessment of each student’s eligibility to remain in the program, as well as to graduate, will be the same as for other graduate programs of the Faculty of Liberal Arts and Professional Studies.

The requirements for academic standing in the program will follow the Faculty of Graduate Studies guidelines with the exception of cases when the continuation is recommended by the graduate program director and approved by the Dean.

Graduation Requirements:

1. Successful completion of all courses, including 12 credits of core modules and 3 credits of the capstone course;
2. A grade point average of at least 5.00 (B)
3. Students with a GPA of 6.95 (A) or above will be distinguished upon graduation.

5.4 Normal Program Length

The normal program length is two terms. A course load of three half-courses per term is normal for full-time students. In this program, students will complete sequential modules spread across two terms, and a significant part of the last term is dedicated to the capstone course where all knowledge must be applied. The course load is in line with similar direct-entry professional oriented graduate degrees at York and in other Canadian universities (e.g., Graduate Diplomas in Advanced Accounting and Intermediary Accounting with 5 half-courses per term or Graduate Diploma in Professional Accounting with 5 half-courses spread across 1 year, see Table 1 for details).

5.5 Modes of Delivery

The program is course based. The delivery modes are via structured course work supported with online material for self-learning and self-assessment. The nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential and immersive learning throughout the program, including case analysis, discussion, teamwork and simulation. The capstone course is designed with a specific focus on experiential learning where students will reach out and assist external organizations to identify and solve their problems.

Appendix E has the details of all the new courses proposed including mode of delivery and assessment.

6. Admission Requirements

6.1 Program Admission Requirements

The requirements for admission to the proposed GDM program will be as follows:

- An undergraduate degree or equivalent (typically a three- or four-year full-time program) from a recognized postsecondary institution with at least a B (second class) standing in the final two years of full-time equivalent study. However, applicants who do not have the minimum grade point average but have a substantial professional experience or equivalent will be considered for admission;
- High competency in oral and written English. Applicants whose native language is not English or who have not studied for at least two years in an English-language university or who have not worked in a
professional role in an English-speaking country for at least one year must obtain satisfactory scores on an acceptable English language test such as IELTS or TOEFL (minimum of 7.5 or 600 respectively, details available at http://gradstudies.yorku.ca/current-students/regulations/admission/#english). In special circumstances, admission to the GDM may be conditional upon taking an intensive English language course.

Taken together, the admission requirements for the program are appropriately aligned with the program learning outcomes.

6.2 Alternative Requirements

The program has no alternative admission requirements.

7. Resources

7.1 Areas of Strength and Expertise of the Faculty

One of SAS greatest strengths is the wide breadth of knowledge and experience of its full-time faculty and part time course directors, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in both public and private realms.

The resources for this program will be drawn from the general resource base of SAS and LA&PS. Although eight 1.5 credit courses will be required for each entering cohort of 10 to 20 students, the size of the proposed program is greatly outweighed by the undergraduate program (more than 180 undergraduate sections are expected to be delivered annually). Therefore, it is expected that financing for the GDM courses will be derived largely from the revenue generated by the Diploma and from other undergraduate and graduate programs offered by the School at Markham campus.

An additional resource that may be necessary to develop is a Career and Placement Centre to assist GDM students in finding positions that can make the most of their recently acquired knowledge and skills. More support will be needed to manage admissions and advising particularly for international applicants.

No additional library resources will be needed, as the resources currently available to support existing graduate business programs (apart from classroom space) will also be more than adequate to support the GDM program.

The teaching staff will be drawn from the regular SAS teaching staff, both tenure- stream and sessional. A list of faculty members is contained in Appendix C. Based on current SAS financial model, the proposed program is expected to break even with a class of at least 17 students. In the long term, with expected hiring of new faculty for the Markham campus, the school should be able to accommodate the planed steady state program size of 60. The expected tuition revenues alone will be able to more than offset the additional cost of academic staffing and any other direct costs. The revenues will also be able to easily accommodate Faculty-level and University-level overhead costs.

7.2 Role of Retired Faculty and Contract Instructors

Contract instructors play an essential role in SAS. All of our contract instructors are well experienced in their respective fields and in confronting the day to day realities of managing within organizations. They bring their real-world experience into the classroom and apply it to course instruction, case analyses, assignments, projects, presentations, and students’ experiential and immersive learning in the ‘real world’ of management.

Similarly, retired professors also are valuable teaching resources due to their long experience and insight but are not expected to play a major teaching role.
7.3 Major Research Equipment and Facilities
Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Classroom space is at a premium in York’s Markham Campus. The University is in the process of building the main building(s) which will provide the classroom space needed.

7.4 Office, Laboratory and General Research Space
Laboratory space is not needed for this program. GDM students will share the classrooms, library, common areas, and food services that are enjoyed by all LA&PS graduate students. Office space is at a premium in York’s Markham Campus. The University is in the process of building the main building(s) which will provide office and lounge rooms for faculty. Faculty teaching at the GDM will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact for the program with students and external stakeholders; this space can be shared with the Master of Science in Management.

7.5 Academic Supports and Services
The primary support services will be the library, information technology, career and placement services and faculty and staff at SAS. Only the Career and Placement services will require hiring one student services advisor and one career and placement facilitator to be dedicated to the Graduate Diploma in Management and the Master of Sciences in Management Practice. These personnel requirements have been included in the aforementioned budget.

7.6 Financial Support for Students
As this is a professional program, no special financial support will be provided other than the financial aid and scholarships that are generally available to graduate students at York.

7.7 Not applicable.
This is not an undergraduate program.

8. Enrolment Projections

8.1 Implementation Date, Yearly Intake and Projected Steady-state Enrolment
The program will be first offered in Fall 2021 coincidently with the opening of York’s Markham Campus.

<table>
<thead>
<tr>
<th>Intake Term</th>
<th>Modules (9 Cr.)</th>
<th>Modules (3 Cr.)</th>
<th>Capstone Course (3 Cr.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2021</td>
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<tr>
<td>Winter 2022</td>
<td>No admissions</td>
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<tr>
<td>Summer 2022</td>
<td>No admissions</td>
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<tr>
<td>Fall 2022</td>
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<td>Winter 2023</td>
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<tr>
<td>Summer 2023</td>
<td>No admissions</td>
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<td>Fall 2023</td>
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<td>Winter 2024</td>
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<tr>
<td>Summer 2024</td>
<td>No admissions</td>
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<td>10</td>
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<tr>
<td>Intake Term</td>
<td>Modules (9 Cr.)</td>
<td>Modules (3 Cr.)</td>
<td>Capstone Course (3 Cr.)</td>
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<tr>
<td>Fall 2024</td>
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<td>Winter 2025</td>
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<td>30</td>
<td>30</td>
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<tr>
<td>Summer 2025</td>
<td>No admissions</td>
<td>20</td>
<td>20</td>
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<td>Fall 2025</td>
<td>40</td>
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<td>Winter 2026</td>
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<td>40</td>
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<tr>
<td>Summer 2026</td>
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<td>20</td>
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### 9. Support Statements

Support has been received from:

- Dean of Faculty of Liberal Arts and Professional Studies
- University Librarian
- University Registrar
- Vice-President Academic and Provost
- Director, School of Public Policy and Administration
- Regional Municipality of York
- Nielsen Canada

The letters are in Appendix D.
Appendix A: Graduate Diploma in Management Calendar Copy

Program Overview

The Graduate Diploma in Management (GDM) provides students who have non-business background with a robust understanding of the field of management and key skills required in managing an organization. Through a set of modules, students are introduced to the major areas in management – organizational theory, marketing, accounting, finance, operations management, management information systems, organizational behavior, and law – and hone their skills and knowledge in a capstone course that addresses real-life organizational problems. Students interested in public sector management can substitute two business-specific modules with two modules specific to the public sector.

The Graduate Diploma in Management can be taken either concurrently with other graduate programs by students who desire to expand the scope of their education or as a direct-entry diploma for candidates who seek to advance their careers.

The GDM also provides non-business graduates as well as individuals that have degrees from non-Canadian institutions with the pre-requisites required to stream seamlessly into the Master of Science in Management Practice (MScMP) program offered by the School of Administrative Studies or other accredited graduate programs.

Admissions Requirements

The Graduate Diploma in Management is opened to all students with completed undergraduate degree in a field other than business, management, commerce or closely related field.

To be admitted to the graduate diploma, applicant must have:

1. an undergraduate degree from a recognized postsecondary institution;
2. at least a B standing in the final two years of full-time equivalent study;
3. high competency in oral and written English.

Graduate Diploma Requirements:

The program can be completed in two semesters. Students will take 8 sequential functional modules, 1.5 credits each in the first phase of the program and will complete an experiential learning capstone course immediately after for a total length of 2 terms.

To graduate students enrolled in the program:

1. Must complete all required courses with an overall B average;
2. Must obtain a minimum of C in each of the courses, but no more than five C grades overall;
3. Must complete all diploma requirements within 2 calendar years.

Required eight core modules to complete in Fall and Winter should be chosen from the list below:

GS/DMGM 5010 1.5 Cr. Organizational Theory and Strategic Management
GS/DMGM 5020 1.5 Cr. Principles of Marketing Management
GS/DMGM 5030 1.5 Cr. Manufacturing and Service Operations Management
GS/DMGM 5040 1.5 Cr. Financial and Management Accounting
GS/DMGM 5050 1.5 Cr. Management Information Systems
GS/DMGM 5060 1.5 Cr. Introduction to Financial Management
GS/DMGM 5070 1.5 Cr. Organizational Behavior
GS/DMGM 5080 1.5 Cr. Law and Corporate Governance
GS/DMGM 5110 1.5 Cr. Fundamentals of Public Sector Management
GS/DMGM 5120 1.5 Cr. Canadian Administrative Law and Public Sector Ethics

Students who plan to transition to the Master of Science in Management program after the completion of the GDM must take the following modules: GS/DMGM 5010, 5020, 5030, 5040, 5050, and 5070 plus two modules of their choice.

A course to complete after finishing the Core modules:

GS/DMGM 5090 3.0 Cr. Experiencing Management

Further details about the Graduate Diploma in Management can be found on the diploma website:
Appendix B: Expected Learning Outcomes

Mapping Program Objectives to the Skills Identified by Employers

S1: Be aware of how organizations function
S2: Be a fast learner
S3: Be able to start contributing to the job in six months

<table>
<thead>
<tr>
<th>Objective</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major fields of management and show an understanding of how they interact to advance organizational goals</td>
<td>X</td>
<td></td>
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<tr>
<td>Identify organizational problems and suggest solutions based on relevant theories</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Support decisions with relevant data and effectively communicate the results of data analysis</td>
<td>X</td>
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<tr>
<td>Demonstrate an ability to work effectively in teams</td>
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<td>X</td>
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<tr>
<td>Understand the importance of ethical and socially responsible decisions in running an organization</td>
<td>X</td>
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<tr>
<td>Be ready to start contributing and adding value to the organization within six months after hiring or moving to a managerial position</td>
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<td>X</td>
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</tbody>
</table>
Mapping Expected Learning Outcomes to the Program Courses

The GDM degree is awarded to student who demonstrate:

**Level 1 (L1)** = *Knowledge* (ability to recall) and *Comprehension* (ability to grasp the meaning of)

**Level 2 (L2)** = *Application* (ability to use learned material in new situations)

**Level 3 (L3)** = *Analysis* (ability to break down into components), *Synthesis* (ability to put parts together into a new whole), and *Evaluation* (ability to judge the value of materials)

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<tbody>
<tr>
<td><strong>Depth and breadth of knowledge</strong></td>
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<tr>
<td>Recognize major fields of management and key theories informing managerial decisions</td>
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<tr>
<td>Explain how major fields of management interact to advance organizational goals</td>
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<td><strong>Knowledge of methodologies</strong></td>
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<td>Recognize methods for developing and evaluating key performance indicators of an organization</td>
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<td>Explain the importance of ethical and socially responsible decisions in running an organization</td>
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<td>L1</td>
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<td><strong>Application of knowledge</strong></td>
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<td>Interpret key performance metrics in each field and of an organization in general</td>
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<tr>
<td>Apply relevant theories to identify organizational problems and suggest solutions</td>
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<td>Evaluate and question the underlying assumptions when solving problems</td>
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<td><strong>Communication Skills</strong></td>
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<tr>
<td>Present clearly logical arguments, using appropriate professional language and various presentation tools</td>
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<td>L2</td>
<td>L2</td>
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<tr>
<td>Effectively utilize various presentation delivery modes (graphs, tables, video, etc.)</td>
<td>L2</td>
<td>L2</td>
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<tr>
<td><strong>Awareness of limits of knowledge</strong></td>
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</table>


**Expected Learning Outcome**

The degree is awarded to students who are able to:

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<tr>
<td>Reflect on uncertainties in planning of organizational activities and the extent to which they can be addressed by evidence</td>
<td>L1</td>
<td>L1</td>
<td>L1</td>
<td>L2</td>
<td>L2</td>
<td>L3</td>
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<tr>
<td>Identify sources of information to support managerial decisions</td>
<td>L1</td>
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**Autonomy and professional capacity**

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</thead>
<tbody>
<tr>
<td>Conduct independent research to improve the understanding of an organization’s operations</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L3</td>
<td>L3</td>
<td>L3</td>
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<tr>
<td>Adapt to new working environments and start contributing within a short period of time</td>
<td>L2</td>
<td>L3</td>
<td>L3</td>
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<td>L2</td>
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<tr>
<td>Work effectively in teams</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
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<td>L2</td>
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</tbody>
</table>

Reflect on uncertainties in planning of organizational activities and the extent to which they can be addressed by evidence

Identify sources of information to support managerial decisions

**Autonomy and professional capacity**

Conduct independent research to improve the understanding of an organization’s operations

Adapt to new working environments and start contributing within a short period of time

Work effectively in teams
### Appendix C: SAS and SPPA Faculty Members – Teaching Staff

#### Table 1 – Listing of Faculty

At this stage, only full-time faculty and retired faculty are included.

<table>
<thead>
<tr>
<th>Area</th>
<th>Faculty Member</th>
<th>Rank</th>
<th>Graduate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Governance and Law</td>
<td>Evans, Paul</td>
<td>Assistant Professor</td>
<td>MFAC</td>
</tr>
<tr>
<td></td>
<td>Gelinas, Patrice</td>
<td>Associate Professor</td>
<td>MFAC</td>
</tr>
<tr>
<td></td>
<td>Kwon, Sung</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lai, Liona</td>
<td>Associate Professor</td>
<td>MFAC</td>
</tr>
<tr>
<td></td>
<td>Leblanc, Richard</td>
<td>Associate Professor</td>
<td>MFAC</td>
</tr>
<tr>
<td></td>
<td>Ma, Mary</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parkinson, John</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peng, Songlan</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Porporato, Marcella</td>
<td>Associate Professor</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Spraakman, Gary</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Wang, Haiping</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waweru, Nelson</td>
<td>Associate Professor</td>
<td>MFAC</td>
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<tr>
<td>Audit Management</td>
<td>Iacobelli, Sandra</td>
<td>Assistant Lecturer</td>
<td>MFAC</td>
</tr>
<tr>
<td>Information Systems / Tax</td>
<td>Jones, Joanne C</td>
<td>Associate Professor</td>
<td>Yes</td>
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<tr>
<td></td>
<td>Sanchez-Rodriguez, Cristobal</td>
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</tr>
<tr>
<td>Finance</td>
<td>Domian, Dale</td>
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<td></td>
<td>Tahani, Nabil</td>
<td>Associate Professor</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yildirim, Semih</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>Chuang, You-Ta</td>
<td>Associate Professor</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Deutsch Salamon, Sabrina*</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Lehrer, Keith</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Shen, Jung-Chin</td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Schwartz, Mark</td>
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</tr>
<tr>
<td></td>
<td>Thomson, Kelly</td>
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</tr>
<tr>
<td></td>
<td>Tsasis, Peter**</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Decision Sciences</td>
<td>Bartel, Henry</td>
<td>Professor</td>
<td></td>
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<tr>
<td></td>
<td>Huang, Rong Bing</td>
<td>Associate Professor</td>
<td></td>
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<tr>
<td></td>
<td>Qudrat-Ullah, Hassan</td>
<td>Professor</td>
<td>Yes</td>
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<td></td>
<td>Solis, Adriano</td>
<td>Associate Professor</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Toyasaki, Fuminori</td>
<td>Associate Professor</td>
<td>Yes</td>
</tr>
<tr>
<td>Marketing</td>
<td>Carbonell-Foulquié, Pilar</td>
<td>Associate Professor</td>
<td></td>
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<td></td>
<td>Ruetski, Alex</td>
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<td>Strebinger, Andreas</td>
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<td></td>
<td>Whelan, Jodie</td>
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<tr>
<td>SPPA</td>
<td>Canefe, Nergis*</td>
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<tr>
<td></td>
<td>Cohn, Daniel</td>
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<tr>
<td></td>
<td>Couto, Naomi</td>
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<td></td>
<td>Constantinou, Peter</td>
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<td>Dimock, Susan*</td>
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<tr>
<td>Faculty Member</td>
<td>Career</td>
<td>Current</td>
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<tr>
<td></td>
<td>Master’s</td>
<td>Major Research Paper</td>
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<td>Bartel, Henry</td>
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<td>Ma, Mary</td>
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<td>Peng, Stella</td>
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<td>Quadrat-Ullah, Hassan</td>
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<td>Shen, Jung-Chin</td>
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<td>Solis, Adriano</td>
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<td>Wang, Haiping</td>
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</table>
Table 3 – Research Funding Received by SAS Faculty

The following table presents the annual aggregate value of research grants received by the faculty throughout their careers (excluding grants solely for travel and publication). Further details can be found in the CVs of individual faculty. In cases where grants are shared with other SAS faculty, the amount for only one faculty member was included.

<table>
<thead>
<tr>
<th>Year</th>
<th>Granting Counsils¹</th>
<th>Government²</th>
<th>Foundations³</th>
<th>Contracts and others⁴</th>
<th>Internal⁵</th>
<th>Total</th>
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<tr>
<td>2017</td>
<td>$179,569.00</td>
<td>$20,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$6,175.00</td>
<td>$205,744.00</td>
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<td>2016</td>
<td>$154,889.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$9,200.00</td>
<td>$69,533.50</td>
<td>$233,622.50</td>
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<td>2015</td>
<td>$127,500.00</td>
<td>$50,000.00</td>
<td>$ -</td>
<td>$85,350.00</td>
<td>$89,090.00</td>
<td>$351,940.00</td>
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<td>2014</td>
<td>$ -</td>
<td>$24,795.90</td>
<td>$40,889.00</td>
<td>$2,000.00</td>
<td>$32,893.36</td>
<td>$73,679.82</td>
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<td>2013</td>
<td>$ -</td>
<td>$ -</td>
<td>$40,889.00</td>
<td>$1,500.00</td>
<td>$14,915.00</td>
<td>$40,415.00</td>
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<td>2012</td>
<td>$24,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$10,000.00</td>
<td>$269,333.00</td>
<td>$314,932.00</td>
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<td>2011</td>
<td>$35,599.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$763,285.40</td>
<td>$258,590.00</td>
<td>$3,701,632.15</td>
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<td>2010 and before</td>
<td>$2,330,049.00</td>
<td>$249,707.75</td>
<td>$100,000.00</td>
<td>$763,285.40</td>
<td>$258,590.00</td>
<td>$3,701,632.15</td>
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<tr>
<td>Total</td>
<td>$2,851,606.00</td>
<td>$344,503.64</td>
<td>$140,889.00</td>
<td>$912,121.86</td>
<td>$756,167.06</td>
<td>$5,005,287.56</td>
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</table>

1. This category includes SSHRC, CIHR and Canada Council. [note – equipment grants, conference grants, or grants allocated by the university such as SSHRC minor grants are not included]
2. Government source includes CIDA, HRDC, and NCE.
4. This category includes contracts and grants that cannot be classified under any other categories.
5. This category consists of university allocated grants such as SSHRC minor grants. [equipment, conference and travel grants are not included]
Appendix D: Support letters
March 14, 2018

Lisa Phillips
Interim Vice-President Academic & Provost
VP Academic & Provost
918 Kanef Tower

Dear Vice-Provost Phillips:

Re: Proposal for a Graduate Diploma in Management

I wish to express my full support for the Graduate Diploma in Management (GDM) program being proposed by the School of Administrative Studies (SAS). This short, intensive program will provide students without management education with the solid understanding of management discipline. It can be used as a stand-alone degree or as a pathway to the Master of Science in Management program which is also being proposed by SAS. An important strong point of the proposed GDM program is its focus not only on the commercial but also on public sector management.

The program is planned for the new Markham campus and is therefore ideally suited to provide the non-business educated professionals in the region with skills and knowledge important for advancing their careers. York Region in general and Markham, in particular, are among the most vibrant business communities in Canada. The region has the highest concentration of hi-tech firms per capita in Canada. With a large proportion of the workforce in the region having technical or scientific education, the need for a short business degree program is evident.

The proposed program is also important for overall operations of the new Markham campus, as it allows the students from other unit’s graduate programs to “professionalize” their degrees by taking the GDM concurrently. Such an addition to a student’s degree will increase the ability obtain a meaningful job faster.

The School of Administrative Studies is well positioned to launch and maintain the proposed program. Over the past years, several other graduate programs were launched, the faculty has wide competence in all areas of management, and the School has established productive ties with the industry giving it access to its leading specialists. Given the size of planned undergraduate operations at Markham, the relatively small new program is not expected to put significant strain on the School and Faculty resources.
In conclusion, I would like to express my full support for this program and my full confidence that its launch will be successful will enhance York University’s presence at Markham and will provide valuable knowledge to its students.

Sincerely,

Ananya Mukherjee-Reed
Dean

cc: M. Michael Schiff, Coordinator Faculty Governance, Faculty of Graduate Studies
    Cheryl Underhill, Assistant Secretary of the University, University Secretariat
    Michael Zyrd, Associate Dean Academic, Faculty of Graduate Studies
Memorandum

To: Adriano Solis, Director, School of Administrative Studies

From: Alena Kimakova, Director, School of Public Policy and Administration (SPPA)

Date: August 20, 2017

Subject: Consultation on the Proposal for a Graduate Diploma in Management

On behalf of the School of Public Policy and Administration, thank you for forwarding us the Proposal for a Graduate Diploma in Management (GDM) and incorporating our input. We also welcome the inclusion of two public-sector focused modules in the program as optional for a number of reasons:

- Public sector organizations are large employers that hire from a wide variety of disciplines, which means that many individuals moving on to management roles do not have formal training in management and seek credentials in the area.
- The demographic makeup of the broader public sector workforce in Ontario (all levels of government, public and non-profit organizations) with an expected large wave of retirements ensures that demand is likely to be strong for the GDM.
- Many private sector for-profit businesses regularly interact with public sector organizations as their clients or through public-private partnerships, and hence the inclusion of the specifics of public sector management and administrative law and ethics is relevant to for-profit business managers as well.
- We know from our experience with our part-time executive style Master of Public Policy, Administration and Law (MPPAL) program that professional development opportunities such as a post-graduate diploma or certificate are typically viewed as a stepping stone to pursuing a Master’s program as opposed to them being a substitute.
- While expanding York’s programmatic offerings and enhancing accessibility through the new Markham campus location and unique intensive modes of course delivery, it is noteworthy that the compressed (1.5 credits) course modules in any given subject area do not pose a significant new demand on existing faculty resources, only a marginal increase
in classroom hours.

In summary, we are pleased support the new Graduate Diploma in Management and the pathway this creates towards a new Master of Science in Management. Should you require any further information, please do not hesitate to get in touch.
MEMORANDUM

To: Dr. Adriano Solis  
Director, School of Administrative Studies, Faculty of LA&PS

From: Joy Kirchner, University Librarian

Date: August 15, 2017.

Subject: Library Statement of Support for the Proposed Graduate Diploma in Management, York University Markham Campus

York University Libraries are well positioned to provide strong support for the proposed Graduate Diploma in Management (GDM), designed as a complement to the Master of Science in Management (MScM) degree, to be offered at York University's new Markham Campus (YUMC).

As Sophie Bury notes in her report, the Libraries can support this program through a variety of relevant collections, expertise, and services. The resources held by the Peter F. Bronfman Library are extensive, including an exhaustive array of electronic resources such as government statistical data bases, extensive ebook packages, geospatial files, and economic and business databases. In preparation for the opening of YUMC, Business Librarians will work with program directors and others to ensure that necessary resources are in place.

It is anticipated that students at York University's Markham Campus will have access to a range of Library research and consultative services to be offered both in person and virtually. Notably, Bronfman Business Librarians have developed a substantial suite of online learning resources for business students called BRYT (Business Research at York Toolkit); the Libraries’ active information literacy program will also extend to the Markham Campus, and can be tailored to offer instruction to meet the specific requirements of students in the GDM program.

I would also invite you to meet early on with the Business Librarians to consider how the Libraries can partner with the program on your experiential education programming. It is anticipated the programmatic offerings in the research commons space the Libraries are developing may be advantageous to your program.

We will keep the report on file until more is known, and are happy to send an addendum to this package, if desired, when firmer plans are in place.

cc: Sophie Bury, Head, Peter F. Bronfman Library  
Tom Scott, Associate University Librarian, Information Services  
Adam Taves, Associate University Librarian, Collections and Research
Proposal for a Graduate Diploma in Management (GDM)
School of Administrative Studies, Faculty of Liberal Arts and
Professional Studies

Location: York University Markham Campus (YUMC)

Statement of Library Support
August 14th 2017
Submitted by Sophie Bury, Head, Peter F. Bronfman Business Library,
York University Libraries

INTRODUCTION

The Libraries will be able to support the proposed Graduate Diploma in Management (GDM),
designed as a complement to the Master of Science in Management (MScM) degree, to be
offered at York University's new Markham Campus (YUMC). This diploma, focusing on General
Management, has been developed by the School of Administrative Studies, and is designed to
address employer needs in the Markham area, e.g. IBM, Nielsen, and York Region. A key target
audience will be graduates from non-business programs who want to enroll in a program
offering a summary introduction to topics in management. While this diploma can be taken as a
standalone degree, it is likely to attract students who wish to proceed to complete the MScM
program, as it will serve as a prerequisite or for-credit pathway for entry to this master's degree
for graduates from non-business programs.

This library support statement has been prepared in accordance with the guidelines outlined in
the Quality Assurance Framework as set out by the Ontario Universities Council on Quality
Assurance. The program proposal and the associated course outlines for constituent courses
have been closely reviewed.

This program will be delivered through flexible scheduling including blended and weekday
evenings and weekend courses, to cater to working professionals, and will take two terms to
complete, consisting of 15 credits for a total of eight modules. All courses offered are new and
unique, and span a range of disciplinary areas designed to introduce students to key sub-fields in
management, including organizational theory and strategic management, organizational
behavior, marketing management, financial and management accounting, manufacturing and
services operations management, management information systems, corporate governance and
law. The program modules culminate with a capstone course, titled Experiencing Management,
that integrates the knowledge acquired in the program, and has strong experiential education
elements.

Some of the proposed courses include a reading list, most often including books. Closer to the
time of the formal opening of the Markham campus, business librarians can liaise with the
program director and others, as relevant, to determine which materials need to be available.
When available, online formats are recommended, though arrangements for on-site reserve (short-term, high-demand) collections will also be feasible.

The Libraries can support this program through a variety of relevant collections, expertise, and services, including a strong online collection of relevance. It is noted that the scope and nature of library services and resources at YUMC is currently under development, but it is envisaged that programs at the Markham campus will benefit from a range of library services including research assistance for students and professors (offered through in-person and virtual channels), a reserves collection, information literacy (IL) instruction (to include online offerings), library facilities and space, and interlibrary loan services. Of special relevance is BRYT (Business Research at York ToolKit), a substantial suite of online learning resources for business students: bryt.library.yorku.ca. This resource includes videos, database walkthroughs, and PDF resources that show students how to use a range of specialized tools to conduct business research including company and industry research, as well as market research. The development of this resource has been supported by the Academic Innovation Fund (AIF) at York, and is entering year three of development. By the close of the third and final year, it will also include modules focused on accounting and finance research. This resource is envisioned to be of particular value to students in this Markham program, where online learning tools are likely to be especially core to supporting their learning.

COLLECTIONS SUPPORT

Introduction

Modules in this professional program are designed to give students an introduction to General Management including theoretical principles and practical knowledge. As such prescribed textbooks are quite commonly listed in course modules to help build foundational knowledge, in addition to applying experiential and immersive learning via case studies, live cases and simulation. Group projects or presentations form an element in quite a number of modules, sometimes requiring students to analyze a business case.

York University Libraries (YUL) will be able to support the proposed GDM program through a strong collection. Ongoing endeavours to support wide-ranging existing and emerging business programs at the Keele campus will be very relevant for this program. The current business collection is considered one of York's collections of significance, and the Bronfman Business Library offers one of the best academic business collections in the country. The collection is constantly growing as new print and e-resources are acquired.

In the case of the GDM program, online resources will be especially relevant. A full listing of business e-resources available is maintained featuring descriptions and links to help guides and tutorials: www.library.yorku.ca/web/hbl/collections/businessonline/

Responsibility for collecting is shared among four full-time business librarians who select materials to support specific curricular and research needs. This pertains to all key areas covered by this proposed new program including accounting, marketing, operations management, organizational studies, management information systems, strategic management, corporate governance and law. Areas of designated responsibility for business librarians can be viewed here: www.library.yorku.ca/web/hbl/liaison/
Access to Resources

Online resources of relevance to this program will be accessible from the Markham campus or remotely through the York University Libraries’ website. The York University Libraries website, especially the library catalogue, serves as a gateway for identifying and accessing library research resources regardless of format.

The Bronfman Business Library web site also provides easy access to online resources and guides for doing various forms of business research: www.library.yorku.ca/web/bbl/guides/

In planning for the new campus library, it is anticipated that a small print collection of high demand materials will be offered on site through a reserve collection. In addition, procedures will be in place to ensure that books can be ordered and delivered from Libraries at the Keele campus for use by students and faculty in this and other programs based at the Markham campus. The collection of the Bronfman Business Library will be most relevant to this program. Wherever possible, e-book formats will be purchased to support research and teaching needs associated with this new program.

Description of Major Resource Types to Support the GDM Program

Book Collection
The business monograph collection continues to grow. To build this collection a comprehensive approval plan, updated approximately annually, is in place to ensure the timely acquisition of new publications. The print collection currently constitutes some 25,000 monographs, which will be available on request to YUMC students. A growing emphasis is also placed on the acquisition of e-books, to meet the needs of diverse student groups, often working from remote locations. This includes e-book purchases from vendors such as Proquest E-Book Central, Ebsco, and other sources.

The Libraries have also acquired a number of e-book packages from different publishers under consortial agreements, and significant number of e-book packages that are unique to York University, which will be relevant in supporting this program. Records and links to these books are contained in the library’s catalogue. One primary e-book collection of relevance is Books 24x7 which provides access to current practitioner, and trade press e-books available on and off campus to all registered students at York. Other e-book collections of relevance include but are not limited to: E-Books at Scholars Portal and Oxford Scholarship Online.

Journals
The Bronfman Business Library provides access to an excellent collection of business and management journal titles, the vast majority of which are available in online format, which will be very relevant in supporting the GDM program.

The library offers electronic journal formats with thousands of current subscriptions available. The library also supports open-access initiatives. Online consortial purchasing arrangements facilitate access to large sets of high-ranked business e-journals. In particular, the Libraries’ membership in the Ontario Council of University Libraries (OCUL) and the Canada Research Knowledge Network (CKRN) consortia has afforded faculty and students at the university access
to a wealth of e-resources, including e-journals from important publishers of business e-journals including Emerald, Elsevier, Wiley, Blackwell, Taylor & Francis and more. Scholars Portal Journals (OCUL consortial initiative) is especially core.

Access to some e-journals is, however, made possible through aggregator databases, especially Business Source Complete (Ebsco) and Proquest Business, which provide access to thousands of full-text business journals, magazines and trade publications, as well as some newspaper articles. Subject liaison librarians assist library users by highlighting and linking to leading periodical titles in individual disciplinary areas in the "Finding Articles" sections of their subject guides listed here: www.library.yorku.ca/web/bib/guidez/

Periodical Databases and Indexes
Bibliographic access to the huge body of relevant periodical literature in the fields of business and management is supported through a number of indexing and/or full-text database services. An online guide listing relevant databases, and providing tips on how to search and navigate them, is available: www.library.yorku.ca/cms/bib/guides/articles/

Most periodical databases possess the capability to link to full-text journal articles, should the Libraries subscribe to the parent journals. These databases are also compatible with link resolver technology / SFX so that users can go from a database citation to one of a number of destinations, including the full-text of the document or a document delivery request form.

Many options for online access to key news titles for business is also available though databases such as Factiva, Lexis Nexis Academic, Canadian Newsstand Major Dailies, Financial Times Historical Archive, and Proquest Historical Newspapers. For a detailed guide to newspaper sources available consult: research guides.library.yorku.ca/news

There are pressures on the journal budget given price increases that often exceed the rate of inflation and budget increases. While York University Libraries have been able to absorb these costs to date, they are at risk of becoming unsustainable. This is not unique to York University, and Canadian academic institutions are under particular pressure due to the fluctuating exchange rate for the U.S. dollar, which is the currency used for the vast majority of journal purchasing.

Videos/DVDs
YUL houses a significant collection of video materials, including a growing number of streaming videos, which will be available for use by professors at the Markham campus. Films on Demand is an excellent resource for streaming video content on myriad business topics (total number of business and economics titles now exceeds 2,000 videos). The 50 Lessons Topics and Leadership Channels Topics videos collections available via Books 24x7 are also very relevant. A guide to finding and using streaming business videos at the library is available via the Bronfman Business Library web site: www.library.yorku.ca/web/bib/collections/streaming/

Case Studies
It is noted that in this program students will study and analyze cases as part of some classes. While copyright provisions mean that the Libraries cannot buy and supply cases from some publishers like Harvard and Ivey, some of the library databases contain case studies. In addition, several reputable sources of free case studies are available. To help instructors identify and
source case studies to support classes this guide to business case studies can be referred to: researchguides.library.yorku.ca/businesscases

Specialized Business Databases
In addition to the resources outlined above, there is a rich collection of specialized databases available at YUL. As this program is designed to be introductory in nature, students in this program are unlikely to need to use some of the more specialist or advanced tools. However, engaging in introductory company, market, industry and accounting/finance research tend to be staples in any business curriculum, and this encompasses accessing databases that can offer access to additional data such as reports, standards, analysis, statistics and data via subscription business resources. A full listing of business e-resources features descriptions and links to help guides/tutorials: www.library.yorku.ca/web/bbl/collections/businessonline/ In addition, librarian curated research guides help students and faculty to navigate through specific resources relevant to specific types of business research, e.g., company research, industry research, market research, accounting research, and supply chain management research. They are available here: www.library.yorku.ca/web/bbl/guides

Below follow examples of key types of e-resource formats of particular relevance to courses taught in the GDM program:

Company Research
Some modules in the GDM program will require students to study and learn about organizations including a current business, a non-profit organization, a government unit or an entrepreneurial start-up. There is a wide range of company information resources available, a majority of them online, to meet such information needs including company profiles, executives, histories, filings, financial statements and ratios (current and historical), competitor information and more. Databases include but are not limited to: Mergent Online, Mergent Intellect, MarketLine Advantage, Factiva, Hoover’s, PrivCo, Lexis Nexis Academic and Thomson One Investext. The Bronfman Business Library offers an extensive and detailed company guide with research strategies, descriptions and links to resources: researchguides.library.yorku.ca/companyresearch

Industry Research
For GDM courses where industry research is relevant, the Bronfman Business Library offers an industry guide with myriad resource links and descriptions, and strategies for approaching different aspects of industry research: researchguides.library.yorku.ca/Industryresearch

This includes reports and analysis, forecasts, information about the competitive landscape, financials, the regulatory environment and more. Examples of core databases for industry coverage include but are not limited to: IBISWorld databases, BMI Research, Mergent Online, Mergent Intellect (First Research reports), MarketLine Advantage, Passport, and Thomson One Investext.

Market Research
Students taking the Principles of Marketing Management module will benefit from a number of databases that provide market research reports and data, as well as business article databases for more theoretical aspects of their studies. Examples of relevant databases include Passport, MarketLine Advantage, SimplyAnalytics, and Target Snapshot which provide access to one or more of the following information types: market research reports, consumer tends analysis, demographic and psychographic data.
A detailed guide to strategies and tools for conducting market research, prepared by the marketing liaison librarian, Sophie Bury, is available here: researchguides.library.yorku.ca/marketingresearch

Accounting Resources
This program offers two courses relating to financial and management accounting. The library has various subscriptions providing access to current accounting literature, e.g. Proquest Business and Business Source Complete, as well as databases on accounting standards and procedures/regulations, e.g., the CPA Canada Standards and Guidance Collection, the International Financial Reporting Standards (IFRS) online, TaxFind and CCH Online. This subject guide prepared by the accounting librarian, Stephanie Quiall, also highlights additional e-resources of relevance: researchguides.library.yorku.ca/accounting

Supply Chain Management (SCM) Resources
The Manufacturing and Services Operations Management module will benefit from library databases which provide research reports with specific SCM data and Information, e.g. supplier listings, or information on the supply chain trends or contexts for specific industries. The primary resource of relevance is the recently acquired IBISWorld Procurement database which includes reports covering price environment, product characteristics, supply chain and vendors (including supplier benchmarking and supply chain risk), elements of the purchasing process, and negotiation questions and tactics for multiple indirect purchasing lines in B2B and service markets. Other relevant data sources for industry or company contexts include Mergent Online, Marketline Advantage, Passport, and Gartner Intraweb (specific to the IT industry). For further information on SCM resources this detailed research guide is recommended: researchguides.library.yorku.ca/supplychainmanagement

LIBRARY SERVICES AND SPACES
Liaison and Research Assistance

At the current time the exact nature of research assistance to be offered to students by the Libraries at the Markham campus is still under development, though in-person research and consultation services are proposed, to be offered in-person and virtually, i.e. through chat.

In addition, students will be able to consult the aforementioned BRYT tutorial at http://bryt.library.yorku.ca, in addition to subject guides on myriad business topics offering links to e-resources and strategies for conducting research: www.library.yorku.ca/web/bbl/guides

Business librarians are assigned to all core areas taught in business programs at York, and will be available for in-depth research consultations. More details on the subject expertise at the Bronfman Business Library can be found here: www.library.yorku.ca/web/bbl/liaison/

Library Instruction and Assignment/Research Project Support
Information literacy is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment or in their disciplinary culture. The Libraries have an active information literacy program, and we anticipate this will extend to the Markham campus.
This will be directly relevant to the proposed GDM program, and it is noted that a stated learning outcome for this program indicates that students should have an ability to “support management decisions with relevant data and effectively communicate the results of data analyses”. The Libraries will be of direct relevance here.

The wide range of resources to help students with business research can be overwhelming in the absence of guidance or instruction. It is therefore recommended that an Information literacy session be organized at an early point in this program to introduce students to business research tools and library research strategies. The benefits of this approach is that library research skills (and information literacy) are learned in the context of the discipline, and that students are equipped with both the tools and knowledge of key research databases to remain current and knowledgeable in their field. This will also provide the added benefit of helping students to graduate better equipped to offer skills employers seek.

On request instructional sessions tailored to specific programs or courses are available from relevant liaison librarians. In addition, liaison librarians are available to prepare course-related web guides to support any given library instruction session. Examples of such guides can be viewed at the Bronfman Business Library web site: www.library.yorku.ca/web/bbl/assignments/

In addition to in-person instruction opportunities, the library also offers BRYT (Business Research at York Toolkit): http://bryt.library.yorku.ca/ which can be integrated in Learning Management Systems and through faculty/librarian partnerships be applied in purely online or flipped classroom approaches to building students’ business research competencies.

Intercampus Delivery & Interlibrary Loan (Resource Sharing)
The current plan for library services at the Markham campus, while under development, does propose that intercampus delivery of books and other print materials from the Keele and Glendon campuses will be available. This is in addition to access to the interlibrary loan system called RACER (Rapid Access to Collections by Electronic Requesting), an initiative of Scholars Portal. The Resource Sharing Department can obtain materials from libraries around the world. Books are borrowed free of charge and students can obtain copies of journal articles for free. Interlibrary loan requests are made online.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. This is made possible by the Canadian Reciprocal Borrowing Agreement. Many Canadian Universities support reciprocal borrowing by graduate students and faculty.

Managing Research Results
Technical support for the use of citation management software, including Zotero and Mendeley, is available within the Libraries. Guides created by York librarians are available for both citation management tools:
researchguides.library.yorku.ca/zotero
researchguides.library.yorku.ca/mendeley

Dataverse is an online platform for management of research data provided by OCUL, the consortium of Ontario academic libraries. Researchers and students can create and manage their own records by depositing data, providing text descriptions of studies, and can determine
their own access conditions to metadata. For further information please see the website guide for Dataverse at guides.scholarsportal.info/dataverse for assistance in setting up a Dataverse research data management account.

Library Facilities & Technologies
The plans for library services at the Markham campus are provisional at this point in time. However, current proposals envision offering study spaces through a Research Commons space to support different learning styles and needs. We anticipate this space will be multi-modal, flexible, open, and dynamic. It should include differentiated and diverse study spaces including booths, desks with outlets, flexible furniture, and laptop bars. This space should also include designated quiet study areas particularly well suited for graduate students, including a graduate student research lounge with carrels. In addition, collaborative working spaces with state-of-the art technology are proposed to support group work and projects, including writable walls, inbuilt computing, projection technologies, and teleconference technologies to connect with students/faculty at the Keele campus or beyond. In addition, it is proposed that both black and white and colour wired and wireless printing and copying will be available to students. Students in this program can also avail of study spaces and facilities at the Keele and Glendon campuses, including the Bronfman Business Library.

Another proposed resource to be provided will include student productivity and assignment production spaces including a proposed visualization wall and a creativity room/maker space with media technologies, design software and 3D printers.

CONCLUSION

The Library can support the GDM program. Collections and services, already in place to support introductory business content coverage, of the type this program will address, are in place.

The Libraries’ resources are well suited to support the teaching, learning, and research needs of this new program, while plans for developing needed library resources and supports at the Markham campus are well underway. We look forward to being part of this important new development for the School of Administrative Studies, and to working with all involved faculty and students connected with this new graduate program.
### Appendix 1: York University Libraries Annual Statistics 2015-16

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<td>21,373,886</td>
<td>27,317,313</td>
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### Appendix 1. York University Libraries Annual Statistics 2015-16

**ITEMS SHELVED**

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**COLLECTION GROWTH**

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**DIGITAL-COLLECTIONS @ York**

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**RESOURCE SHARING**

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## Appendix 1: York University Libraries Annual Statistics 2015-16

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<tr>
<td><strong>Scott</strong></td>
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<td>Information Desk</td>
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<td>8,848</td>
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<td>Other</td>
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<td>Reference</td>
<td>570</td>
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<td><strong>Archives &amp; Special Collections</strong></td>
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<td>New Users</td>
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<td>Returning users</td>
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<td>580</td>
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<td>1,557</td>
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<td>2,742</td>
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### Appendix 1: York University Libraries Annual Statistics 2015-16

#### Library Instruction

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<td>Classes</td>
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<td>Classes</td>
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<td>Steacie</td>
<td>125</td>
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<td><strong>Total</strong></td>
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#### Library Accessibility Services

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<tr>
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#### Study Seats

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<td><strong>Total</strong></td>
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#### Turnstile Count

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#### Operating Budget

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<td>Gifts in Kind</td>
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<td>$704,842</td>
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Tuesday, August 22, 2017

To Academic Standards, Curriculum and Pedagogy Committee:

Re: Graduate Diploma in Management (GDM) in the School of Administrative Studies

I am supportive of the proposed Graduate Diploma in Management (GDM) in the School of Administrative Studies as described in the proposal from the Faculty of Liberal Arts and Professional Studies and the Faculty of Graduate Studies.

With minor details to be addressed in collaboration with the program, I confirm that the implementation of the proposed admission requirements have been reviewed and are within capacity.

Regards,

[Signature]

Carol Altizia, University Registrar
Office of the Vice-President Academic and Provost

Memorandum

To: Chairs ASCP and APPRC

From: Lisa Phillipps, Interim Vice-President Academic & Provost

Date: March 28, 2018

Subject: Master of Science in Management Practice (MScMP) and the Graduate Diploma in Management (GDM)

I have reviewed the proposal from Liberal Arts & Professional Studies to establish a Master of Science in Management Practice (MScMP) and a Graduate Diploma in Management (GDM) in the School of Administrative Studies. I have also reviewed the external reviewers’ report and the proponents’ response to it.

Consistent with York’s objective to provide high quality programs that respond to student interests and prepare graduates for success in their careers, this is an applied research professional program that will be offered at Markham Centre Campus with experiential opportunities provided by well-established local business/industry partners. The program distinguishes itself from both research masters and programs that emphasize the development of general management skills with a clearly articulated purpose “to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making.” Offered both on a full-time and part-time basis, the program’s flexible schedule and the inclusion of a graduate diploma that ladders to the Masters make it attractive both to recent graduates who are interested in developing skills and knowledge that are increasingly in demand as well as working professionals wishing to acquire the skills and knowledge “needed to run an organization in the age of big data.”

The review report is positive in terms of the program’s purpose, design and distinctiveness as well as its clarity in terms of its target audience. The program has made revisions in response to suggestions and requests for clarification from both the external reviewers and feedback from Faculty of Graduate Studies Academic Planning and Policy Committee.

Dean Mukherjee-Reed has expressed her full support for the new program, and I concur with her assessment that it will not put significant strain on the School and Faculty resources.
Office of the Vice-President Academic and Provost

I am pleased to record my support for the proposal.

cc Dean A. Mukherjee-Reed

VPA A. Pitt
August 9, 2017

Professor Adriano O. Solis
Director, School of Administrative Studies
York University
4700 Keele St.
Toronto, Ontario M3J 1P3

Re: Proposed Master of Science in Management and Graduate Diploma in Management programs

Dear Professor Solis:

On behalf of the Regional Municipality of York (York Region), I wish to convey our continuing strong support for the Master of Science in Management (MScM) degree program that your School proposes to launch in September 2021 at York University’s planned new campus in the city of Markham. As well, we support your proposed Graduate Diploma in Business (GDM) program, which you are developing as a pathway into the MScM program for holders of non-business undergraduate degrees.

Being Canada’s fastest growing large municipality and the second largest business hub in Ontario, York Region is home to 1.2 million people and hosts close to 51,000 business firms. With more than 4,300 of these firms operating in the information and communications technology (ICT) sector, ranging from startups to some of the largest global companies, the need for appropriately trained and qualified workforce in the region is high and access to quality post-secondary education is an important priority. Accordingly, York Region Council has supported York University’s plans for a new campus in Markham from the very early stages.

Business programs are expected to be an important part of the new campus operations and having a well thought-out set of undergraduate and graduate degrees is crucial for the new campus success. In our letter dated August 26, 2016, we had expressed our support for the development by the School of Administrative Studies of a graduate business program at the York Markham Centre Campus. We are quite satisfied with the way that the proposed MScM program has taken shape, particularly with its focus areas in Entrepreneurship & Innovation and Supply Chain Management which we believe to be highly relevant for York Region.

The combination of the master’s degree and the graduate diploma provides opportunities and options for a large number of potential students. For instance, the many small and large ICT firms in York Region employ graduates of engineering, computer science, mathematics, and other undergraduate science programs. These employees can benefit from taking a condensed Graduate Diploma in Management to build on their scientific backgrounds and evolve into effective managers. Moreover, a significant proportion of firms in York Region would require well-qualified managers who are comfortable with operating with large volumes of data (in marketing, supply chain management,
accounting, or other areas of management) to support their decisions. The Master of Science in Management program is well positioned to train these managers. We have every reason to believe that graduates of the MScM program will have significantly better opportunities to obtain meaningful jobs and to contribute to the growth of York Region’s business firms.

We have collaborated with the School of Administrative Studies from the early stages of program development, and we are happy to continue supporting the School by providing advice on further curriculum development. This will help ensure that the MScM program covers relevant topics and utilizes suitable pedagogical approaches.

We understand that connections to the local business community are crucial to the success of professional programs that rely on internships and interactions with companies. At the same time, we are well aware of the local businesses’ desire to collaborate with academic institutions in the development of innovative and relevant programs. Therefore, we plan to support both new programs in identifying opportunities for collaboration with business and industry – for example, in administering a potential co-op option of the proposed major research paper for the MScM.

In summary, we believe that the proposed programs are well positioned to address the need of local businesses in gaining access to qualified employees and at the same time carry a promise of high quality, career-enhancing education to the growing population of York Region. Together, the proposed programs provide the students with a choice of relevant and meaningful career paths, whether they want an introduction to management offered by the GDM or a more advanced skill set available through the MScM. We strongly support the intention of York University to launch the Master of Science in Management and Graduate Diploma in Management programs at the Markham Centre Campus in Fall 2021, and look forward to our continuing collaboration in the delivery of these programs.

Sincerely,

[Signature]

Doug Lindeblom
Director, Economic Strategy
August 11, 2017

Adriano Solis
Director, School of Administrative Studies
York University

Dear Adriano,

I am writing to express our support of the Master of Science Management (MSCM) program that is being developed by the School of Administrative Studies for York University's new Markham Centre Campus. In addition, we see the value of introducing the Graduate Diploma in Management which is aligned and a path to the MSCM program.

We believe that the design of the MSCM program and in particular the Applied Marketing Research stream is very relevant and applicable to many businesses in the Canadian market, including Nielsen Canada. We have had an opportunity to review and provide suggestions to the curriculum to influence and enhance its relevancy and look forward to continued collaboration with York.

We are planning for continued involvement with York and do believe that we will be in a position to not only influence the content, but, to build on the learning through our support of the experiential learning objectives. As the program content evolves we plan to partner in the classroom through guest lectures, facilitation of relevant sections of the program and to coach students through applied research projects.

We support and endorse this program as it will strengthen evidence-based decision making skills and will develop future leaders.

Sincerely,

Carolyn Parkinson
VP, Human Resources

The Nielsen Company
160 McNabb Street
Markham, Ontario, L3R 4B8 Canada
tel 905 475 3344 fax 905 475 3462
www.nielsen.com

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Appendix E
New Course Proposals

New Course Proposal Form

1. Program: Graduate Diploma in Management

2. Course Number: GS/DMGM 5010 1.5

3. Credit Value: 1.5 Cr.

4. Long Course Title: Organizational Theory and Strategic Management

5. Short Course Title: Organizational Theory and Strategic Management

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description:
   This course is designed to expose students to a macro-perspective on organizations and many facets of organizing and strategy that contribute to varied organizational performance.

8. Expanded Course Description:
   This course is to provide students with the principles of organizational designs and examine the strategic management process - identifying, formulating, evaluating and implementing viable business strategies. The emphasis is on issues that affect the success of the entire organization as well as applications of theories and concepts. As such, the course will view the firm as a whole, but will draw upon, and integrate into analysis, understanding of the various functional areas of business and the external factors. The course is divided into three themes: (1) introduction of organizational designs and principles; (2) analysis of internal and external environments; (3) formulating and implementing strategy.

9. Rationale:
   The course is intended to provide students with good theoretical understanding and practical knowledge of organizing principles and strategic management from a macro-perspective. Learning objectives are:
   - A strong understanding of the different theoretical approaches to understanding organizations and strategic management;
   - An appreciation of how structural and situational factors can constrain strategic decision making and managers’ ability to effect action;
   - To develop techniques to analyze organizing and strategic decision making processes.
   The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.

10. Evaluation:
    Midterm exam (20%): The exam is intended to test student’s understanding of theories and concepts discussed in class.
    Class participation (40%): Participation is defined as student’s involvement in class exercises and discussion.
    Group presentation (40%): Students are required to work in groups to analyse a business case and present their analysis in class.
11. Integrated Courses:  
   None

12. Crosslisted Courses:  
   None

13. Faculty Resources:  
   You-Ta Chuang; Jon Kerr; Jung-Chin Shen; Kelly Thomson

14. Physical Resources:  
   Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:  
   Reading lists and cases
New Course Proposal Form

1. Program: Graduate Diploma in Management

2. Course Number: GS/DMGM 5020 1.5

3. Credit Value: 1.5 Cr

4. Long Course Title: Principles of Marketing Management

5. Short Course Title: Principles of Marketing Management

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description:
The course serves as an integral module of the Graduate Diploma in Management programme and provides a condensed introduction into basic marketing functions within an organization. Prerequisites - None

8. Expanded Course Description:
The course aims at providing the students who have no previous formal business education with a holistic view of the marketing function in an organization. Key marketing decisions aimed at connecting an organization with its customers are discussed and their effect on overall organizational performance is analyzed. The application of key marketing concepts is practiced on case studies and/or in communication with actual organizations.

9. Rationale:
The course serves as a module in the in the Graduate Diploma in Management programme and provides an introduction into one of the key functions in any firm to students without a formal business education. Upon completion of this course, a student should:
   1) become familiar with the structure of the marketing function;
   2) understand the effect of marketing decisions on the firm’s performance;
   3) become familiar with marketing terminology;
   4) be able to analyze marketing actions and suggest solutions to marketing problems.
The course is unique in its delivery format – a 1.5 credits module – and does not overlap with any existing courses at York University.

10. Evaluation:
   - In-class tests (individual) 50%
   - Class participation (individual) 15%
   - Case presentations (team) 10%
   - Group project (team) 25%

11. Integrated Courses:
    None

12. Crosslisted Courses:
    None

13. Faculty Resources:
    Dr. Alexander Rusetski, Dr. Pilar Carbonell, Dr. Andreas Strebinger
14. Physical Resources:
   Regular classroom equipped with a document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:

   Suggested textbook:
New Course Proposal Form

1. Program: Graduate Diploma in Management

2. Course Number: GS/DMGM 5030 1.5

3. Credit Value: 1.5 Cr

4. Long Course Title: Manufacturing and Service Operations Management

5. Short Course Title: Manufacturing and Service Operations Management

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description:
   In this course, we review classic qualitative and quantitative models in manufacturing and service operations management.

8. Expanded Course Description:
   The course aims at providing the students who have no previous formal business education with a holistic view of the manufacturing and service operations management function in an organization. Key operational decisions of each entity in supply chains are analyzed. Mechanisms which would align objectives of each entity in supply chains with system optimality are also discussed. The application of key operational concepts is practiced on case studies and/or in communication with actual organizations.

9. Rationale:
   The course serves as a module in the Graduate Diploma in Management program and provides an introduction into one of the key functions in any firm to students without a formal business education. Upon completion of this course, a student should become familiar with: the structure of the manufacturing and service operations management and production and operations management terminology.

   The course is unique in its delivery format – a 1.5 credits module – and does not overlap with any existing courses at York University.

10. Evaluation:
    Participation: 10%
    Midterm: 20%
    Class Presentation: 10%
    Final Exam: 60%

11. Integrated Courses:
    None

12. Crosslisted Courses:
    None

13. Faculty Resources:
    Henry Bartel; Rongbing Huang; Mustafa Karakul; Hassan Qudrat-Ullah; Adriano Solis; Fuminori Toyasaki
14. Physical Resources:
   Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:
New Course Proposal Form

1. Program: Graduate Diploma in Management

2. Course Number: GS/DMGM 5040 1.5

3. Credit Value: 1.5 Cr

4. Long Course Title: Financial and Management Accounting

5. Short Course Title: Accounting

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description: Designed to introduce students to how sales and operations are summarized and reported for internal and external users in monetary terms.

8. Expanded Course Description:
   Two distinct foundations of accounting exist, financial accounting and managerial accounting. Both have a unique purpose and perspective. Financial accounting serves to create organizational information that can be used to evaluate the financial performance of the organization namely by those external to the organization. Managerial accounting, as the name implies, is the creation of accounting information for internal managerial decision making. Managerial accounting borrows from managerial finance and provides managers with finance tools that assist in decision-making.

9. Rationale:
   The purpose of this course is to provide students with an introductory level understanding of accounting, and an understanding of how to use accounting information to support decision making. In this course you will learn why managers, not just financial managers, need to know the basics of accounting and how knowing this information allows you to become a valuable member of an organization’s decision making team. No matter what field or role you are or will be in, financial considerations are always an important input into decision-making. Accounting quite simply is the capturing of information, represented in financial terms, for decision-making. The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.

10. Evaluation:
   Midterm exam (20%): The exam is intended to test student’s understanding of concepts and tools discussed in class.
   Cases and problems prepared for the class and/or solved in class (40%): marks are to be given for student’s involvement in class exercises and discussion (written preparation notes to be handed in).
   Group presentation (40%): Students are required to work in groups to analyse a business case and present their analysis in class.

11. Integrated Courses:
   None

12. Crosslisted Courses:
   None
13. Faculty Resources:
   Evans, Paul
   Gaber, Brian
   Gelinas, Patrice
   Kwon, Sung
   Lai, Liona
   Ma, Mary
   Parkinson, John
   Peng, Songlan
   Porporato, Marcela
   Spraakman, Gary
   Wang, Haiping
   Waweru, Nelson

14. Physical Resources:
   Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.
   Classroom equipment (projector in two screens, computer, whiteboard).

15. Bibliography and Library Statement:
   Reading lists and cases to be assembled each year from news magazines (The Economist) and case providers (Ivey).

   The following book can be used as of today, but it will be updated when the course is finally offered due to the dynamic nature of the field.

New Course Proposal Form

1. **Program:** Graduate Diploma in Management
2. **Course Number:** GS/DMGM 5050 1.5
3. **Credit Value:** 1.5 Cr
4. **Long Course Title:** Management Information Systems
5. **Short Course Title:** Management Information Systems
6. **Effective Session:** Fall 2021
7. **Calendar (Short) Course Description:**
   Overview of the main information systems used by organizations and how they can be managed.
8. **Expanded Course Description:**
   Offers an overview of the main information systems used by organizations to support business transactions, help in decision making process, and current approaches to the management of these systems. The course discusses the use of information systems to manage sales, purchases, manufacturing, warehousing, and accounting transactions. Business intelligence and business analytics technologies will also be discussed as examples of the use of IT to support decision making. Management of information technology focuses on the IT acquisition process, IT outsourcing including cloud computing, and IT security.
9. **Rationale:**
   The course serves as a module in the in the Graduate Diploma in Management program and provides an introduction into understanding business information systems to students without a formal business education. Upon completion of this course, a student should be familiar with the main information systems used by businesses and be able to perform business transactions and make business decisions based on data and information provided by these systems. Students should also be able to identify current trends in managing IT resources, outlining their benefits and challenges. The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.
10. **Evaluation:**
    - Class participation: 5%
    - Assignments: 25%
    - Midterm: 15%
    - Class Presentation: 10%
    - ERPsim Game report: 15%
    - Final Exam: 30%
11. **Integrated Courses:**
    None
12. **Crosslisted Courses:**
    None
13. Faculty Resources:
Cristobal Sanchez-Rodriguez

14. Physical Resources:
Regular classroom equipped with document camera and video playing and recording devices will suffice for this course plus a computer lab with SAP ERP.

15. Bibliography and Library Statement:
Keri E. Pearlson, Carol S. Saunders, Dennis F. Galletta
January 2016, ©2016


New Course Proposal Form

1. **Program:** Graduate Diploma in Management

2. **Course Number:** GS/DMGM 5060 1.5

3. **Credit Value:** 1.5 Cr

4. **Long Course Title:** Introduction to Financial Management

5. **Short Course Title:** Introduction to Financial Management

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:**
The course serves as an integral module of the Graduate Diploma in Management programme and provides a condensed introduction to basic financial management within an organization.

8. **Expanded Course Description:**
Students develop a basic understanding of the principles of financial management and how organizations effectively manage their operations and fund them using an optimal mix of debt and equity. Topics covered include time value of money, capital budgeting, corporate financial planning and working capital management.

9. **Rationale:**
The course serves as a module in the Graduate Diploma in Management programme and provides an introduction to basic financial management in an organization to students without a formal business education. Upon completion of this course, a student should be able to:
   1. Estimate the components of cost of capital by applying time value of money principles.
   2. Prepare a simple pro forma financial statement for a business plan.
   3. Perform net present value analysis for capital budgeting purposes.
   4. Evaluate the cost of debt, preferred stock, and common stock as sources of capital.
   5. Evaluate a firm's working capital position.

   The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.

10. **Evaluation:**
   - In-class tests (individual) 70%
   - Assignments (individual) 30%

11. **Integrated Courses:**
    None

12. **Crosslisted Courses:**
    None

13. **Faculty Resources:**
    Dr. Dale Domian, Ph.D., CFA, CFP®
    Dr. Chris Robinson, Ph.D., CFP®, CPA,CA
    Dr. Nabil Tahani, Ph.D.
14. Physical Resources:
    Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:
    Suggested textbook:
New Course Proposal Form

1. **Program**: Graduate Diploma in Management
2. **Course Number**: GS/DMGM 5070 1.5
3. **Credit Value**: 1.5 Cr
4. **Long Course Title**: Organizational Behavior
5. **Short Course Title**: Organizational Behavior
6. **Effective Session**: Fall 2021 or Winter 2022
7. **Calendar (Short) Course Description**: This course is designed to expose students to a micro-perspective on organizations and provide them with a good understanding of factors influencing individual and group behavior and performance in organizations.
8. **Expanded Course Description**: This course introduces concepts of individual and group behavior as they affect performance in organizations. To help students better understand these concepts, lectures and case discussions are employed to explore theoretical models and illustrate their applications. Topics covered include motivation, communication, decision-making, leadership, group dynamics, power, politics, and culture.
9. **Rationale**: The course is intended to provide students with a good theoretical understanding and practical knowledge of organizations from a macro-perspective. Learning objectives are:
   - To explore and understand major concepts & theories of individual and group behavior in organizations that guide management thinking today;
   - To develop ability to apply these concepts and theories to recognize, analyze and suggest solutions to organizational problems;
   - To develop skills that will help students become a successful and contributing member of an organization (manager, leader or otherwise)
The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.
10. **Evaluation**: Midterm exam (20%): The examine is intended to test student's understanding of theories and concepts discussed in class.
    Class participation (40%): Participation is defined as student's involvement in class exercises and discussion.
    Group presentation (40%): Students are required to work in groups to analyze a business case and present their analysis in class.
11. **Integrated Courses**: None
12. **Crosslisted Courses**: None
13. Faculty Resources:
   Sabrina Deutsch Salamon; Len Karakowsky

14. Physical Resources:
   Regular classroom equipped with a document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:
   Reading lists and cases
New Course Proposal Form

1. **Program:** Graduate Diploma in Management

2. **Course Number:** GS/DMGM 5080 1.5

3. **Credit Value:** 1.5 Cr

4. **Long Course Title:** Law and Corporate Governance

5. **Short Course Title:** Law and Corporate Governance

6. **Effective Session:** Fall 2021 or Winter 2022

7. **Calendar (Short) Course Description:**
   This course will explore the legal environment of corporate governance, including the duties and liabilities of directors and officers; audit committee requirements and financial reporting; compensation committee requirements and reporting; governance rules and guidelines; shareholder rights and remedies, as well as international issues.

8. **Expanded Course Description:**
   This course will explore the legal environment of corporate governance, including the duties and liabilities of directors and officers; audit committee requirements and financial reporting; compensation committee requirements and reporting; governance rules and guidelines; shareholder rights and remedies, as well as international issues.

9. **Rationale:**
   The Board of Directors is the primary vehicle for achieving accountability and proper governance in any organization. This course provides guidance on how the Board should discharge its responsibilities to achieve these objectives. The intent of this course is to teach every duty, obligation, role, responsibility, liability and ultimate accountability of a director regardless of what type of board. The legal environment of governance and accountability is crucial to understand and apply the myriad of laws and regulations that now apply, and that will apply, to boards and reporting management and professional advisors. Law is most often about precision, rigor, independence, critical thinking, drafting and application. Law can be a very powerful weapon of social and corporate change, and for strengthening governance and accountability. This course will be integrated and build upon the learning objectives of DMGM 5010, 5020, 5030, 5040, 5050, 5060 and 5070. Directors need to understand all of the foregoing Diploma in Management course areas. The course is unique in its delivery format – a 1.5 credit module – and does not overlap with any existing courses at York University.

10. **Evaluation:**
    - Participation: 25%
    - Mid-term Exam: 25%
    - Final Exam: 50%
    - Total: 100%
Learning objectives include:
Employ judgment, reasoning and understanding to review, recommend (board committee) or decide (board) in a new governance context or problem;
Display analytical and technical skills in self-study, group work, and recognize decision process and group think infirmities;
Choose and use information, arguments and application in a unique or novel way to result in a governance solution;
Informatively and persuasively critically reflect on and assess the foregoing emphasis areas, in oneself, peers, the governance literature and constituencies; and
Display behaviour consistent with high ethical standards and principles of equity, respect and fairness.

11. Integrated Courses:
None

12. Crosslisted Courses:
None

13. Faculty Resources:
Professor Richard Leblanc of SAS is the primary faculty resource. There are several full time faculty at Osgoode who are qualified to teach the course, including Professor Poonam Puri and Stephanie Ben-Isahai. The MFAc and BCom (law area) Programs also have an established talent pool of contract faculty to facilitate this objective, which could include Mr. John Bankes, Mr Jack Bensimon, and Mr Norm Keith.

14. Physical Resources:
Regular classroom equipped with a document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:
New Course Proposal Form

1. **Program**: Graduate Diploma in Management

2. **Course Number**: GS/DMGM 5090 3.0

3. **Credit Value**: 3.0 Cr

4. **Long Course Title**: Experiencing Management.

5. **Short Course Title**: Experiencing Management

6. **Effective Session**: Winter 2022

7. **Calendar (Short) Course Description**:
   This course represents the capstone course in the Graduate Diploma in Management program. Issues that affect the success of the entire organization are investigated through case exercises. Students will face complex business situations, draw upon their understanding of the functional areas of business and general management to identify and assess alternatives, and provide recommendations to management in a consultative capacity.

8. **Expanded Course Description**:
   This course introduces students to the challenges of general management in a hybrid and experiential learning environment. Emphasizing a holistic view of organizations, students are exposed to a variety of management challenges through both written and live case exercises. In so doing, this course allows students to re-visit and draw upon content from the other courses in the Graduate Diploma in Management as they work to solve complex management problems. The course provides early and intense exposure to the principles of management and introduces students to the theory and practice of management consulting to establish a foundation for their interactions with external organizations. Ethical issues are also considered from the perspective of practicing managers and their advisors.

9. **Rationale**:
   Being able to connect theory to practice can enhance the learning experience as does understanding how the various functional areas of business might interact as management works to solve complex problems affecting the entire organization. This course facilitates this by i) re-visiting the functional areas of business and the principles of management, and ii) exposing students to complex, real-life management challenges. Students will learn how to investigate, interpret and resolve some of the challenges managers must address to succeed. By the end of this course, students will be able to:
   a. Plan and execute a management consulting project
   b. Assess an organization’s circumstance, including its capabilities and industry environments
   c. Design and conduct relevant market and organizational research
   d. Identify and evaluate alternative strategies and articulate rudimentary implementation plans
   e. Appreciate the ethical challenges managers and advisors face in the normal course of business

10. **Evaluation**:
    Students will be evaluated as follows:
    - Participation (class and case discussions) 20%
    - Live case exercise (group-work) 60%
Individual reflective piece  20%

11. Integrated Courses:
   None

12. Crosslisted Courses:
   None

13. Faculty Resources:
   Existing full-time faculty members are able to teach this course: Jon Kerr, Keith Lehrer, Jung-Chin Shen, Mark Schwartz. No net new requirements are envisioned.

14. Physical Resources:
   Regular classroom equipped with a document camera and video playing and recording devices will suffice for this course.

15. Bibliography and Library Statement:
   Librarian statement TBO. Bibliography TBA
New Course Proposal Form

1. **Program:** Graduate Diploma in Management

2. **Course Number:** GS/DMGM 5110 1.5

3. **Credit Value:** 1.5 Cr

4. **Long Course Title:** Fundamentals of Public Sector Management

5. **Short Course Title:** Fundamentals of Public Management

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:** Designed to introduce students to fundamental principles of public sector management with a particular emphasis on the Canadian context.

8. **Expanded Course Description:**

   This course offers a review of some of the major themes of public management in the context of Canadian government, the broader public sector and not-for-profit sector.

   In particular, the course covers:
   - Basic principles, objectives, structures and processes of government and governance;
   - A brief overview of the public policy process, program review and evaluation;
   - A review of public sector leadership principles and best practices in human resources management with a particular emphasis on the Canadian public sector environment;
   - Public sector financial management, budgeting and accountability;
   - Economic/social v. business project appraisal;
   - Professional skills and communications;
   - Political acuity;
   - Strategic stakeholder engagement;
   - Recent trends and best practices in New Public Management and Public Private Partnerships (PPPs).

   The conceptual and theoretical contents of the course will be applied to illustrate and help analyze the weekly experiential education exercises and case study assignments. Assignments will utilize the principles of hands-on learning and reflection. The course includes both individual and group assignments to reinforce the ability to work with others.

   Upon completing this course, students are expected to be able to:
   - Demonstrate knowledge and insights about institutions, policies, practices in public sector decision making, issues management, and human resources management in a predominantly unionized environment;
   - Be aware of the forms of public and broader public sector leadership in principle and practice;
   - Critically assess strategies, trends and practices in public management;
   - Demonstrate analytical competence and effective communication in written and verbal presentations in public sector scenarios.
9. Rationale:
The purpose of this course is to provide students with an understanding of critical topics in public management. Public sector managers face mandates, decision-making processes, accountability standards and communication platforms that are distinct from the private sector. Having this knowledge helps to better position participants for success, leadership roles or work transitions, and allows participants to become a valuable member of an organization’s decision making team.

This course is relevant for those aspiring to work in the broader public sector as well as those in the private sector who regularly interact with the public sector through PPPs, public procurement, lobbying and other activities. No matter which of the sectors participants will be employed in, this is a review of the key aspects of the work of a public sector manager to provide a solid theoretical foundation for management and a practical understanding and develop skills related to best practice in the field.

The course includes excerpts of topics from three required courses in the Master of Public Policy, Administration and Law (MPPAL) program – GS/PPAL 6000 3.0 Public Management, GS/PPAS 6010 3.0 Leadership and Human Resources Management and GS/PPAL 6210 3.0 Program Evaluation and Public Policy Analysis. However, the course is an abbreviated and unique combination of these topics, with a 1.5 credit weight, and therefore does not significantly overlap with either of the above listed courses to warrant a course credit exclusion at York University or transfer credit towards the MPPAL program.

10. Evaluation:

Case Study Analysis Assignment I (Individual) 15%
Case Study Presentation I (Individual) 15%:

Briefing Note Simulation Exercise (Group) 10%
Based on a real-life case scenario, participants will work in groups to prepare a briefing note as part of an in-class workshop.

Case Study Analysis Assignment II (Group) - 15%
Case Study Presentation II (Group) 15%
Students are required to work in groups to analyse a business case and present their analysis in class.

Participation (individual) 10% Throughout the course

Final Exam (individual) 20%

11. Integrated Courses:
None

12. Crosslisted Courses:
None

13. Faculty Resources:
Daniel Cohn
Peter Constantinou
Thomas Klassen
James Simeon
Part-time faculty/practitioners in public sector management who also teach in the Master of Public Policy, Administration and Law (MPPAL) program
Note: We believe a delivery format that involves co-teaching by full-time faculty and practitioners in the public sector is most likely to be attractive to students and conducive to the achievement of course learning outcomes informed by the practice of public management in the Canadian/Ontario context.

14. Physical Resources:
   Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.
   Classroom equipment (projector in two screens, computer, whiteboard).

15. Bibliography and Library Statement:


New Course Proposal Form

1. Program: Graduate Diploma in Management
2. Course Number: GS/DMGM 5120 1.5
3. Credit Value: 1.5 Cr
4. Long Course Title: Canadian Administrative Law and Public Sector Ethics
5. Short Course Title: Canadian Administrative Law and Ethics
6. Effective Session: Fall 2021

7. Calendar (Short) Course Description: Designed to introduce students to fundamental principles of public law in Canada, including administrative law and court challenges to public policy and administration. Principles of public sector ethics and values, and how they impact individual careers and the reputation of public sector organizations are also analyzed.

8. Expanded Course Description:

This course offers a review of some of the major themes of public law, in particular administrative law and public sector ethics and principles in the context of Canadian government, the broader public sector and not-for-profit sector.

The course modules focus on the course knowledge areas and core competencies for public sector managers. In particular, the course includes:

- Key concepts in public law, including constitutional and administrative law, that allow participants to function effectively as managers in the public sector at all levels of government and in the context of multilevel governance;
- The impacts of judicial review, the rule of law, multiculturalism and diversity on public policy and administration;
- Key concepts related to the impact of the Charter of Rights and Freedoms to the public sector and management within the public sector;
- Basic principles of public sector ethics and values, including the roles of codes of conduct and ethics counsellors and commissioners;
- Basic understanding of the role of independent officers of parliament and their scope of practice, including such areas as Freedom of Information and Protection of Privacy rights, conflict of interest, diversity.

The main pedagogical approach and method of this course is basic introduction to legal theory, key elements of Canadian public law and ethics norms, application of case law, the use of legal research and the analysis of case studies in public sector ethics. Assignments will utilize the principles of hands-on learning and reflection. In addition, different court cases and case studies will be assigned and analysed to bring theory to life.

Upon completing this course, students are expected to be able to:

- Demonstrate basic knowledge of legal theory and concepts, Canadian public law and insights about judicial review of public sector decision-making and practices.
- Conduct basic legal research and analysis.
• Be aware of norms of ethical conduct in the broader public sector and critically analyze scenarios that involve ethical conflicts and responses to them.

9. Rationale:
The purpose of this course is to provide students with an understanding of critical topics in public sector law and ethics. Courts overturning public policy and administrative decisions can be very costly to governments and public sector organizations, while ethical mishaps can end individual careers in the public sector as well as damage the public reputation of entire organizations. Having this knowledge helps to better position participants for success as employees, and for management and leadership roles in the broader public sector. Private sector managers who regularly interact with the public sector and/or face significant regulatory compliance demands in their operations are also likely to find this course useful.

The course includes excerpts of topics from two required courses in the Master of Public Policy, Administration and Law (MPPAL) program – GS/PPAL 6120 3.0 Administrative Law and Ethics: Principles and Practices in the Policy-Making Context and GS/PPAL 6100 3.0 Canadian Constitutional Law. However, the course is an abbreviated and unique combination of these topics, with a 1.5 credit weight, and therefore does not significantly overlap with either of the above listed courses to warrant a course credit exclusion at York University or transfer credit towards the MPPAL program.

10. Evaluation:
Case Study presentation (individual) (10%):
Major Paper (individual) 30%
Participation (individual) 10% Throughout the course
Group report and presentation (20% + 10%)
Students are required to work in groups to analyse a Supreme Court decision related to administrative law or public sector ethics and values and present their analysis in class.
Final Exam (individual) 20%

11. Integrated Courses:
None

12. Cross-listed Courses:
None

13. Faculty Resources:
Nergis Canefe
Naomi Couto
Susan Dimock
Soren Frederiksen
Dagmar Soennecken

14. Physical Resources:
Regular classroom equipped with document camera and video playing and recording devices will suffice for this course.
Classroom equipment (projector in two screens, computer, whiteboard).

15. Bibliography and Library Statement:


In addition, Supreme Court of Canada cases will be used as part of a course kit for relevant modules.
PART II
Curricula vitae of the faculty, including program-specific appointment criteria (for new graduate programs only)

DELIVERED SEPARATELY AS HARD COPIES

PART III
External reviewer nominations

NOT APPLICABLE