YORK UNIVERSITY

Faculty of Liberal Arts and Professional Studies

Faculty of Graduate Studies

Proposal for Master of Science in Management Practice

May 2018

Intended start date: Fall 2021 (Markham Centre Campus opening)

Location: Markham Centre Campus

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The committee members thank colleagues, staff and students from the School of Administrative Studies 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 Degree Program

The Master of Science in Management Practice (MScMP) is a graduate program designed to train future leaders to run organizations with a focus on applied research and analysis of business data that inform evidence-based decision making. The program pays special attention to research methods. The program is developed by the School of Administrative Studies to be offered at York University’s new Markham Centre Campus in partnership with organizations such as IBM, Nielsen, York Region, etc. The MScMP will provide flexible course offerings, including blended and evening/weekend courses to better target professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year), provided that the candidate has an undergraduate business degree and adequate quantitative preparation at the time of admission to the program. Candidates without an adequate business and/or quantitative background will be required to complete preparatory courses. Part-time students may take longer time to complete the program. The program will be offered year-round with one admission point in the Fall.

The proposed designation, Master of Science, reflects the program’s focus on both scientific knowledge and analysis. As such, the program requires quantitative skills, generally the statistics obtained in an undergraduate business program, as an entry prerequisite. The program will provide the students with a solid conceptual and methodological foundation for research design and data collection. It will introduce the latest analytical techniques and will require a major applied research paper or work placement with a strong applied research component to complete the program. This design follows an emerging trend in the business discipline to use applied research and quantitative methods to train future organizational leaders. The trend is evident not only in increasing number of Master of Science business programs around the world, but also in the fact that most of business program ranking agencies (e.g., Financial Times\(^1\)) have included a ranking of Master of Science in Management programs.

1.2 Field of Study

The MScMP program will provide the following focus areas within the management field:

- **Applied accounting research**, focusing on embedding analytics in financial decisions regarding revenue management, performance management, assurance, and risk;
- **Applied marketing research**, focusing on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data;
- **Entrepreneurship and innovation**, focused on developing an understanding of how structured analytical approaches to evaluating market and product-based opportunities and their alignment with operational structure can enhance outcomes. In this stream, various theories and analytical methods are used to assess these opportunities and their potential before launch and to explore market behaviour and possible reactions after launch;
- **Managing in professional contexts** focuses on using qualitative and quantitative techniques to understand, define and generate solutions to the distinctive organizational challenges that emerge in professional contexts from medicine to higher education that are distinct from traditional

\(^1\) http://rankings.ft.com/businessschoolrankings/rankings
organizations. In this stream, students will deepen their theoretical understanding about how organizing occurs in professional contexts and drawing on analytical techniques and critical thinking skills, how they can apply this learning to improve outcomes;

- **Supply chain management**, with application of analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users, aimed at minimizing cost and maximizing overall value along the supply chain. In this stream, the use of various analytical methods in planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined.

### 1.3 Method Used to Develop the Program

The program has been designed by members of the School of Administrative Studies (SAS) working closely with the School’s Markham Planning group and other relevant stakeholders. The scope and focus of the program was determined through consultations with 1) prospective students who are currently enrolled in SAS advanced undergraduate courses; 2) colleagues from all areas of the SAS; and 3) potential employers and partner organizations.

Potential employers and partners include executives of large companies with a strong presence in Markham and York Region and senior administrators of York Region responsible for business development. The key questions asked at the consultations were a) what set of skills is currently in highest demand; and b) what kind of curriculum would allow to fill this demand. Evidence emerges from these consultations that companies are demanding ‘evidence-based management’ that comes from cross-disciplinary education. The proposed program is designed to provide its graduates with hard and soft skills that enable them to manage organizations using decision inputs obtained from collecting and analyzing relevant data. At the initial proposal stage the following executives expressed their support for the proposed program:

- 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, PhD, Director Model Quantification, CIBC
- Terry Volpel, President and CEO of ISM-Canada, the Canadian affiliate of the Institute for Supply Management

The investigation of the industry demand was complemented by the look into the student interest. Consultations with students included: 1) informal and unstructured consultations with several students in advanced courses of the Bachelor of Administrative Studies program, soon to be renamed Bachelor of Commerce, which were conducted in Fall and Winter 2017; 2) a discussion with three members and leaders of professional students’ clubs who made a presentation during the School meeting in March 2017; 3) a survey of students enrolled in Summer 2017 3000- and 4000-level classes (252 students completed pen-and-pencil surveys with additional 14 completing an online version of the survey); 4) an online survey of leaders of New College student clubs (4 clubs responded); and 5) discussions with recent alumnae that continue to collaborate with the School in diverse capacities conducted in June 2017. The key questions were: a) to what extent do current SAS students need a boost in skills to be competitive in the job market; b) how attractive would the proposed master’s program be for current undergraduate SAS students, and c) what specific features and characteristics will ensure a high demand for the program. The evidence collected
suggests that many students believe that a simple undergraduate degree might not be enough to lend a meaningful job in a reasonable time. Majority of respondents indicated that a master’s degree can improve their chances of getting a job. The data points to a substantial potential demand for the proposed program mainly due to perceived quality of the undergraduate program, location and familiarity with course directors and staff. Discussions also suggested that there is a demand for specific skill sets, often related to big data and data visualization, which the students need to improve their chances for employment.

The involvement of external stakeholders is expected to be ongoing with the program being periodically reviewed and updated to adapt to the changing market conditions.

1.4 Faculty and Unit

The MScMP will be anchored at the School of Administrative Studies, which is part of the Faculty of Liberal Arts and Professional Studies and offered at York’s new Markham Centre Campus.

2. General Objectives of the Program

2.1 Brief Overview

The proposed MScMP program will provide students with analytical skills and knowledge required of middle and upper-level management positions in organizations that rely on data to make decisions. This includes almost all types of established and emerging organizations (non-profit, government, for profit) across a range of industry sectors (agriculture, manufacturing and services).

More specifically, the program aims to ensure that students:

- understand the importance of evidence-based decision-making for improving an organization’s performance and understand the limitations of particular types of data and analytical tools;
- are familiar with key methods of qualitative and quantitative research, data collection and analysis;
- are familiar with emerging trends and tools in cognitive technology in data analytics;
- are able to apply relevant theories, methodologies, and critical thinking skills to solve organizational/management problems and issues.
- are able to identify sources of information and data best suited to inform managerial decisions in selected focus area while understanding ethical considerations in using personal data for research;
- are able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

2.2 Alignment with University and Faculty missions and academic plans

The proposed MScMP 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 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. The priority role of
business is also reflected in the University Academic Plan (UAP) for 2015-2020: “Increasing
comprehensiveness requires that we expand in the areas of health, engineering, science, business and
professional programs...” (p.12). The proposed program expands the breadth and scope of business and
professional programs offered by York University thus advancing it toward the goals set by the UAP.

Experiential learning approach which is a significant part of the proposed program is listed as an area of
strength in the SMA (p. 7). Similarly, the UAP sets a priority goal to “incorporate to the extent possible an
experiential component in every program including activities such as ... community based or community
service learning, local or international internships or cooperative placements, field studies, research
opportunities including capstone independent research projects, etc.” (p.18). The proposed program
responds to his goal by partnering with major providers of business analytics tools like IBM and Nielsen
and incorporating on-site research projects as an option for its capstone portion.

The requirement for a major applied research paper or an applied research focused work placement of this
program is aligned with York University’s Strategic Research Plan (SRP) 2013-2018, as it is intended to
enhance the scholarship of socially engaged research (p.25), but most importantly is to integrate research
in education (pp. 28, 29). While the SAS faculty are actively engaged in academic research and publish in
top-tier journals, their ability to teach at graduate levels is still limited. The proposed program will allow
the SAS faculty to share the results of their academic pursuits with a motivated and prepared student body
through the program developed and managed by the School of Administrative Studies.

As one of the largest interdisciplinary faculties in Canada, the Faculty of Liberal Arts and Professional
Studies is committed to offer relevant programs including professional programs and with this respect, the
proposed MScMP will enrich the Faculty’s portfolio of such programs. Evidence based decisions in all
types of organizations are critical, so the proposed MScMP is geared to enhance students’ exposure to how
evidence is gathered, organized, communicated, and acted upon. The skills to be acquired will be of
particular use for liberal arts graduates, for that reason enrolment will be capped at a level that can be
managed by the program and its available resources. Projected enrolment can be achieved, and it will
contribute to the Faculty’s overall graduate enrolments projections.

The UAP sets seven priority areas for the University future development. It lists opening a new campus at
Markham as an important step towards expanding the University’s reach and specifies the priority of
ensuring a superior campus experience for students there. A part of the process of enhancing student
experience is offering a complete package of relevant programs. A master’s program in business
complements the offering in the area which is established as 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 by Universities in Ontario and the Rest of Canada

The proposed program does not overlap significantly with any other master’s programs at York University
and will be the only one of its nature and scope at Markham campus. Lassonde School of Engineering is
planning a Master in Big Data/Computer Sciences and although there might be some overlaps in the
statistical treatment of data, the focus of the proposed MScMP program is on management rather than data
The Schulich School of Business offers the Master of Management (MMgt) and recently proposed the Master of Marketing (MMKG) and Master of Supply Chain Management (MSCM) programs at the Keele campus. All three are direct-entry full-time programs and target students with non-business degrees preparing them for new careers in business or management. The program we are proposing targets a different set of students (those with prior business education), is flexible enough to be completed part-time, and trains candidates focusing on specific aspects of their selected areas of interest of the management field. The MScMP is designed to capture an untapped demand for applied management research graduate education at York University and in the York Region and will allow York University to open the Markham City Centre campus with a well-rounded set of graduate and undergraduate management programs making it more attractive to domestic and international students. Table 1 and Table 2 provide additional detail of programs offered or planned at York University.

The proposed program is also different from other master’s programs offered in Ontario. Existing programs either explicitly focus on preparing their students for PhD programs (Brock, Queen’s, U of Ottawa), or offer rather narrow scope (Western), or require two years to complete (Western, Ryerson). The proposed program focuses mainly on preparing candidates for jobs in the industry; it provides 5 focus areas; and by moving basic management courses to the Graduate Diploma, the proposed program allows students with business undergraduate degrees to graduate in 12 months significantly reducing their cost in terms of time. Additionally, the MScMP proposed here would be the first program in Ontario to explore the uses of cognitive technology in management thanks to IBM’s expression of interest to be an active partner of York University at Markham. Table 3 provides additional details of Master of Science in Management programs available in Ontario.

The proposed MScMP program adds the requirement of the Major Research Paper or suitable substitution where students are required to do applied research or get their hands at evidence-based recommendations for decisions. At the National level, the University of British Columbia and University of Lethbridge have similar programs, but they are conceived as pre-PhD programs where the focus is exclusively on academic research. Only Concordia University has a program with a similar goal to provide professionals not working in academia with applicable tools to do applied research to better inform business or government policy decisions. In summary, given the contemporary design of this MScMP there are few, if any, program with a similar structure, objective and external partners to support the development of students to advance their professional careers. Table 4 provides additional details of Master of Science in Management available in Canada but outside Ontario.

The MScMP 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 courses and approaches that bring together management and applied research as well as knowledge and hands-on experience. 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 MScMP will differ significantly from what is currently available in Ontario. Based on extensive discussions with recruiters and managers of stakeholder organizations the proposed program will focus on graduating junior managers or independent professionals who will be well informed and trained in data analytics, ready to use hard evidence as the main support for their decisions, and do this in the shortest possible time.
<table>
<thead>
<tr>
<th>Master of Business Analytics (MBAN)</th>
<th>Description</th>
<th>How the MSCMP is different</th>
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<tbody>
<tr>
<td>A full-time day programme. Focus on data management and analysis with certification in SAS software. The focus on management in general is secondary. Offered at Keele campus.</td>
<td>The MSCMP aims at preparing managers rather than analysts. The main focus is less on methodologies and more on application of the results of the analysis in running of an organization. The MSCMP provides flexibility in scheduling to accommodate working students.</td>
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<tr>
<th>Master of Management (MMgt)</th>
<th>Description</th>
<th>How the MSCMP is different</th>
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<tbody>
<tr>
<td>A direct entry full-time day general management program aimed at candidates with non-business undergraduate degrees. Offers no specializations. Offered at Keele campus.</td>
<td>The MSCMP targets candidates with quantitative strengths and business degrees. It also has an applied research focus reflected in its courses and the requirement of an MRP or an approved substitution and allows students to specialize in one of the five focus areas. The MSCMP provides flexibility in scheduling to accommodate working students.</td>
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<tr>
<th>Master of Marketing (MMKG)</th>
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<tr>
<td>A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in marketing. To be offered at Keele campus.</td>
<td>The MSCMP targets candidates with business degrees. Its Marketing Research focus area has a specific focus on research design and data analytics with the goal to prepare rigorously trained candidates for analytical job positions in the marketing field. The MSCMP provides flexibility in scheduling to accommodate working students.</td>
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<tr>
<th>Master of Supply Chain Management (MSCM)</th>
<th>Description</th>
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<tr>
<td>A proposed direct entry full-time day program aimed at candidates with non-business undergraduate degrees. Prepares student for taking positions in supply chain management. To be offered at Keele campus.</td>
<td>The MSCMP targets candidates with business degrees. Its Supply Chain Management focus area has a specific focus on research design and data analytics methods with the goal to prepare rigorously trained candidates for analytical positions in the field of supply chain management. The MSCMP provides flexibility in scheduling to accommodate working students.</td>
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<tr>
<td><strong>Master in Big Data/Computer Sciences</strong></td>
<td><strong>Description</strong></td>
<td><strong>How the MSCMP is different</strong></td>
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<td>Designed to educate and train students in the technical techniques of big data such as: efficient storage, software as a service, cloud computing, programming models, scalable machine learning methods, distributed algorithms over very large graphs and matrices, etc.</td>
<td>The program is geared to a candidate who already has an undergraduate degree in computer science and will favour professionals with three or more years of work experience in related fields. The MSCMP is designed for people who are interested in using various quantitative and qualitative approaches (not limited to computer algorithms) to better understand organizational and environmental contexts to derive informed business decisions.</td>
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### Table 3: Master of Science in Management Programs in Ontario

<table>
<thead>
<tr>
<th>University</th>
<th>Degree title/ Duration</th>
<th>Specializations</th>
<th>Courses</th>
<th>Degree requirements for admission</th>
<th>Positioning</th>
<th>How the MScMP is different</th>
</tr>
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<tbody>
<tr>
<td>Brock University</td>
<td>Master of Science in Management/ 20 months</td>
<td>Accounting; Finance; Operations and Information Systems; Management; Marketing; Organization Studies</td>
<td>Within each specialization, students must take 5 courses. 2 of the 5 required courses are common to all specializations: • Research Methodology 1 • Research Methodology 2 In addition to the above courses, ALL students must register in 4 non-credit research seminars, where students will attend research presentations and later present their own research. Plus 2 courses related to their master thesis: “research proposal”, “master MSc thesis”.</td>
<td>Business degree or closely related Otherwise, students will be required to complete additional courses at the undergraduate level</td>
<td>Research-oriented program To address industry and government’s demand for researchers and consultants To prepare for PhD</td>
<td>The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.</td>
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<td>University of Ottawa</td>
<td>Master of Science in Management/ 24 months</td>
<td>Entrepreneurship Innovation Management Finance</td>
<td>30 credits including: 18 credits in courses + 12 credits in thesis. 18 credits: 9 credits of core courses and 9 credits of elective courses. Core courses (9 credits): • MGT 5100 Research Design Methodologies and the Conduct of Research (3 credits) • MGT 5300 Foundations of Management Theory (3 credits) • MGT 5101 Multivariate Research Methods (3 credits) OR MGT 5102 Qualitative Research Methods (3 credits) In addition, students must attend the Management Research Seminar Series (MRSS). Students who complete all 3 courses within one field and who complete a thesis in the same field will be awarded a concentration in that field. One the electives is a “research practicum” for students who wish to complete a research project with an organization such as a company, a government department or agency, a non-profit organization, a think-tank, or a research institution.</td>
<td>4-year undergraduate Degree in management Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses</td>
<td>PhD program or consulting and research-oriented careers</td>
<td>The MScMP focuses less on feeding PhD programs and more on training managers to run organizations.</td>
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| University Of Western Ontario  | Master of Science in Management/16 months starting January | Business Analytics; International Business (with 3 sub-specializations that allow students to graduate with a professional designation or a dual degree); Student can take courses at foreign universities. | All MSc students: Foundation courses (1 month)  
5 Core courses:  
- Business statistics  
- Global Strategy  
- Global Management Practices  
- Work placement (local or international): 8-10 weeks  
- Field project (consulting project for a company)  
Students take some electives within their specialization | For business analytics, they ask for any of the following: engineering, computer science, economics, statistics, mathematics or commerce.  
The international business specializations are open to students with any type of undergraduate degree. | Real-world experiences  
Global focus  
To bridge applied research with practical application | The MScMP has a stronger methodological focus and focuses mainly on domestic management. |
| Queen’s University              | Master of Science in Management/12 months | Accounting; Business Economics; Finance; International Business; Management Information Systems; Management Science; Marketing; Organizational Behavior; Strategy | 18 credits + MRP  
Each specialization has its own unique set of courses.  
Number of courses per specialization range from 6 to 10. Some courses carry 1.5 credits  
Curriculum for all specializations includes research methodology and design. | Business or related degree (this depends on the chosen field of specialization) | PhD program or consulting and research-oriented careers | The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Has focus areas in Entrepreneurship and Managing in professional context. |
| Ryerson University              | Master of Science in Management/16 months | Accounting; Entrepreneurship and Strategy; Finance; Global Management Studies; Health Services Management; | Total credits required to graduate (11 credits): 2 credits of core courses, 4 credits of electives and 5 credits of thesis  
Foundation, if required (up to 5 credits)  
Quantitative methods  
Accounting  
Finance  
Economics  
Principles of Management  
Core Courses: Applied Research Methods I | Degree in management  
Non-business applicants must have a foundation in management (equivalent of a minor) and may be required to complete other courses | To pursue research careers in industry and academia | The MScMP has a stronger focus on analytics. It takes less time to complete. The foundational courses are arranged into a separate Graduate Diploma. |
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<tr>
<th>University</th>
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<td>Hospitality and Tourism Management; Human Resources Management &amp; Organizational Behaviour; Information Technology Management; Law and Business; Marketing; Real Estate Management; Retail Management</td>
<td>Applied Research Methods II Seminar course (non-credit course) Elective courses: most of the elective courses are labeled “special topics”</td>
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<tr>
<td>University of Lethbridge</td>
<td>Master of Science in 1-24 months FT 24-48 months PT</td>
<td>- Accounting - Finance - Human Resource Management &amp; Labour Relations - Information Systems - International Management - Marketing - Policy &amp; Strategy</td>
<td>36 credits ORIENTATION MODULE (0 credit hours- 4-day orientation) Introduction to Master of Science (Management) program philosophy, structure and participants. INTEGRATIVE MANAGEMENT STUDIES MODULE (12.0 credit hours) The Integrative Module exposes students to a comprehensive and rigorous cross-disciplinary analysis of the field of Management. MAJOR STUDIES MODULE (9 credit hours) In the Major Module, students undertake in-depth studies in their approved major and develop their initial research proposals in more detail. MASTER’S THESIS MODULE (15.0 credit hours).</td>
<td>4-year degree in Management, Commerce, or Business Administration. Degrees from other disciplines will be considered on a case by case basis.</td>
<td>To enter and succeed in high quality doctoral programs or to pursue careers where research skills and scholarly knowledge are valued.</td>
<td>The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Focus areas in Entrepreneurship and Managing in professional context.</td>
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<tr>
<td>Concordia University</td>
<td>Master of Science in Management/20 months</td>
<td>No specializations. Masters of Science in Finance (3 core courses, 5 electives and thesis) and Marketing (2 core courses, 6 electives, plus thesis) are separate programs</td>
<td>45-credit program offered on a full-time or part-time basis: 2 core courses: - MSCA 602: Applied Linear Statistical Models - MSCA 615: Research Methodology – Administrative Sciences 6 specialized seminars (electives) Thesis work</td>
<td>Undergraduate degree in any discipline with minimum GPA of 3.0 Non-commerce applicants need to take extra courses.</td>
<td>To pursue research-based careers in industry and academia</td>
<td>The MScMP offers 5 focus areas, including Entrepreneurship and Managing in professional context. The MScMP takes less time to complete.</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>Master of Science in Business Administration N.A.</td>
<td>Finance Management Information Systems (MIS) Transportation and Logistics</td>
<td>30 credits: 18 credits of course work + 12 credit thesis. Participation in research seminars is mandatory (0 credits)</td>
<td>4-year bachelor degree</td>
<td>To prepare for a PhD program and a subsequent career in academia.</td>
<td>The MScMP focuses less on feeding PhD programs and more on training managers to run organizations. Focus areas in Entrepreneurship and Managing in professional context.</td>
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### 3.2 Need and Demand

#### Evidence of Student Demand

The proposed program targets candidates who want to improve their employability and advance their careers by acquiring skills and knowledge needed to run an organization in the age of big data.

In recent years, the demand for general master’s programs in business shows a decline while specialized programs become more popular. With proliferation of MBA programs, employers see the degree as less differentiating, reducing the ability of graduates to find good jobs. The Financial Times reported that full-time two-year MBAs were hit hard with 53% of Schools reporting a decline in applications\(^2\). Of particular concern is the significant decline in international applicants which according to the Wall Street Journal is more pronounced than the decline in domestic applications\(^3\). Specialized and niche master’s degrees are predicted to enjoy better demand in coming years. According to the Graduate Management Admission Council, in 2015 more than 20% of prospective business students were focused exclusively on specialized master’s programs and the number was growing\(^4\). The fact that MScMP programs are offered by several major Ontario universities is viewed as a strong indicator that the demand exists.

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 MScMP program offered out of York’s Markham campus. All these companies actively hire students with undergraduate degrees often in disciplines other than business. Many of these employees subsequently advance to managerial positions. The proposed program offers students and young graduates a unique skill set that will allow them to stand out in the crowded job market.

The demand for a specialized, research-based master’s program emerged strongly during our interviews with SAS students and alumnus in Winter 2017. They consistently pointed out the difficulties finding jobs and that the school should be seeking more ways at improving our graduates’ chances of getting employed. But even generalist masters’ degrees are not seen as helpful and students are looking for specialized skills that are currently in demand in the industry. As one of the respondents to the survey who had an MBA degree pointed out: “Even having an MBA was not good enough for securing a meaningful job. What would be really helpful is a co-op focused master’s program. A master’s program that incorporates a lot of practical experience”.

A more structured investigation of student demand was performed in the Summer 2017 in the form of surveys administered to students and student club officers (see Appendix 6). Because of the summer time which is transitional for most clubs, only four clubs responded to our call for opinions: Student Council of LA&PS, IT Student Association, Atkinson Professional Accounting Association (APAA), and Human Resources Student Association. They agreed that finding meaningful jobs after graduation is not an easy task for students, and that a program offering a set of specialized skills, especially to fresh graduates may be very helpful: “The program would be of interest to students who would want to gain problem-solving

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\(^2\) [https://www.ft.com/content/94443d4e-7e5d-11e6-bc52-0c7211ef3198?mhq5j=e1](https://www.ft.com/content/94443d4e-7e5d-11e6-bc52-0c7211ef3198?mhq5j=e1)

\(^3\) [https://www.wsj.com/articles/red-flag-for-u-s-business-schools-foreign-students-are-staying-away-1493819949](https://www.wsj.com/articles/red-flag-for-u-s-business-schools-foreign-students-are-staying-away-1493819949)

and case study analysis skills especially if the techniques taught are the ones currently used in-field. Software and applications used in the program should have relevance to the ones working professionals are using. Students would be inclined to learn more/enroll if there are experiences gained through the Master's program that can be translated onto their resume and professional profile” (Fiona Wong, President, APAA).

To better assess the demand and expectations of potential students, a survey was administered to students who were taking SAS upper-level courses in the Summer 2017. A paper-and-pencil survey was administered to students taking the following courses: AP/ADMS4900 Management Policy: Part 1; AP/ADMS4501 Advanced Portfolio Management; AP/ADMS4570 Management Planning and Control Systems; AP/ADMS4562 Corporate Taxation in Canada; AP/ADMS4540 Financial Management; AP/ADMS3585 Intermediate Financial Accounting I; AP/ADMS3330 Quantitative Methods II. Because classes were already over, students of two more courses - AP/ADMS4285 Brand Management and AP/ADMS4260 Marketing Research – received an online version of the questionnaire. Two hundred and fifty-two students completed the paper-and-pencil survey and 14 more responded to the online survey. Ninety-eight percent of respondents pursue honours degrees: 48% in Accounting, 39.9% in Finance, 3.2% each in HRM and in Management, and 2.8% in Marketing and 0.8% in Business Research.

Of all respondents, 89.3% completed more than 60 credits toward their degree with 66.3% completing more than 90 credits. Because we were interested in job search and post-graduate education, we have excluded all students who completed less than 61 credits towards their degrees leaving us with the sample of 217 students of whom 74.2% completed more than 90 credits.

Only 18% of respondents indicated that they have already secured a job after graduation.

![Figure 1: Number of respondents selecting each reason for applying for a master's program](image)

While the majority of respondents – 85.7% - believe that an undergraduate degree improves their chances in the market place, the surveys indicated that the students foresee significant difficulties in finding jobs after graduation: 61.8% of respondents believe that the task is “difficult” or “very difficult”. At the same time, 88% of respondents plan to apply for a master’s degree in the future, with significant proportion (34.3%) planning to apply immediately after graduation. To a large degree, these plans are driven by the need to improve respondents’ chances on the job market: this was the number one stated reason for applying
for a master’s degree right after graduation (it was followed by the desire to develop skills, intention to prepare for a PhD program, and other reasons such as preparation for the CPA designation; see Figure 1).

Figure 2: Perceived ability of the proposed MScMP program to help finding a job

The idea of specialized master’s program being developed by SAS was met with enthusiasm, with 89.8% indicating that the program will be helpful in finding a job (Figure 2) and over 83% (or 85.7% of all considering a master’s degree in the future) indicated that they will be interested in applying for the new program (Figure 3). In their comments, students generally indicated the need for close ties with the industry asking for more co-op and internship opportunities. And again, specialized skills were mentioned multiple times as a requirement for the program’s success. (The questionnaire and more detailed analysis of the data are in Appendix G.)

Figure 3: Proportion of respondents willing to consider the proposed program

The views of our students allow us to expect sufficient numbers of domestic applicants, many of them straight from our undergraduate programs. With close to 1,000 students graduating with BCom, even if only 6.4% (rather than 64% who indicated the willingness to consider the program) would apply for the MScMP, a sufficient demand will be created. The student body can be further enhanced by admitting some
international students, capitalizing on York’s and the School of Administrative Studies’ (SAS) established presence and reputation.

**Evidence of Societal Need**

Fostering innovation and training of Canadian labor force are among the stated priorities of the federal government reflected in increased spending on these goals proposed in the federal budget. Among other concerns, this plan aims to address a critical shortage of employees trained to deal with modern digital infrastructure and constantly increasing streams of data it generates.

York’s new campus will be located in Markham, a 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.” (p. 5). Currently, York Region is Ontario’s fastest-growing large municipality and is the home of more than 51,000 businesses. It is Ontario’s third-largest business hub, with highest concentration of hi-tech companies per capita in Canada. The graphs from “The Economic Development Action Plan” (Figure 4) illustrate the demographics of the region.
Of particular interest for this academic proposal is where the strength of York businesses is concentrated. York Region’s economy recognizes a set of business clusters that will benefit from having employees with more analytical training in management, such as:

- Information and Communications Technology (ICT)
- Life Sciences
- Clean Technology
- Financial Business and Insurance Services
- Building and Construction
- Agri-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” (p. 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). A graph from the same report (Figure 5) illustrates the employment trends of the region. According to “York Region Economic Development 2016 Year in Review” publication5, in 2016 about 25% of all jobs postings in the region were in the categories of “Management” and “Business, Finance & Administration” (p. 49), the largest group comparable only to the category of “Sales & Service” (also 25%).

Extensive consultations with top executives from companies like IBM Canada, Nielsen, Scotiabank, suggest that there is a lack of young candidates with strong applied research skills who can contribute to

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managerial decision-making. The applied research focus, flexible course offerings, and convenient location will allow the MScMP to satisfy the demand untapped by other programs and occupy a unique niche in this market.

The proposed program addresses the need of the modern society for specialists capable of processing and applying ever increasing volumes of data that are being currently generated at all levels toward optimizing organizational processes, improving productivity, and ultimately moving the economy forward.

The most popular graduate program in management, the MBA, requires a substantial experience in the workplace, and thus becomes inaccessible for fresh graduates. This makes the need for training of entry level employees more prominent. Without having some prior academic preparation in management and experiential and immersive learning, new job entrants are likely to end up in positions of narrow scope with limited opportunities for advancement and personal growth. The proposed MScMP program will give graduates a clear advantage when seeking employment, regardless of the type of organization they wish to enter.

4. Program Content and Curriculum

4.1 Program Requirements

The MScMP program is designed to be completed in three terms by full time students but it is also suitable for part time students. To ensure successful progress through the program, students entering the MScMP must have a solid theoretical background in business, management, or commerce together with quantitative methods (math and statistics taken no more than ten years prior to applying to the MScMP). For those who miss one or both of these requirements, alternative pathways to entry are being developed (see 6.1 for details).

There is one admission point: Fall. With a growth of enrollments, a second admission point (Winter) can be considered. The second admission point will add flexibility to the program allowing part-time students to reduce the workload by taking fewer courses per term for a longer period of time.

All the courses are new and unique to the MScMP; they are being designed specifically and exclusively for this new program to achieve the program’s declared unique learning outcomes. To address the industry need for employees with good understanding of data management and tools and methods for their analysis, the program will be offering classes developed in partnership with leading companies in the field of data analytics and big data like IBM Canada and Nielsen Canada and relying heavily on experiential learning approach. The major applied research paper which the students will be developing in the last term of their studies will also be maximally grounded in current management problems including the possibility of a research performed within organizations using proprietary data (an option especially attractive for part-time students, albeit involving industry standard practice of non-disclosure agreement for the results of the research).

The MScMP is designed to expose students to a structured analytic process in all the focus areas; in other words, training in evidence-based decision making is central for the MScMP. For some focus areas, such as Supply chain management and Market research, the digital perspective will play a key role as a technical
enabler (enabling analytics through leveraging advanced technology). To illustrate how the curriculum addresses the current state of the professional practice, the following is covered by each focus area:

- Applied Accounting Research: ensures analytics are embedded in financial decisions regarding revenue management, performance management, assurance, and risk. Assurance requirements (auditing) are satisfied using all relevant data available and preparation tasks are performed in such a way that detection of abnormalities is more likely.

- Applied Marketing Research: focuses on the methods of gathering primary and secondary data related to consumer behaviour and market performance and on the ways of analyzing, interpreting, and acting on these data; ensures that there is a sales focus (e.g., POS, shipment data, etc.), provides support to end-to-end decision making based on evidence and analytical process.

- Entrepreneurship and Innovation: is mainly focused on providing a structured analytic process to determine the gap in the market, the product and/or service that can fill it, and the most adequate structure of operations. In this stream, analytics are used to assess innovation and potential of success before the launch and to explore market behavior and reactions after the launch.

- Managing in Professional Contexts will build skills in identifying and applying appropriate qualitative and quantitative methods to more clearly delineate how processes of organizing generate outcomes—both achieving organizational objectives but also generating unintended outcomes which can undermine achievement of objectives. Using techniques that permit more careful analysis of processes of organizing combining qualitative techniques (e.g. observation, interviewing) and analysis of quantitative data, students will develop ways of defining and generating contextually sensitive approaches for enhancing their effectiveness in professional contexts.

- Supply Chain Management: applies analytics to the design, operation and improvement of activities and networks associated with the flow of materials, products and services, as well as relevant information, from suppliers through end users. This is aimed at minimizing cost and maximizing overall value along the supply chain. Planning and coordination of demand and supply, planning and management of inventories, and other key supply chain concerns will be examined using various analytical methods.

4.2 Courses

The program consists of two core courses (6 credits), four focus area courses (12 credits), and a major applied research paper/ applied research internship (a pass/fail milestone) for a total of 18 credits. A larger number of electives offered for some focus areas reflect current sizes of corresponding areas at SAS. We expect that the hiring of new full-time faculty for the Markham Centre Campus will restore the balance.

The core module is comprised of two courses.

- GS/MSMG 6010 3.0 Quantitative Research Methods
- GS/MSMG 6020 3.0 Qualitative Research Methods

The four focus area courses will concentrate on applied research methods, data management and analysis, and managerial applications in 5 management disciplines: accounting, marketing, entrepreneurship and innovation, management of professionals, and supply chain management. One of the courses in each of the five focus areas will incorporate at least 1.5 credits in analytics. Out of four specialized courses, three should be from the selected focus area and the fourth can be from any focus area including the selected one.
The third mandatory component of the MScMP is the major research paper. After completing the core courses and either concurrent or after completing the focus courses, students can work and complete the major research paper. The major research paper will be supervised by a professor and can be based on either publicly available data or proprietary corporate data. This latter type of research can include an agreement with an organization to have the student perform the research in house as an internship. This option would be very attractive to students that are doing the program on a part time basis because it would allow them to apply the knowledge acquired in the program to solve problems of their organization.

The following specialized courses are prepared for each focus area (12 credits required):

**Applied Accounting Research**
- GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (required)
- GS/MSMG 6120 3.0 Analytics for Accounting (required)
- GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Audits (elective)
- GS/MSMG 6170 3.0 Business Intelligence for Performance Management (elective)
- GS/MSMG 6180 3.0 Data Analytics for Public Practice (elective)

**Applied Marketing Research**
- GS/MSMG 6410 3.0 Marketing Analytics (required)
- GS/MSMG 6450 3.0 Marketing Management and Metrics (elective)
- GS/MSMG 6460 3.0 Consumer Research (elective)
- GS/MSMG 6470 3.0 Special Topics in Marketing (elective)

**Entrepreneurship and Innovation**

Four required courses (9 credits) taken in sequence:
- GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship (required)
- GS/MSMG 6220 1.5 Design Thinking (required)
- GS/MSMG 6250 3.0 Managing Innovation (required)
- GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

**Managing in Professional Contexts**
- GS/MSMG 6310 3.0 Analytical Thinking for Managers (required)
- GS/MSMG 6350 3.0 Organizing and Change in Professional Contexts – Part 1 (required)
- GS/MSMG 6360 3.0 Organizing and Change in Professional Contexts – Part 2 (required)

One graduate course (3 credits) from any specialization within the MScMP program or from outside the MScMP program with approval of the Graduate Program Director.

**Supply Chain Management**
- GS/MSMG 6510 3.0 Analytics for Supply Chain Management (required)
GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management (elective)
GS/MSMG 6560 3.0 Supply Chain Risk Management (elective)
GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains (elective)

The program will begin in September in accordance with York University’s normal class schedule. The expected maximum total enrolment for the first offering is 20 students; the program would not run with fewer than 10 students; it is possible that not all streams will be offered at the launch of the program. This enrolment target is reasonable and achievable, as evidenced by the success of SAS’s Master of Financial Accountability. The expected future enrolment target is for five cohorts of about 10 students per specialization or total enrolment of 50 per year at steady state. Figure 6 presents an overview of the structure of the program including pre-requisites and how to satisfy them.

**Figure 6: MScMP Program Structure**

TERM 1
9 credits
Course #1: Quantitative research methods
Course #2: Qualitative research methods
Course #3: One of the focus area courses
(two 1.5 cr. courses for Entrepreneurship)
Start exploring topics and methods for the Major Research Paper, find a supervisor

TERM 2
9 credits
Complete the mandatory courses within a selected focus area:
- Accounting research
- Marketing research
- Entrepreneurship and innovation
- Managing in professional contexts
- Supply chain management
Start working on the Major Research Paper with the supervisor

TERM 3
Program Milestone
Complete the Major Research Paper
or an Applied Research Project
4.3 Course Level
All courses of the MScMP, whether required or electives, are graduate-level courses.

4.4 Calendar Copy.
The program requirements as they will appear in the calendar are in Appendix A.

5. Program Learning Outcomes and Assessment

5.1 Learning Outcomes
A successful graduate of the MScMP program is expected to:

- demonstrate an understanding of the importance of evidence-based decision-making for improving an organization’s performance and the limitations of particular types of data and analytical tools;
- show familiarity with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- show familiarity with emerging trends and tools in cognitive technology of data analytics;
- demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues;
- demonstrate an ability to identify sources of information and data best suited to inform managerial decisions in selected focus area while understanding ethical considerations in using personal data for research;
- show an ability to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences;

The program courses within each focus area are designed to address these objectives through providing students with knowledge, training them to apply this knowledge, and stimulating the analytical approach to their studies. The program’s expected learning outcomes and the contribution of each course to the outcomes are detailed in Appendix C.

5.2 Achievement of Program Learning Outcomes
Consultations with external stakeholders indicated that it takes three to five years to merge a management graduate with a science job or a science graduate with a management position. The MScMP program will be the first step in that marriage. The program structure is designed to facilitate the achievement of the learning objectives through the three-tiered approach (Figure 7). First, the core courses provide students with basic knowledge of research methods and train them to critically evaluate research designs and resulting data. As a second tier, the set of specialized courses introduces the specifics of a selected focus area with students starting to apply their new skills. Finally, the students will work on a major research paper focused on applied research to solve a problem of a real organization. The major research paper will
expose students to the need of identifying the problem, limiting it (scope), deciding on what data are needed, analyzing the data through statistical tools, analytics and cognitive technologies applications, and finally communicate the results of the applied research for an accurate diagnosis and an executable action plan. The goal of the major research paper/internship project is to allow students to integrate the skills and knowledge received in the program and to assess their success in achieving program-level learning outcomes. Refer to Appendix C for more details.

5.3 Methods and Criteria for Assessing Student Achievement

Courses in the focus areas will develop students’ analytic and cognitive abilities in each discipline, while the two mandatory courses for all are more broadly based and will enable the student to learn the basics of applied research with the goal of being able to apply those abilities within each of the specializations.

Most focus areas will incorporate 1.5 credits of data analytics course into its first course. This rule does not apply to the Entrepreneurship and Management in Professional Context streams, as these areas focus on more general aspects of management.

The MScMP is an applied research focused program, therefore experiential and immersive learning are selected as preferred ways to achieve the learning outcomes detailed in Appendix C. The end goal of the program is to enable students to apply newly acquired knowledge, skills, and cognitive technology tools to real world problems. Experiential and immersive learning is built into the program via case studies, live cases, simulation and analyses of data with data analytics and cognitive technology applications. The whole process culminates with the Major Research Paper wherein each student works under the supervision of a Faculty member and in cooperation with an organization in the GTA area on a practical application to solve a problem being faced by the organization or to advance the organization’s knowledge of their customers, operations, employees, markets or other stakeholders. The organization can be an ongoing business, a nonprofit organization, a government unit or an entrepreneurial start-up.

The grading and assessment process will be the same as that used 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, team work, presentations, use of data analytics and cognitive technology applications, 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. In particular, the following promotion standards apply:

1. Master of Science in Management Practice students will be reviewed upon completion of each term.
2. Students who fail a required course must retake it.
3. Grades for all courses taken will remain on the official York University transcript.
4. The Senate policy on repeating courses applies to this program.

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 6 credits of core courses, 12 credits of specialized courses (including elective courses) and the Major Research Paper;
2. A grade point average of at least B-

**5.4 Normal Program Length**

The normal program length is three terms of full-time study, as indicated in Figure 6. The course load is similar to that of similar research-oriented master of science in management programs in other Canadian universities (see item 3.1 for details of other comparable programs). At the launch, there will be only one admission point (Fall) but the introduction of the second admission point (Winter) will make the program more flexible, allowing part-time students to spread the course load across three or even four terms.

**5.5 Modes of Delivery**

The program is course based, with the last stage, the major research paper (MRP), being applied research oriented. The delivery modes are via structured course work and guided applied research. 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 and discussion, team work, simulation, use of data analytics and cognitive technology applications, as well as outreach and assistance to external organizations as part of their major research paper.

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 MScMP program will be as follows:

- An undergraduate honours degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and substantial professional experience or equivalent will be considered for admission;
- A minimum of 6 credits of quantitative methods in an undergraduate or graduate program taken no more than ten years prior to the application;
• 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 MScMP may be conditional upon taking an intensive English language course.

The application package should include the documents supporting the above qualifications and:
• Two satisfactory letters of reference (e.g., minimum rating of ‘good’ in all letters) which may include: a) academic references from faculty members who taught the applicant; and/or b) references from direct workplace supervisors of the applicant within the past five years who can evaluate the applicant’s analytical orientation.
• A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

For students who do not meet the first two criteria the following entry options are possible:
• Students who have completed university level business or management degrees that do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.
• Students who have completed university level degrees in fields outside business or management but have taken a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.
• Students who have completed university level degrees in fields outside business or management and do not have a minimum of 6 credits of quantitative methods can be admitted into the MScMP after completing the Graduate Diploma in Management (making sure to take required business-related modules) or similar degree level program at the university level, and passing the preparatory course in quantitative methods. Students interested in Applied Accounting Research may need to meet additional requirement specific for the stream courses.

Given the strong research focus of the program, the admission requirements aim at achieving classes reasonably homogenous in terms of aptitude allowing a rapid progress towards the program’s 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. The SAS has faculty members who are actively engaged in research in all the main management-related fields. In the past 3 years, the faculty members who expressed interest in teaching in the MScMP have published extensively (papers in FT50 journals and other leading journals in their respective disciplines), authored books used in courses at York University and other institutions, and received relevant research grants in the disciplines that require external funds to carry out the research. Even at these early planning stages, about a third of the current full-time faculty at SAS already expressed interest in teaching MScMP courses at Markham campus.

SAS part time course directors include high-level 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. Currently, the School serves over 4000 students with less than 60 full-time faculty members who teach almost one third of the 500+ sections offered per year at the undergraduate and graduate levels. It is planned that at Markham Campus, the School of Administrative Studies will serve more than 180 sections of undergraduate courses. Compared to this number, the proposed graduate program will require only about 30 sections annually (six 3.0 credit courses for each entering cohort of 10 students in 5 focus areas). Thus, the program’s weight in the overall size of the School will be minimal. It is expected that financing for these courses will be derived largely from the revenue generated by other undergraduate and graduate programs offered by the School at Markham. While a substantial number of current faculty members expressed interest teaching cross-campus, it is also expected that a significant number of new full-time and part-time faculty members will be hired to deliver both undergraduate and graduate courses at Markham. Such combination will permit to sustain a vibrant commerce and management program that will offer undergraduate and graduate opportunities for domestic and international students. A list of current SAS faculty members is presented in Appendix D.

The Major Research Paper or a substitute project as well as the links with external stakeholders for each specialization will be supported by a faculty member responsible for approving MRPs proposed by students, and for guiding them until a dedicated supervisor is identified. The teaching resources for the MRP have been reflected in the budget model for the program.

A Graduate Program Assistant will have to be hired to support the proposed program operations at Markham campus. The key functions of the Assistant will include answering inquired and advising students, maintaining student and program files and records, supporting program processes (registration, grades, financial aid, meetings, exams, convocations, online communications).

7.2 Role of Retired and Contract Instructors

Contract instructors play an essential role in SAS. All 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 them 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
Except for the instruction of analytics in specialization courses, no research equipment or facilities will be required to support this program. Research support is necessary to acquire data analytics and cognitive technology applications and make them available to the students in the program.

Appropriate software will be needed for instructing students in analytics. Licenses will be needed for Tableau, SAS, Microsoft Essbase, Nielsen Answers, etc.

7.4 Office, Laboratory and General Research Space
Laboratory space is not needed for this program, except for classrooms with desktops to access proprietary software. As of the time of preparing this proposal, this software has to be installed on workstations which means computer labs will be needed. In discussions with organizations operating in Markham, some indicated the possibility of lending their space for the program. MScMP 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 members teaching at the MScMP will also teach at other programs. There will be a need for a dedicated office space that will be the main point of contact of the program with graduate students and external stakeholders; this space can be shared with the Graduate Diploma in Management. A graduate lounge will also be needed to maintain high level of students’ experience in the program.

7.5 Academic Supports and Services
An important resource that needs to be developed is a dedicated Career and Placement Service to assist MScMP and GDM students in finding positions that can make the most of their recently acquired knowledge and skills. The Career and Placement services will require hiring one student services advisor and one career and placement facilitator.

Additional support will be needed to manage admissions and advising particularly for international applicants.

Given the nature of the business field (reliance on digital databases for research), no additional library resources are currently envisioned. The resources available now to support existing York graduate business programs (apart from classroom space) will also be more than adequate to support the Master of Science in Management Practice program.

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

8.1 Implementation Date, Yearly in-take and Projected Steady-state Enrolment Target

The program will be first offered in Fall 2021 coincidently with the opening of York’s Markham Campus; Fall 2024 will reach its steady state. Table 5 provides the details of its estimated evolution.

Table 5: Projected enrollments in the MScMP program

<table>
<thead>
<tr>
<th>One admission point: Fall</th>
<th>Core courses (6 Cr.) + 3 Cr from the Specialization</th>
<th>Specializations (9 Cr.)</th>
<th>MRP (6 Cr.)</th>
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<tr>
<td></td>
<td>Accounting</td>
<td>Entrepreneurship</td>
<td>Managing Professionals</td>
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<tr>
<td>Fall 2021</td>
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<td>Winter 2022</td>
<td>Possible 10</td>
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<td>Summer 2022</td>
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<td>Winter 2023</td>
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<td>Winter 2024</td>
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<td>Winter 2026</td>
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<tr>
<td>Summer 2026</td>
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</table>

Program Fees

In the course of the program development, the School conducted extensive research of the program’s financial viability. Below is the overview of fees charged by similar programs. Given a relatively small size of the proposed program compared to the School of Administrative Studies undergraduate operations, we have reasons to believe that with program fees even at a lower range of those in Table 6, the revenues from the master’s program will offset most of the costs of running it.
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Institution Name</th>
<th>Tuition fee for the program’s full academic year as defined by Institution</th>
<th>Number of Semesters covered by tuition of column 3</th>
<th>Number of Semesters for program completion</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Master of Business Analytics (MBAN)   | York University - Schulich School of Business | Domestic students: $57,000
International Students: $73,000                                                                                           | 3                                             | 3                                           | Professional program |
| Master of Management (MMgt)           | York University - Schulich School of Business | Domestic students: $30,000
International Students: $54,000                                                                                           | 3                                             | 3                                           | Professional program |
| Master of Science in Management       | Brock University - Goodman School of Business | Domestic Students: $14,799.10
International Students: $36,272.4                                                                                           | 5                                             | 5                                           | Pre PhD program (subsidized) |
| Master of Science in Management       | Queens University - Smith School of Business | The Registrar’s Office does not publish the fee for this program. However, all Masters offered by Smith School of Business range between $45,000 and $71,167 for international students and $30,000 to $46,540 for domestic students. | 3 (estimated)                                | 3                                           | Pre PhD program (subsidized) |
| Master of Science in Management       | University of Ottawa - Telfer School of Management | Domestic students (6 terms): $16,066.08
International students (6 terms): $58,839.42                                                                                                | 6                                             | 6                                           | Pre PhD program (subsidized) |
| Master of Science in Management       | University of Western Ontario - Ivey Business School | Domestic students: between $40,500 and $45,750 (depending on the stream)
International students: between $57,750 and $63,000 (depending on the stream)                                                | 4                                             | 4                                           | Professional program |
| Master of Science in Management       | Ryerson University – Ted Rogers School of Management | Domestic students without foundation term (2 years): $21,309.22
Domestic students with the foundation term (5 courses): $30,514.92
International students without foundation term (2 years): $43,403.98
International students with the foundation term (5 courses): $58,171.58 | 4                                             | 4                                           | Professional program |
<table>
<thead>
<tr>
<th>Program Name</th>
<th>Institution Name</th>
<th>Tuition fee for the program’s full academic year as defined by Institution</th>
<th>Number of Semesters covered by tuition of column 3</th>
<th>Number of Semesters for program completion</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Management</td>
<td>University of Lethbridge - School of Graduate Studies</td>
<td>Domestic students: $13,632.51 International Students: $26,087.61</td>
<td>3</td>
<td>3</td>
<td>Pre PhD program (subsidized)</td>
</tr>
<tr>
<td>Master of Science in Management</td>
<td>Concordia University - John Molson School of Business</td>
<td>Canadian, Quebec residents: $5,900 Canadian, non-Quebec: $13,300 International students: $37,100</td>
<td>5</td>
<td>5</td>
<td>Professional program</td>
</tr>
<tr>
<td>Master of Science in Business</td>
<td>University of British Columbia - Sauder School of Business</td>
<td>Program does not have tuition fees published. The most similar one, the Master of Management indicates: Domestic students $28,460 International students: $42,006</td>
<td>N.A.</td>
<td></td>
<td>Pre PhD program (subsidized)</td>
</tr>
</tbody>
</table>

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
- External stakeholders:
  - Regional Municipality of York
  - Nielsen Canada
  - IBM Canada
  - Department of Mechanical, Energy, and Management Engineering, University of Calabria (Unical)
  - Dr. Fang Chang, CIBC
  - Larry J. Foley, Institute for Supply Management, Canada

The letters are in Appendix F.

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6 Some of the letters of support refer to the program as “Master of Science in Management”. This is an original name under which the program was proposed and developed before it was changed to “Master of Science in Management Practice” to minimize confusion with other programs offered at York University.
Program Overview

The Master of Science in Management Practice (MScMP) is a program designed to provide future leaders in organizations an understanding of management practices, with a focus on applied research and analysis that inform evidence-based decision making. It provides flexible course offering and serves full-time students as well as professionals who desire to obtain a graduate degree in management while continuing full-time employment. The program is designed to allow completion within three terms (one year) of full-time study, provided that the candidate has an undergraduate business degree and adequate quantitative preparation when admitted. Successful applicants who lack business and/or quantitative background will have to complete preparatory courses and are encouraged to apply for the Graduate Diploma in Management.

In particular, the program will train students to:
- understand the importance of evidence-based decision-making for improving an organization’s performance and understand the limitations of particular types of data and analytical tools;
- be familiar with key methods of qualitative and quantitative research, data collection and analysis needed to provide evidence to decision-makers;
- be familiar with emerging trends and tools in cognitive technology of data analytics;
- be able to apply relevant theories, methodologies, and critical thinking skills to identify and solve organizational/management problems and issues.
- be able to identify sources of information and data best suited to inform managerial decisions in selected focus area while understanding ethical considerations in using personal data for research;
- be able to work efficiently in groups and teams and to effectively communicate analyses, outcomes and conclusions to a range of audiences.

The program offers five focus areas:
- Applied Accounting Research
- Applied Marketing Research
- Entrepreneurship and Innovation
- Managing in Professional Contexts
- Supply Chain Management

The Master of Science in Management Practice’s courses combine theoretical knowledge with practical application. The program is highly experiential, culminating with a Major Applied Research Paper where students employ their knowledge and skills to identify organizational problems and suggest solutions to them based on appropriate analysis of available data. If approved by a program director, the Major Research Paper can take the form of an applied research assignment in an organization.

Admission Requirements

The minimum admission requirements are as follows:
• An honours undergraduate degree in business or related discipline from an accredited post-secondary institution, with a minimum grade point average of B over the final two years of full time study or the equivalent thereof. However, students with a business degree who have the minimum grade point average and 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. In special circumstances, admission to the MScMP may be conditional upon taking an intensive English language course.

An applicant needs to provide:

• Two satisfactory letters of reference (e.g., minimum rating of ‘good’ in all letters), which may include: a) an academic reference from a faculty member who taught the applicant; and/or b) a reference from a direct workplace supervisor of the applicant within the past five years who can evaluate the applicant’s analytical orientation.

• A personal statement of research and professional plans - clearly stated, logically developed, and congruent with the MScMP program.

**Program of Study**

The program is designed to be completed in three terms of full-time study. In the first term, students take two core methods courses and one course based on selected focus area for a total of 9 credit hours. The second term is dedicated to completing the remaining 9 credit hours of focus area courses. In the third term, a student is expected to carry out and complete an independent applied research. Two options are available: a) a Major Research Paper, where students engage in a research in their fields of specialization under the supervision of a faculty member; and b) an applied research project in a partnering organization, which should be especially attractive for part-time students.
Appendix B
Master of Science in Management Practice Course Structure

ADVANCE PREPARATION

Students admitted into the MScMP must satisfy two sets of pre-requisite knowledge:

- Quantitative (math and statistics)
  Students who have not completed a minimum of 6 credits of quantitative methods at the university level within the last 10 years can be admitted into the MScMP on the condition that they pass a preparatory course in quantitative methods prior to undertaking any MScMP program courses.

- Business, management or commerce
  Students who have completed university level degrees in fields outside business or management can be admitted into the MScMP after completing the Graduate Diploma in Management or similar for credit degree level program at the university level.

Students pursuing the Applied Accounting Research stream may have to meet additional requirements specific to the stream’s courses.

Required Courses (18.0 credits)

First Term (Fall 9.0 Cr)
The two core courses are designed to introduce students to applied research in the business context:

- GS/MSMG 6010 3.0 Quantitative Research Methods
- GS/MSMG 6020 3.0 Qualitative Research Methods

Select 3.0 credits according to the desired focus area (the course that incorporates analytics):

- **Applied accounting research (select one)**
  - GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics
  - GS/MSMG 6120 3.0 Analytics for Accounting

- **Entrepreneurship and Innovation (both courses have to be taken in the first term)**
  - GS/MSMG 6210 1.5 The Theory and Practice of Entrepreneurship
  - GS/MSMG 6220 1.5 Design Thinking

- **Managing in professional contexts**
  - GS/MSMG 6310 3.0 Analytical Thinking for Managers

- **Applied marketing research**
  - GS/MSMG 6410 3.0 Marketing Analytics

- **Supply chain management**
  - GS/MSMG 6510 3.0 Analytics for Supply Chain Management

Second Term (Winter 9.0 Cr)
Complete the coursework required for the selected focus area (9 credits). Start working on the Major Research Paper with the supervisor.

**Applied Accounting Research (select 3)**
- GS/MSMG 6110 3.0 Management Accounting Applied Research and Data Analytics (if not taken in the 1st term)
- GS/MSMG 6120 3.0 Analytics for Accounting (if not taken in the 1st term)
- GS/MSMG 6150 3.0 Data Analytics for Internal and Performance Auditing
- GS/MSMG 6170 3.0 Business Intelligence for Performance Management
- GS/MSMG 6180 3.0 Data Analytics for Public Practice

One graduate course (3 credits) from any specialization within the MScMP program.

**Applied Marketing Research (select 3)**
- GS/MSMG 6450 3.0 Marketing Management and Metrics
- GS/MSMG 6460 3.0 Consumer Research
- GS/MSMG 6470 3.0 Special Topics in Marketing

One graduate course (3 credits) from any specialization within the MScMP program.

**Entrepreneurship and Innovation**
- GS/MSMG 6250 3.0 Managing Innovation
- GS/MSMG 6260 3.0 Commercializing Entrepreneurial Ideas

One graduate course (3 credits) from any specialization within the MScMP program.

**Managing in Professional Contexts**
- GS/MSMG 6350 Organizing and Change in Professional Contexts – Part 1
- GS/MSMG 6360 Organizing and Change in Professional Contexts – Part 2

One graduate course (3 credits) from any specialization within the MScMP program.

**Supply Chain Management (select 3)**
- GS/MSMG 6550 3.0 Fundamentals of Supply Chain Management
- GS/MSMG 6560 3.0 Supply Chain Risk Management
- GS/MSMG 6570 3.0 Reverse Logistics and Closed-loop Supply Chains

One graduate course (3 credits) from any specialization within the MScMP program.

**Third Term (Summer)**

Major Research Paper, a pass/fail program milestone

The major research paper will be supervised by a professor and can be performed either with publicly available data or with proprietary corporate data. This later type of research can include an agreement with an organization to have the student perform the research in house as an internship.
Appendix C

Expected Learning Outcomes

Overall, the Program and its deliverables are designed to allow student to achieve the following learning objectives:

LO 1: demonstrate an understanding of the theoretic framework, key concepts, research methods, data analytic approaches and the importance of evidence-based decision-making for improving an organization’s performance

LO 2: show familiarity with key methods of qualitative and quantitative research, data collection and analysis, emerging trends and tools in cognitive technology in data analytics;

LO 3: demonstrate an ability to apply relevant theories, methodologies, and critical thinking skills to conduct applied research to solve organizational/management problems faced by an organization;

LO 4: effectively communicate analyses, outcomes and conclusions to a range of audiences.

LO 5: express appreciation for the limitations, trade-offs, ambiguities, and ethical considerations inherent in using data and analytical tools to make decisions to manage an organization

LO 6: show the ability to work individually and in a group to conduct research to recommend solutions for improving organizational performance which will advance their knowledge in their selected focus area

To achieve these objectives, the courses are designed to provide the students with appropriate levels of learning. The expected learning outcomes of the Master of Science in Management Practice are detailed below.

The MScMP can be awarded to students demonstrating:

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)
## PROGRAM EXPECTED LEARNING OUTCOMES

By the end of the program, students will be able to:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
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<tbody>
<tr>
<td>MSMG 6010</td>
<td>Quantitative research methods</td>
</tr>
<tr>
<td>MSMG 6020</td>
<td>Qualitative research methods</td>
</tr>
<tr>
<td>MSMG 6110</td>
<td>Management Accounting Applied Research</td>
</tr>
<tr>
<td>MSMG 6210</td>
<td>Analytics for Accounting</td>
</tr>
<tr>
<td>MSMG 6250</td>
<td>Data Analytics for Internal Auditing</td>
</tr>
<tr>
<td>MSMG 6150</td>
<td>Accounting Theory and Conceptual Framework</td>
</tr>
<tr>
<td>MSMG 6160</td>
<td>Business Intelligence for Performance Management</td>
</tr>
<tr>
<td>MSMG 6180</td>
<td>Data Analytics for Public Practice</td>
</tr>
</tbody>
</table>

### 1. Depth and Breadth of Knowledge

- Illustrate the key concepts and principles of research design in business and management
  - MSMS 6210: L2
  - MSMS 6250: L2

- Explain the key concepts and theoretical frameworks in selected focus areas
  - MSMS 6010: L1
  - MSMS 6210: L2
  - MSMS 6250: L2

### 2. Knowledge of Methodologies

- Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making
  - MSMS 6010: L1
  - MSMS 6210: L1

- Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance
  - MSMS 6010: L1
  - MSMS 6210: L2
  - MSMS 6250: L3

### 3. Application of Knowledge

- Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices
  - MSMS 6010: L2

- Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems
  - MSMS 6010: L2
  - MSMS 6210: L2

- Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues
  - MSMS 6010: L2

### 4. Communication Skills

- Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training
  - MSMS 6010: L2

- Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)
  - MSMS 6010: L2

### 5. Awareness of Limits of Knowledge

- Critique the limitations of various types of data and analytical tools and identify the alternatives.
  - MSMS 6010: L3

- Recognize ethical boundaries in using personal data for research purposes
  - MSMS 6010: L2

- Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.
  - MSMS 6010: L1

- Reflect on the ambiguity inherent to management of an organization
  - MSMS 6010: L1

### 6. Autonomy and Professional Capacity

- Conduct independent research to advance their knowledge in their selected focus area
  - MSMS 6010: L2

- Work effectively in teams
  - MSMS 6010: L2
### PROGRAM EXPECTED LEARNING OUTCOMES

By the end of the program, students will be able to:

<table>
<thead>
<tr>
<th>1. Depth and Breadth of Knowledge</th>
<th>MSMG 6210</th>
<th>MSMG 6220</th>
<th>MSMG 6250</th>
<th>MSMG 6260</th>
<th>MSMG 6310</th>
<th>MSMG 6350</th>
<th>MSMG 6350</th>
<th>Major Research Paper or substitute</th>
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<td>Illustrate the key concepts and principles of research design in business and management</td>
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<tr>
<td>Explain the key concepts and theoretical frameworks in selected focus areas</td>
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<th>MSMG 6310</th>
<th>MSMG 6350</th>
<th>MSMG 6350</th>
<th>Major Research Paper or substitute</th>
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<tbody>
<tr>
<td>Differentiate between various data analytics approaches to monitoring organizational performance and their importance in supporting managerial decision-making</td>
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<tr>
<td>Recognize key methods of collecting and analyzing qualitative and quantitative data related to organizational performance</td>
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<th>MSMG 6310</th>
<th>MSMG 6350</th>
<th>MSMG 6350</th>
<th>Major Research Paper or substitute</th>
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<td>Conduct a practical research identifying areas for improvement of organizational performance and suggest steps toward optimal practices</td>
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<tr>
<td>Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems</td>
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<tr>
<td>Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues</td>
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<th>4. Communication Skills</th>
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<tr>
<td>Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training</td>
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<tr>
<td>Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)</td>
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<td>Critique the limitations of various types of data and analytical tools and identify the alternatives.</td>
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<td>Recognize ethical boundaries in using personal data for research purposes</td>
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<td>L3</td>
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<td>Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.</td>
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<td>Reflect on the ambiguity inherent to management of an organization</td>
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<tr>
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<td>Conduct independent research to advance their knowledge in their selected focus area</td>
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<tr>
<td>Work effectively in teams</td>
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## PROGRAM EXPECTED LEARNING OUTCOMES

By the end of the program, students will be able to:

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<th>MSMG 6450 Marketing Management and Metrics</th>
<th>MSMG 6460 Consumer Research</th>
<th>MSMG 6470 Special Topics in Marketing</th>
<th>MSMG 6430 Analytics for Supply Chain</th>
<th>MSMG 6550 Fundamentals of Supply Chain Management</th>
<th>MSMG 6560 Supply Chain Risk Management</th>
<th>MSMG 6570 Reverse Logistics and Closed-loop Supply Chain</th>
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<td>Illustrate the key concepts and principles of research design in business and management</td>
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<td>L2</td>
<td>L1</td>
<td>L2</td>
<td>L1</td>
</tr>
<tr>
<td>Identify sources of information and analytical approaches best suitable for monitoring organizational performance and resolving problems</td>
<td>L1</td>
<td>L2</td>
<td>L2</td>
<td>L1</td>
<td>L1</td>
<td>L2</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td>Apply appropriate quantitative and qualitative methods to collect and analyze data needed to solve organizational issues</td>
<td>L3</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L1</td>
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</table>

<table>
<thead>
<tr>
<th>4. Communication Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Effectively communicate orally and in writing the results of analyses, outcomes and conclusions to a range of audiences including audiences without special analytical training</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
</tr>
<tr>
<td>Effectively utilize various presentation delivery modes (graphs, tables, videos, etc.)</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
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<table>
<thead>
<tr>
<th>5. Awareness of Limits of Knowledge</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Critique the limitations of various types of data and analytical tools and identify the alternatives.</td>
<td>L2</td>
<td>L1</td>
<td>L2</td>
<td>L1</td>
<td>L1</td>
<td>L2</td>
<td>L1</td>
<td>L1</td>
</tr>
<tr>
<td>Recognize ethical boundaries in using personal data for research purposes</td>
<td>L2</td>
<td>L3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose between systematic and intuitive approaches to decision-making and the situations where one is more appropriate than another and discuss the trade-offs.</td>
<td>L1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reflect on the ambiguity inherent to management of an organization</td>
<td>L1</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>6. Autonomy and Professional Capacity</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Conduct independent research to advance their knowledge in their selected focus area</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
<td>L2</td>
</tr>
<tr>
<td>Work effectively in teams</td>
<td>L2</td>
<td>L2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D

### Faculty Members SAS – 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>Assistant 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, Marcela</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>
</tr>
<tr>
<td></td>
<td>Sanchez-Rodriguez, Cristobal</td>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>Domian, Dale</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<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>
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<tr>
<td></td>
<td>Deutsch Salamon, Sabrina*</td>
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<tr>
<td></td>
<td>Lehrer, Keith</td>
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<tr>
<td></td>
<td>Shen, Jung-Chin</td>
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<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>
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<tr>
<td>Decision Sciences</td>
<td>Bartel, Henry</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Huang, Rong Bing</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Qudrat-Ullah, Hassan</td>
<td>Professor</td>
<td>Yes</td>
</tr>
<tr>
<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-Foulquie, Pilar</td>
<td>Associate Professor</td>
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</tr>
<tr>
<td></td>
<td>Rusetowski, Alex</td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Streibinger, Andreas</td>
<td>Associate Professor</td>
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<tr>
<td></td>
<td>Whelan, Jodie</td>
<td>Assistant Professor</td>
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</table>

Note: * Cross-appointed to another LA&PS unit; ** Cross-appointed to Faculty of Health.
Table 2 – Graduate Supervision
Graduate student supervision of core faculty is presented in Table 2.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Career</th>
<th>Current</th>
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<tbody>
<tr>
<td></td>
<td>Master’s</td>
<td>Major Research Paper</td>
<td>PhD</td>
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<td>Major Research Paper</td>
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<td>Domian, Dale</td>
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<td>Gelinas, Patrice</td>
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<td>Huang, Rongbing</td>
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<td>Quadrat-Ullah, Hassan</td>
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<td>Spraakman, Gary</td>
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<td>1</td>
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</table>
Table 3 – Research Funding Received by Faculty

The following table presents the annual aggregate value of research grants received by the faculty who declared their interest in the proposed program 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 Councils</th>
<th>Government</th>
<th>Foundations</th>
<th>Contracts and others</th>
<th>Internal</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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<tr>
<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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<tr>
<td>2014</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 40,786.46</td>
<td>$ 32,893.36</td>
<td>$ 73,679.82</td>
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<tr>
<td>2013</td>
<td>$ -</td>
<td>$ 24,795.90</td>
<td>$ 40,889.00</td>
<td>$ 2,000.00</td>
<td>$ 15,637.20</td>
<td>$ 83,322.10</td>
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<tr>
<td>2012</td>
<td>$ 24,000.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 1,500.00</td>
<td>$ 14,915.00</td>
<td>$ 40,415.00</td>
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<td>2011</td>
<td>$ 35,599.00</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 10,000.00</td>
<td>$269,333.00</td>
<td>$ 314,932.00</td>
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<tr>
<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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</tbody>
</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 E
New Course Proposals

New Course Proposal Form

1. **Program:** Master of Science in Management Practice
   (Core Course)

2. **Course Number:** GS/MSMG 6010

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Quantitative Methods for Business and Management Research

5. **Short Course Title:** Quantitative Research Methods

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:**
   This course prepares our students with the core knowledge and skills for designing quantitative, academic and applied, research in business and management, including understanding of data analysis and applications of statistical concepts and methods.

8. **Expanded Course Description:**
   This course aims to give students an in-depth understanding of key concepts and principles of research design in business and management, including the importance and process of identification of researchable problems and ethical implications of conducting quantitative research and producing knowledge for better decision making. Students will have the opportunities to understand different ways of applying, testing, and constructing theories, different techniques of research design, and a battery of statistical techniques in business and management research. Students will also use statistical software to calculate statistics data and interpret and present results. They will apply the learned knowledge and skills by developing a quantitative research project.

   Through the use of readings, assignments, and discussions on the features of a variety of quantitative research, and the completion of a research project, students will build upon their existing skills and knowledge and develop the critical competency in choosing and applying appropriate statistical methods and tools upon which to develop transferable skills and capabilities for managing research projects through applied academic inquiry and professional practices.

   The following main topics will be covered:

   - Week 1: Introduction: Overview of Business and Management Research
   - Week 2: Data Collection: Concepts, Techniques, and Methods
   - Week 3: Sampling Design and Sampling Procedures
   - Week 4: Descriptive Statistics and Univariate Analysis
   - Week 5: Bivariate Analysis: Tests of Difference and Measure of Association
   - Week 6: Multivariate Analysis-I: Analysis of Dependence and Interdependence
Week 7: Multivariate Analysis-II: Hands-on-Practice with Statistical Tools (e.g. SPSS)
Week 8: Hands-on-Practice with Statistical Tools (e.g. SPSS)
Week 9: Advanced Topics in Quantitative Research Methods-I
Week 10: Advanced Topics in Quantitative Research Methods-II
Week 11: Quantitative Research Methods in Action
Week 12: Project Presentations and Discussions

9. Rationale:
This course is a core course in the Master of Science in Management Practice program and is unique in its focus on quantitative methods in service of applied research. It is anticipated that this important topic will appeal to students studying management within SAS and MScMP program. The course may also be relevant for students studying in different disciplines in the Faculty of Liberal Arts and Professional Studies, Faculty of Engineering, and other programs, such as Disaster and Emergency Management.

10. Evaluation:
Class Participation (including weekly critiques): 20%
In-class Quizzes: 10%
Term Project Phase-1: 20%
Project presentation: 10%
Final Exam/Term Project: 40%

11. Integrated Courses:
N/A

12. Crosslisted Courses:
N/A

13. Faculty Resources:
This course is expected to be taught once per year in the fall term. The full-time faculty members able to teach this course are: Henry Bartel, Peggy Ng, Adriano Solis, Mustafa Karakul, Fuminori Toyasaki, Rongbing Huang and Hassan Quadrat-Ullah.

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:
Required Textbook and References:
Readings List: TBA
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Core Course)

2. **Course Number:** GS/MSMG 6020

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Research Design and Qualitative Methods

5. **Short Course Title:** Qualitative Research Methods

6. **Effective Session:** Fall 2021

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

   Students will gain an understanding of the fundamentals of research design including consideration of the trade-offs among various strategies. Students will develop their critical skills in evaluating the quality of qualitative research and appreciating the role of the reader in interpreting, translating and applying qualitative research.

8. **Expanded Course Description:**

   This course provides students with an introduction to the philosophical bases of research including positivist, constructivist and critical approaches. Students will gain an understanding of the fundamentals of research design including consideration of the trade-offs among various strategies. A hands-on qualitative research project will provide students with an opportunity to learn various qualitative techniques (i.e. interviewing, conducting focus groups, observation, archival analysis), to manage and analyse qualitative data, and finally to write up their findings. Throughout the course students will develop their critical skills in evaluating the quality of qualitative research and appreciating the role of the reader in interpreting, translating and applying qualitative research.

9. **Rationale:**

   **Objectives**
   
   • To develop an appreciation of the various approaches to research and research design, including their objectives, strengths and limitations
   
   • By the end of the course students will be able to develop a research focus and appropriate research design, collect, analyse and present data and draw conclusions using qualitative methods
   
   • Students will develop basic skills in interviewing and/or conducting focus groups

10. **Evaluation:**

    Participation 15%
    Research Question and Design 25%
    Critique 20%
    Group Project 40%
    100%
Research Question and Research Design

For this assignment, you will develop, individually, a research question and an associated research design. This assignment requires you to present a research question, and making explicit reference to the text and/or class discussions, develop a design and justify why this design will result in a “compelling” piece of research. You should explicitly articulate your ontological, epistemological and axiological assumptions about the phenomenon of interest and use this rationale to justify your decisions regarding the paradigm/framework, the selection of a qualitative approach and then to specify which approach (or combination) you would use. Note, you must present a research design that relies on qualitative methods. Finally, you should describe the research design including the types of data you will generate and which methods you will use to analyse this data. You should conclude by describing the knowledge claims you could make based on this design and note the limitations of your design. While there is likely to be a significant body of theory and research associated with your phenomenon of interest, you should not include any external sources in this paper; however, you may make some explicit assumptions, e.g. that there is little research or that there is lots of previous research. This assignment must be submitted on Moodle before 4pm (i.e. prior to the start of Class 6) and should be no longer than 5 pages, including references.

Critique

Working in groups, students will select an article for critique (from Weeks 6-9) and present their critique to the class. Specific articles are assigned for each class so the group will select a class and the related article. Students will critique the article drawing on the material from the text and class discussions (i.e. the research question, research design, analysis and conclusions). The group will submit their presentation materials (e.g. slides) and the text of their critique 24 hours before the class. The presentation should be approximately 15 minutes and the group should facilitate the discussion for at least another 15 minutes. The critique handed in should be no longer than 5 pages, including references.

Group Research Project

Each student in the class will participate in a group research project. This project is intended to provide a platform for students to experience the process of conducting research (e.g. possible MRP topic). A phenomenon of interest may be assigned to the whole class, with each group developing their own distinct research design to investigate the phenomenon. Students will form groups of 4-5. The group will then construct a research question and associated qualitative research design and discuss these with the instructor in a meeting that will replace class #5. Using the feedback and suggestions from the instructor, the group will refine and finalize a focal research question and associated design.

Students will then proceed to gather data in accordance with the research design with each student actively engaged in the data gathering, analysis and presentation. Each group can expect to conduct either 4 interviews or the group may conduct 1 focus group. The group will transcribe the data from 2 of these interviews or the 1 focus group and analyse this data. A brief paper reflecting on the process of data collection and transcription (3-4 pages) will be submitted along with the transcripts of the interviews or focus groups. This reflection on the transcription will include strengths and weaknesses of the process of gathering the data as well as thoughts on the differences between the experience of conducting the interview or focus group in contrast with the transcripts generated. Students will write up and present the results of their research in a final paper that includes the data collected by all members of the group. In the last class, the group will present preliminary findings. This presentation is not formally assessed and serves as an
opportunity for students to discuss their findings and seek advice from colleagues. The final report should be approximately 15 pages including the research question, methods, results and conclusions. The group must submit all data collected (including audio and signed consent forms) with the final report.

1st Milestone (Week 5)  Present Research Question/Design (Group)  5%
2nd Milestone (Week 10): Submit transcripts and reflection (half Group/half Individual)  15%
3rd Milestone (Week 13): Submit Final Report (Group)  20%

11. Integrated Courses:
   N/A

12. Crosslisted Courses:
   N/A

13. Faculty Resources:
   Kelly Thompson and other members of the School of Administrative Studies experts in qualitative research.

14. Physical Resources:
   No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography
   
   Required Texts:
   Qualitative Inquiry and Research Design: Choosing Among Five Approaches by John Creswell, 2nd or 3rd Edition, Sage

   E-Reserve Reading List:
   Readings from scholarly journals are required for most classes and have been compiled from “e-resources” by York Libraries, (full reference list on last)

   Supplemental Texts:

   List of Readings from Journals available through the library (changed annually)
New Course Proposal Form

1. Program: Master of Science in Management Practice
   (Applied Accounting Research Focus)

2. Course Number: GS/MSMG 6110

3. Credit Value: 3.0 Cr

4. Long Course Title: Management Accounting, Applied Research and Data Analytics

5. Short Course Title: Management Accounting Research

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description:
   Students will gain an understanding of the fundamentals of research in Management Accounting including consideration of the trade-offs between planning and control. Students will develop their critical skills in evaluating the mechanisms used to plan and control activities performed in organizations.

8. Expanded Course Description:
   Students will gain an understanding of the fundamentals of research in Management Accounting including consideration of the trade-offs between planning and control. Students will develop their critical skills in evaluating the mechanisms used to plan and control activities performed in organizations. Topics to cover are:
   
   Session 1: Data analytics
   Session 2: Data analytics
   Session 3: Data analytics
   Session 4: Data analytics
   Session 5: Data analytics
   Session 6: Data analytics
   Session 7: Management control systems
   Session 8: Theories and institutionalization
   Session 9: Balanced scorecard
   Session 10: Performance measures
   Session 11: Bureaucracy, incentives
   Session 12: Management accounting analytics
   Session 13: Final paper due; data analytics and management accounting

9. Rationale:
   This course has two parts. The first half is the core 1.5 credits of data analytics that all MScMP candidates receive. It will be delivered by an instructor who is an expert in data analytics. The second half will function as a management accounting Applied Research seminar. Three academic
articles will be discussed in each of the last six classes. Students will need to be prepared to discuss these articles and they will need to critique one of them in a journal, which needs to be submitted prior to the start of class. Data analytics will be integrated into the second half of the course.

10. Evaluation:

Students will be evaluated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analytics project</td>
<td>20%</td>
</tr>
<tr>
<td>Journals, participation</td>
<td>20%</td>
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<tr>
<td>Term paper</td>
<td>20%</td>
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<tr>
<td>Final paper</td>
<td>40%</td>
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<td>100%</td>
</tr>
</tbody>
</table>

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources:

This course is expected to be taught once per year in the winter term. An expert in data analysis will need to be hired to teach the first half of the course. The full-time faculty members able to teach the second half of this course are: John Parkinson, Marcela Porporato, Nelson Waweru, Gajindra Maharaj, Gary Spraakman. No net new requirements are envisioned.

14. Physical Resources:

No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography and Library Statement:

Librarian statement TBO. *Bibliography TBA*
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Accounting Research Focus)

2. **Course Number:** GS/MSMG 6120

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** A primer on Analytics for the Broad Accounting Function

5. **Short Course Title:** Analytics for Accounting

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:**
   Students will gain an understanding of the fundamentals of analytics as they are used and applied to the broad accounting and finance function of organizations. Students will work with visualization software to develop their critical criteria on how data is most effectively presented.

8. **Expanded Course Description:**
   Students will gain an understanding of the fundamentals of analytics as they are used and applied to the broad accounting and finance function of organizations. Students will work with visualization software to develop their critical criteria on how data is most effectively presented. The topics covered are as follows:

   Week 1: Understanding the meaning of analytics in the broad accounting and finance profession
   - Standard software applications used to analyse data.
   - Reliance on relational databases.

   Weeks 2 and 3: Understand and be aware of the organization complexity in terms of: products, markets, customers, units, etc.
   - Excel

   Weeks 4 to 6: Tableau (or any other visualization software).

   Weeks 7 to 12: IBM’s Watson

9. **Rationale:**
   This course is designed to introduce students to the meaning of analytics in the accounting and finance functions of middle size to large organizations. Students are introduced and provide multiple opportunities to interact with visualization software packages used in the industry: Tableau and Excel. The main focus of the course is to expose students to tools, techniques and software applications (analytics) used by accounting professionals to add value in organizations. Applications in predictive analysis will be the main focus. IBM will be a partner in this course by offering six sessions focused on Watson’s predictive ability (same program as delivered in other universities).

10. **Evaluation:**
    Students will be evaluated as follows:
Tableau project: 20%
Excel project: 20%
Watson project(s): 45%
Participation 15%
100%

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources:

This course is expected to be taught once per year in the winter term. No full-time faculty member is fully qualified to teach all weeks. Professionals must be invited to teach it. Full time faculty able to teach weeks 1 and 10 to 12 are: Cristobal Sanchez-Rodriguez, Marcela Porporato and Gary Spraakman. Part time course directors able to teach this course are:

IBM’s Watson representative in Toronto/Markham (for weeks 6 to 12)
For weeks 1 to 6:
Andrea Aimi, CPA (US), MBA, CIA; Senior Manager, Internal Audit Services; Royal Bank of Canada

14. Physical Resources:

No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography and Library Statement:

Librarian statement TBO.
Bibliography TBA
Manuals provided by IBM
Documentation for Tableau (available online)
Documentation for Excel (available online)
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Accounting Research Focus)

2. **Course Number:** GS/MSMG 6150

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Data Analytics for Internal & Performance Auditing

5. **Short Course Title:** Data Analytics for Internal & Performance Auditing

6. **Effective Session:** Winter 2022

7. **Calendar (Short) Course Description:**
   The course focus is on the role of the professional internal or government auditor performing a variety of assurance engagements in a “big data” universe. The types of engagements explored in the course include: performance audits, compliance audits, operational audits, fraud, and IT systems audits. The objective of the course is to develop the technical knowledge with an emphasis of use of data tools and data analysis and practical knowledge necessary to be a competent professional auditor.

8. **Expanded Course Description:**
   The course focus is on the role of the professional internal or government auditor performing a variety of assurance and non-assurance engagements in a “big data” universe. The types of engagements explored in the course include: performance audits, compliance audits, operational audits, fraud, IT systems audits and consulting engagements. The objective of the course is to develop the technical knowledge, with an emphasis of use of data tools and data analysis, and the practical knowledge necessary to be a competent professional auditor.

   The course will aid in the development of the students’ competence in data analytics as it relates to: the auditor’s professional judgment, risk analysis and research skills to support an audit plan. Students will develop an understanding of the audit life cycle and the use of data analytics throughout each phase of the audit life cycle.

   Students will understand and use a variety of tools and software available to conduct data analytics. Through the use of case studies and simulations, students will work with visualization and audit specific software and develop an understanding of: how to identify the relevant data for the specific problem at hand, how to frame a query, and, how to effectively present data. Students will also determine which type of analytics, descriptive, predictive, or prescriptive, to apply to the particular issue.

   Students will also develop skills in interpreting and communicating the data analytic outcomes to key stakeholders. Finally, students will develop skills in continuous auditing and continuous monitoring and will develop skill in identifying and executing follow-up procedures.

**The Detailed Course Structure:**

**Course Introduction - Key Concepts (Weeks 1 & 2)**

- Introduction to data analytics within the Internal Audit and Performance Audit Functions
Understanding the role of internal and government auditors and the types of audits they perform. Recognize how the two roles can use of data analytics to fulfil their responsibilities

- Understand and differentiate data analytics from other methods of audit evidence collection and testing techniques.
- Articulate the benefits and challenges of using data analytics.
- “Big Data” and Professional Scepticism
  - Understand the need for professional judgement and scepticism in the era of “Big Data”
    - The audit life cycle and data analytics
    - Determining an annual audit plan based on risks
  - Develop an understanding of the audit the life cycle and the use of data analytics throughout each phase of the life cycle

Audit Planning (Weeks 3-5)

Planning and Risk Assessment

- Identify how different types of data can be used to support and enrich an audits risk assessment
- Understanding the data
  - Identifying the data sources and transforming data for use in audit analytics.
  - Structured vs unstructured data sources
  - Internal versus external data sources
  - Direct versus indirect measures
  - Determining reliability of the data
    - Objectivity of the source
    - Questioning the procedures and assumptions behind the data
    - Determining the unknowns that need to be investigated
- Barriers to data integration
- Preparing the audit program

Audit Execution (Weeks 6-9)

- Work with various case studies and execute the audit program
- Creating effective data visualizations

Communicating Audit Results and Continuous Monitoring (Weeks 10-12)

- Communicating audit results including the use of data visualizations
- Continuous auditing (automation, exception reports) and continuous monitoring
9. **Rationale:**

This course is designed to introduce students to the meaning of analytics in the internal and government auditing functions.

10. **Evaluation:**

Students will be evaluated as follows:

- Project(s): 60%
- Participation: 15%
- Final project/presentation: 25%

100%

11. **Integrated Courses:** N/A

12. **Crosslisted Courses:** N/A

13. **Faculty Resources:**

This course is expected to be taught once per year in the winter term. Two full-time faculty are qualified to teach the course including Joanne Jones and Sandra Iacobelli. Other full-time faculty are able to teach weeks 1 & 2 include: Cristobal Sanchez-Rodriguez, Marcela Porporato and Gary Spraakman.

Part time course directors able to teach this course are:

For Weeks 1 to 12:

Andrea Aimi, CPA (US), MBA, CIA; Senior Manager, Internal Audit Services; Royal Bank of Canada

Michael Yarmolinsky CPA, CA, CISA; Audit Manager at Office of the office of the Auditor General of Ontario

Bartosz Amerski, LLM, CPA, CA, Audit Director at the Office of the Auditor General of Ontario.

ACL representative in Toronto/Markham (for weeks 3 to 9)

Tableau representative in Toronto/Markham (for weeks 3 to 9)

14. **Physical Resources:** No Physical requirements are envisioned beyond suitable classroom space.

15. **Bibliography and Library Statement:**

Librarian statement TBO.

*Bibliography TBA*

*Cases and simulations databases*
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Accounting Research Focus)

2. **Course Number:** GS/MSMG 6160

3. **Credit Value:** 3.0

4. **Long Course Title:** Accounting Theory and Conceptual Framework Applied Research

5. **Short Course Title:** Accounting Theory and Research

6. **Effective Session:** Winter 2022

7. **Calendar (Short) Course Description:**
   This course provides a basis for the theoretical analysis of many fundamental problems and contemporary issues in the area of financial accounting and reporting. The readings, research paper assignments/presentations, and a term project that requires the submission of an empirical research proposal provide an appreciation for the development of theories and empirical research in the area of financial accounting and reporting.

8. **Expanded Course Description:**
   This course provides a basis for the theoretical analysis of many fundamental problems and contemporary issues in the area of financial accounting and reporting. The readings, research paper assignments/presentations, and a term project that requires the submission of an empirical research proposal provide an appreciation for the development of theories and empirical research in the area of financial accounting and reporting. The structure of the course is as follows:
   
   - **Session 1:** Introduction of the course
   - **Session 2:** Accounting Under Ideal Conditions
   - **Session 3:** The Decision Usefulness Approach to Financial Reporting
   - **Session 4:** Efficient Securities Markets
   - **Session 5:** The Information Approach to Decision Usefulness
   - **Session 6:** The Measurement Approach to Decision Usefulness, *Midterm I*
   - **Session 7:** Measurement Applications, *Paper Presentations*
   - **Session 8:** The Efficient Contracting Approach to Decision Usefulness, *Paper Presentations*
   - **Session 9:** Executive Compensation, *Paper Presentations*
   - **Session 10:** Earnings Management, *Paper Presentations*
   - **Session 11:** Standard Setting: Economic Issues
   - **Session 12:** Standard Setting: Political Issues, *Midterm II*
   - **Session 13:** Term Project Due

9. **Rationale:**
   This course provides students with an opportunity to clearly identify the elements of theory for financial accounting and reporting and relate these elements to significant problem areas in
financial accounting. The course also attempts to integrate the theoretical and conceptual aspects of financial accounting and how they relate to the politics and economics of the standard-setting process. This course emphasizes the enhancement of skills such as communication, critical thinking, team problem solving, etc. through group oral & written presentation requirements and the development of research skills through the requirement of an empirical research proposal term project in order to prepare the students to be a successful accountant in this globalized economy or to have further in-depth studies in PhD programs if the students choose to do so. Additional readings expose students to certain areas (executive compensation, earnings management, corporate governance, and regulations) of applied financial accounting research that uses the real-world companies’ data and issues.

10. Evaluation:

Students will be evaluated as follows:

Midterm I &II (15% each) 30%
Group Oral and Written Presentations of Research Papers 30%
Term Project (Research Paper Proposal) 30%
Class Participation 10%
100%

11. Integrated Courses:

A statistics course that covers multiple regression techniques should be a prerequisite to this course.

12. Crosslisted Courses: N/A

13. Faculty Resources:

This course is expected to be taught once per year in the winter or fall term. The full-time financial accounting faculty members who are able to teach this course are: Sung Kwon, Liona Lai, Mary Ma, Stella Peng, Haiping Wang. No net new requirements are envisioned.

14. Physical Resources:

No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography and Library Statement:

Librarian statement TBO.
Bibliography TBA
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Accounting Research Focus)

2. **Course Number:** GS/MSMG 6170

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Business Intelligence for Performance Management

5. **Short Course Title:** BI for Performance Management

6. **Effective Session:** Winter 2022

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

   Students will gain an understanding of the fundamentals of performance management including  
   consideration of the trade-offs between planning and control. Students will develop their critical  
   skills in evaluating the usage of business intelligence systems linked to enterprise data warehousing  
   when designing mechanisms to manage performance.

8. **Expanded Course Description:**

   Students will gain an understanding of the fundamentals of performance management including  
   consideration of the trade-offs between planning and control. Students will develop their critical  
   skills in evaluating the usage of business intelligence systems linked to enterprise data warehousing  
   when designing mechanisms to manage performance. The week-by-week schedule is as follows:

   **Block 1: introduction of ideas, work out complex business case in each session**
   
   Week 1: The performance Management process (includes: strategic and financial planning; target  
   setting and cascading, KPI, execution monitoring, reporting and evaluation/rewards)
   
   Week 2: Strategic focus by living the business strategy
   
   Week 3: Organizational design for high performance organizations
   
   Week 4: Rewarding for intended and unintended performance
   
   Week 5: Supportive information infrastructure

   **Block 2: hands on, use of applications, reading and preparing reports**
   
   Week 6: Business intelligence
   
   Week 7: Enterprise data warehouse
   
   Week 8: Business intelligence (BI) applications for corporate performance management (CPM): step  
   1 monitoring performance (dashboards and scorecards)
   
   Week 9: Business intelligence (BI) applications for corporate performance management (CPM): step  
   2: analysing performance (multi-dimensional analysis)
   
   Week 10: Business intelligence (BI) applications for corporate performance management (CPM): step  
   2: analysing performance (data mining)
   
   Week 11: Business intelligence (BI) applications for corporate performance management (CPM): step  
   3 reporting performance
Week 12: What do you like to be: early warning specialist (monitor and analyse) or data detective (analyse and report)?

9. **Rationale:**

   The course is designed to be primer on business intelligence and analytics used by accounting professional. Students will be briefly introduced to the basic concepts of strategy and organizational structure and how they define the constraints and goals of performance management. The main focus of the course is to expose students to tools, techniques and software applications (analytics) used by accounting professionals to add value in organizations.

10. **Evaluation:**

   Students will be evaluated as follows:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Data analytics project</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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<td>Cases</td>
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<td>Final project/presentation</td>
<td>25%</td>
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</table>

11. **Integrated Courses:** N/A

12. **Crosslisted Courses:** N/A

13. **Faculty Resources:**

   This course is expected to be taught once per year in the winter term. A full-time faculty member can teach the first block but professionals must be invited to teach the second block. Full time faculty able to teach this course are: John Parkinson, Marcela Porporato, Nelson Waweru, Gajindra Maharaj, Cristobal Sanchez-Rodriguez, Gary Spraakman. Part time course directors able to teach this course are:

14. **Physical Resources:**

   No Physical requirements are envisioned beyond suitable classroom space.

15. **Bibliography and Library Statement:**

   Librarian statement TBO.

New Course Proposal Form

1. **Program**: Master of Science in Management Practice  
   (Applied Accounting Research Focus)

2. **Course Number**: GS/MSMG 6180

3. **Credit Value**: 3.0 Cr

4. **Long Course Title**: Data Analytics for Public Practice

5. **Short Course Title**: Data Analytics for Public Practice

6. **Effective Session**: Winter 2022

7. **Calendar (Short) Course Description**

   The course focus is on the role of the professional auditor in public practice and performing the financial statement audit assurance and non-assurance engagements in a “big data” universe. The emphasis of the course will be the financial statement audit, with some consideration of other engagements commonly performed by public accountants. The objective of the course is to develop the technical knowledge, with an emphasis of use of a variety of data tools and data analysis, and the practical knowledge necessary to be a competent professional auditor.

8. **Expanded Course Description**

   **Note**: This course will be limited to students who have prior education and/or training in financial statement auditing.

   The course focus is on the role of the professional auditor in public practice and performing the financial statement audit assurance and non-assurance engagements in a “big data” universe. The emphasis of the course will be the financial statement audit, with some consideration of other engagements commonly performed by public accountants. The objective of the course is to develop the technical knowledge, with an emphasis of use of a variety of data tools and data analysis, and the practical knowledge necessary to be a competent professional auditor.

   The course will aid students in considering the benefits and challenges associated with using data analytics within the financial statement audit. Students will also consider the potential for “big data” to transform the traditional financial statement audit. Students will assess the limits of current audit standards within the context of data analytics and evaluate the issues regarding incorporating data analytics into the standards. Students will also consider the unique challenges that an external auditor faces accessing client’s proprietary data that falls outside the scope of the traditional financial audit.

   The course will aid in the development of the students’ competence in data analytics as it relates to: the auditor’s professional judgment and scepticism, risk analysis and research skills to support an effective audit strategy for the financial statement audit. Students will also understand the various tools and software available to conduct data analytics. Through the use of case studies and simulations, students will work with visualization and audit specific software to develop students’ professional judgment, questioning skills and data analytic skills such as: how to identify the relevant data for the specific problem, how data is most effectively presented, and how to frame a query. Students will also recognize and apply the different types of analytics, including descriptive, predictive and prescriptive analytics, that can be used throughout the financial statement audit.
Students will also develop skills in interpreting and communicating the data analytic outcomes to the audit team and key stakeholders in the financial reporting process. The detailed structure:

**Big Data and Audit Quality (Weeks 1 and 2)**

Critical Thinking and the Use of Data analytics in the Financial Statement Audit

- Understand how the use of data analytics fits into the current risk-based audit model as mandated by Canadian Audit Standards
- Understand and differentiate data analytics from other methods of audit evidence collection and testing techniques.
- Articulate the benefits and challenges of using data analytics in the financial statement audit

“Big Data” and Professional Scepticism

- Understand the need for professional judgement and scepticism in the era of “Big Data”
- Awareness of biases
- Overconfidence in technology

Confidentiality and independence

Audit Quality, Audit Innovation and Data Analytics

**Pre-Engagement Activities and Risk Assessment (Weeks 3 -4)**

Incorporating Data Analytics into the Client Acceptance/Continuance Decision

Planning, Risk Assessment, and Developing a Risk Response

- Identify how different types of data can be used to support and enrich the auditors’ understanding of the audit entity and its environment
- Consider how this understanding can enhance the risk assessment
- The implications of data analytics for testing and evaluating general controls
- The constraint of reasonable assurance
- The implications of data analytics for defining materiality and performance materiality

Understanding the data used in the audit and its impact on audit quality

- Identifying the data sources and transforming (cleansing data) for use in audit analytics.
- Structured vs unstructured data sources
- Internal versus external data sources
- Direct versus indirect measures
- Determining reliability of the data
  - Objectivity of the source
  - Questioning the procedures and assumptions behind the numbers
  - Determining the unknowns that need to be investigated
• Barriers to obtaining the necessary data
• Barriers to data integration

**Weeks 5-9  Performing the Risk Response**

Using Audit Software to Design Effective Audit Tests

• Control tests
• Substantive analytical procedures
• Substantive tests of details
• Auditing complex estimates

**Sampling Versus Testing 100% of a Population**

**Evaluating the Results**

• Using Visualization Tools to Identify Patterns
• Identifying exceptions and anomalies
• Following up on exceptions and determining the appropriate level of work

**Using data analytics to providing value-added insights**

**Weeks 10-12 Conclusion and Audit Reporting**

• Incorporating findings to develop an
• Using visualization tools and other tools to develop effective presentations tailored to specific stakeholders
• Reporting key audit matters to relevant stakeholders

9. **Rationale:**

This course is designed to develop students understanding of incorporating data analytics in the financial statement audit.

10. **Evaluation:**

Students will be evaluated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Project(s)</td>
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</tr>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Final project/presentation</td>
<td>25%</td>
</tr>
</tbody>
</table>

100%

11. **Integrated Courses:** N/A

12. **Crosslisted Courses:** N/A

13. **Faculty Resources:**

This course is expected to be taught once per year in the winter term. Two full –time faculty are qualified to teach the course including Joanne Jones and Sandra Iacobelli.

Part time course directors able to teach this course are:
For weeks 1 to 12:
Bartosz Amerski, CPA, CA, LLM, Audit Director at Office of the Auditor General of Ontario
ACL representative in Toronto/Markham (for weeks 5 to 8)
Tableau representative in Toronto/Markham (for weeks 9 to 11)

14. **Physical Resources:**

   No Physical requirements are envisioned beyond suitable classroom space.

15. **Bibliography and Library Statement:** Librarian statement TBO.

   *Bibliography TBA*

   *Cases and simulations databases*
New Course Proposal Form

1. Program: Master of Science in Management Practice
   (Entrepreneurship and Innovation Focus)

2. Course Number: GS/MSMG 6210

3. Credit Value: 1.5 Cr

4. Long Course Title: The Theory and Practice of Entrepreneurship

5. Short Course Title: Entrepreneurship in Theory and Practice

6. Effective Session: Fall 2021

7. Calendar (Short) Course Description:
   This course provides an overall framework for understanding entrepreneurs and entrepreneurship. It delves into the entrepreneurial mindset and draws on insights from both theory and practice while exploring the entrepreneurial process from ideation through to the creation of new ventures.

8. Expanded Course Description:
   This course introduces students to entrepreneurship concepts and emphasizes the thinking that underpins entrepreneurial decisions and actions. It articulates the new venture creation process and pays particular attention to the origin of entrepreneurial opportunities. The course integrates a variety of management concepts to help students explore and reflect upon the facilitating and constraining environments into which new ventures are launched. By adopting interdisciplinary and analytical perspectives, the course allows students to develop a more nuanced appreciation of entrepreneurial opportunities and success factors. This course strives for a balance between theoretical and practical considerations in order to maximize relevance. It also provides students with the opportunity to explore social and corporate entrepreneurship and other emerging areas involving entrepreneurial research and analytics.

   Topic 1: Entrepreneurship: Boundaries, challenges and participants
   Topic 2: New venture creation: Ideation through to commercialization
   Topic 3: Entrepreneurial opportunities: Discovery and creation processes
   Topic 4: Entrepreneurial analytics: Using data to identify and refine opportunities
   Topic 5: Business models: Deconstructing and reconstructing the canvas
   Topic 6: Strategic concepts: Capabilities and environmental analysis
   Topic 7: Strategic concepts: Competitive advantage and positioning
   Topic 8: Entrepreneurial networks: Networking and network theory
   Topic 9: Entrepreneurial leadership: Decision-making, teams, and ‘soft skills’
   Topic 10: Social entrepreneurship and social responsibility
   Topic 11: Corporate venturing: Its differentiating characteristics
   Topic 12: The business plan: Audiences and the ‘pitch’
   Topic 13: Emerging insights: Research trends in entrepreneurship

9. Rationale:
   Understanding entrepreneurs and entrepreneurship is of great theoretical and practical value. In this course, students are provided with the opportunity to critically review knowledge surrounding entrepreneurial processes from ideation through commercialization. This serves two purposes.
First, it provides students a more nuanced understanding of the challenges surrounding entrepreneurial activity. Second, it allows them to identify how research might help alleviate those challenges. This is relevant whether a student’s interest lie in research for theory or for practice. By the end of this course, students will be able to:

a) Identify how research might help alleviate some of the challenges encountered during the new venture creation process
b) Identify and critically evaluate entrepreneurial opportunities
c) Understand traditional business models and their susceptibilities
d) Apply strategic concepts to a new venture and its competitive positioning
e) Engage in developing a supportive entrepreneurial network
f) Appreciate the role of entrepreneurship in social and corporate contexts.

10. Evaluation:

Students will be evaluated as follows:

Business plan development and ‘pitch’* 30%
Research project** 30%
Participation*** 20%
Final exam 20%

*Students develop a business plan for a venture of their choice using the concepts discussed in the course and ‘pitch’ their plan to a panel of experts. A reflective piece on their experience is required.

**The research project entails a review of extant entrepreneurship literature, data gathering and analysis, and a formal written work that links theory and practice.

***Participation is defined as student’s involvement in class exercises and discussion.

****The exam is to test student’s understanding of the theoretical concepts on the topics covered in the course.

11. Integrated Courses: N/A

12. Cross listed Courses: N/A

13. Faculty Resources:

This course is expected to be taught once per year in the fall term. The full-time faculty members able to teach this course are Jon Kerr, Jung-Chin Shen and Kelly Thompson. No new net requirements are envisioned.

14. Physical Resources:

No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography and Library Statement:

Librarian statement TBO.


New Course Proposal Form

1. **Program**: Master of Sciences in Management  
   (Entrepreneurship and Innovation Focus)

2. **Course Number**: GS/ADMS 6220

3. **Credit Value**: 1.5 cr

4. **Long Course Title**: Design Thinking

5. **Short Course Title**: Design Thinking

6. **Effective Session**: Fall 2021

7. **Calendar (Short) Course Description**:  
   Design thinking is a human-centric, interdisciplinary approach that helps organizations to change and innovate. This course introduces principles, methodologies and practices of design thinking that aim to help students to appreciate how human and environmental factors can significantly affect effectiveness of creative and innovative designs.

8. **Expanded Course Description**:  
   Design thinking is an approach that encourages interdisciplinary collaboration to develop creative and innovation designs. Designs in this course range from new services, new products, new organization, to new business models. The course is divided in three themes: (1) introduction of various design methodologies (e.g., ethnographic research, brainstorming, integrative thinking, design roles, team composition); (2) examining how human attitudes and behaviors (towards the designs) affect design processes and effectiveness; and (3) exploring how design contexts (various stakeholders and organizational factors) matter to processes and effectiveness of designs.

9. **Rationale**:  
   This course is one of first courses in the specialization of Entrepreneurship and Innovation. The course exposes students the ideas of applying principles of design thinking to creating new business models and managing innovation. The course also prepares students for their major research papers. The learning objectives are:
   - To understand and apply design thinking principles and methodologies to explore challenges and opportunities leading to design new organizational processes or innovation.
   - To understand principles and challenges associated with implementation of designs in new ventures and organizations.
   - Develop sensitivity around how effectiveness of designs can be enhanced through consideration of a range of human and environmental factors.

10. **Evaluation**:  
    Midterm exam (25%): The exam is to test student’s understanding of the theoretical concepts on the topics covered in the course.
    Class participation (30%): Participation is defined as student’s involvement in class exercises and discussion.
Group project (45%): Students are required to work in groups to apply theoretical concepts and methodologies to develop a design of their interests.

11. Integrated Courses:
   None

12. Crosslisted Courses:
   None

13. Faculty Resources:
   Faculty members to teach this course: To be hired
   Frequency of offering: Once per academic year

14. Physical Resources:
   No additional space required.

15. Bibliography and Library Statement:
New Course Proposal Form

1. **Program**: Master of Sciences in Management  
   (Entrepreneurship and Innovation Focus)

2. **Course Number**: GS/ADMS 6250

3. **Credit Value**: 3.0 Cr

4. **Long Course Title**: Managing Innovation

5. **Short Course Title**: Managing Innovation

6. **Effective Session**: Winter 2022

7. **Calendar (Short) Course Description**:  
   Innovation plays an important role in the competitive landscape. The challenge of managing innovation is immense. This course examines various challenges and opportunities associated with innovation faced with both new ventures and corporations.

8. **Expanded Course Description**:  
   Innovation plays an important role in business success and survival. This course examines challenges and opportunities associated with innovation. Specifically, the course is divided into three themes: (1) types of innovation; (2) protecting innovation; and (3) organizing for innovation in new ventures and corporations. The course makes a balance between theory and practice by using mixed methods approach to help students to understand various aspects of innovation.

9. **Rationale**:  
   The proposed course contributes to the specialization of Entrepreneurship and Innovation by enhancing student’s understanding on how to manage innovation in both new ventures and corporations. The course is an extension from the Design Thinking course and to prepare students for their major research papers. The learning objectives of the course are:
   - To develop an awareness of the range, scope, and complexity of the phenomena, issues, and protection related to innovation.
   - To develop understanding of "state of the art" concepts for managing innovation and the relationship between innovation and strategy.
   - To understand similarities and differences between new ventures and corporations regarding managing innovation.

10. **Evaluation**:  
    Midterm exam (30%): The exam is to test student’s understanding of the theoretical concepts on the topics covered in the course.
    Class participation (30%): Participation is defined as student’s involvement in class exercises and discussion.
    Group project (40%): Students are required to work in groups to apply theoretical concepts to examine innovation management in the companies of their interests.
11. Integrated Courses:
None
12. Crosslisted Courses:
None
13. Faculty Resources:
Faculty members to teach this course: You-Ta Chuang
Frequency of offering: Once per academic year
14. Physical Resources:
No additional space required.
15. Bibliography and Library Statement:
Burgelman, Technology and Strategy: A general management perspective.
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Entrepreneurship and Innovation Focus)

2. **Course Number:** GS/ADMS 6260

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Commercializing entrepreneurial ideas: Functional area considerations.

5. **Short Course Title:** Commercializing entrepreneurial ideas

6. **Effective Session:** Winter 2022

7. **Calendar (Short) Course Description:**
   This course extends the discussion from GS/MSMG6210 (Entrepreneurship in Theory and Practice) and considers functional area practice surrounding the commercialization of entrepreneurial ideas. Topics covered include marketing, finance, human resource management and legal issues associated with protecting intellectual property and establishing a new venture.

8. **Expanded Course Description:**
   This course introduces students to the functional area challenges associated with commercialization of innovative entrepreneurial ideas. Entrepreneurial marketing practices are examined with an orientation towards understanding how research techniques might be applied to evaluating market-based opportunities. This course also familiarizes students in the area of financing practices and principles relevant to entrepreneurial opportunities. The unique challenges of human resource management in the start-up process are investigated. Legal issues are also considered from the perspective of protecting the firm and facilitating its market involvement.

   - **Session 1:** Commercializing entrepreneurial ideas: An overview
   - **Session 2:** Marketing: Principles and practices
   - **Session 3:** Market research: Collecting and interpreting data
   - **Session 4:** Entrepreneurial marketing: Channels and pricing
   - **Session 5:** Entrepreneurial marketing: Bootstrapping and guerrilla tactics
   - **Session 6:** The entrepreneurial promoter: Selling the venture and its products
   - **Session 7:** Accounting: Making sense of the numbers
   - **Session 8:** Entrepreneurial finance: Requirements, sources and realities
   - **Session 9:** Human resource management: Attracting, developing and retaining human capital
   - **Session 10:** Designing the organization
   - **Session 11:** The law: Establishing a new venture and protecting IP
   - **Session 12:** Pitching the business plan: Part 2
   - **Session 13:** Summation: Insights from individual research projects

9. **Rationale:**
   Implementing a new venture can be a daunting task. Developing an understanding of the issues surrounding the commercialization process can improve the likelihood of success of new ventures. This course facilitates this by exposing students to the functional areas of business as they relate specifically to the entrepreneurial context. They will learn how to apply research techniques to
investigate, interpret and resolve some of the challenges entrepreneurs must address to succeed. By the end of this course, students will be able to:

a) Develop and implement an effective marketing strategy for a new venture or product
b) Design and conduct a market research project
c) Analyse rudimentary financial statements and project cash flow requirements
d) Identify key legal issues associated with new ventures and intellectual property
e) Specify effective human resource policies for new ventures

10. Evaluation:

Students will be evaluated as follows:

Business plan development and ‘pitch’* 30%
Research project** 30%
Participation*** 20%
Final exam**** 20%

*Students refine the business plan initiated in GS/MSMG6210 (Entrepreneurship in theory and practice) and ‘pitch’ their plan to a panel of experts. A reflective piece on their experience is required.

**The research project entails a conducting a literature review surrounding one of the functional areas discussed in the course and gathering, analysing and interpreting data surrounding commercialization processes.

***Participation is defined as student’s involvement in class exercises and discussion.

****The exam is to test student’s understanding of the theoretical concepts on the topics covered in the course.

11. Integrated Courses: N/A

12. Cross listed Courses: N/A

13. Faculty Resources:

This course is expected to be taught once per year in the winter term. The full-time faculty members able to teach this course are Jon Kerr, Jung-Chin Shen and Kelly Thompson. No net new requirements are envisioned.

14. Physical Resources:

No Physical requirements are envisioned beyond suitable classroom space.

15. Bibliography and Library Statement:

Librarian statement TBO.


**New Course Proposal Form**

1. **Program:** Master of Science in Management Practice  
   (Managing in Professional Contexts Focus)
2. **Course Number:** GS/MSMG 6310
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Analytical Thinking for Managers
5. **Short Course Title:** Analytical Thinking for Managers
6. **Effective Session:** Fall 2021
7. **Calendar (Short) Course Description:**
   Analytical thinking is a core skill for all managers. The objective of this course is to offer students the opportunity to develop their skills in conceptualizing questions and problems, developing strategies for analysing and formulating conclusions.
8. **Expanded Course Description:**
   Analytical thinking is a core skill for all managers. The objective of this course is to offer students the opportunity to develop their skills in conceptualizing questions and problems, developing strategies for analysing and formulating conclusions. The topics to cover include:
   - Perspectives and Theories of Knowledge
   - Formulating Questions and Problems
   - Theory Building
   - Strategies for Acquiring and Evaluating “Evidence”
   - Presenting Ideas Effectively
9. **Rationale:**
   Learning objectives:
   - Students will learn how to connect broad perspectives on knowledge to formulation of question/problems and the development of “working theories”
   - Students will develop skills in identifying, collecting and evaluating information for analytical purposes
   - Students will develop skills in clearly communicating their ideas in writing and in oral presentations
10. **Evaluation:**
   1. **Case:** Students will be presented with a brief case of a managerial challenge. Working in groups, they will formulate the “problem” and “defend” their formulation of the problem drawing on a combination of qualitative and quantitative data offered in the case.  
      (15%)
   2. **Developing a “Working Theory”:** Students will identify a persistent challenge they face at work. Drawing on the course materials they will develop a “working theory” of the
problem, identifying their assumptions, articulate alternative ways of understanding the “problem” and why it persists (35%)

3. Evaluating “Working Theories”: Building on Assignment 2, students will develop a strategy for gathering relevant information, evaluating the information, applying the information to evaluating their working theory and draw a conclusion (35%)

4. Participation (15%)

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources:
   Management Area faculty: Sabrina Deutsch Salamon, You-Ta Chuang, Kelly Thompson and Peter Tsasis.

14. Physical Resources:
   Full audio/visual podium, including internet access.

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

1. **Program:** Master of Science in Management Practice  
   (Managing in Professional Contexts Focus)
2. **Course Number:** GS/MSMG 6350
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Organizing and Change in Professional Contexts – Part 1
5. **Short Course Title:** Organizing and Change 1
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   This course will provide an overview of current models for understanding organizing and change broadly, comparing and contrasting general approaches to organizing in professional contexts. The particular context, structure and process of organizing in professions and the implications for managing, adapting and changing in the professions will be examined.
8. **Expanded Course Description:**
   This course will provide an overview of current models for understanding organizing and change broadly, comparing and contrasting general approaches to organizing in professional contexts. The particular context, structure and process of organizing in professions and the implications for managing, adapting and changing in the professions will be examined. The topics of this course include:
   - What is Organizing and Organization?
   - Models of Organizing and Change
   - Organizing in Context
   - Organizing in Professional Contexts
   - Communities of Practice
   - Structures in Organizing in Professional Contexts
   - Organizing Processes in Professional Contexts
   - Changing in Professional Contexts
   - Managers and Organizing
   - Managers and Organizing in Professional Contexts
9. **Rationale:**
   - Students will develop an understanding of models of organizing and change and an appreciation of the distinctions between professional contexts and general models
   - The specific context of professional contexts will be examined, appreciating the distinctive structures and processes and how these affect organizing and change
   - Students will develop an understanding of the approaches managers can use to navigate organizing and change in professional contexts.
10. Evaluation:

Contrasting Organizing and Organization in Professional vs. Non-professional contexts
Drawing on course materials and their own experiences, students will provide an overview of organizing and organization, contrasting “regular” contexts to professional contexts, highlighting what is distinctive about the experience of engaging with professionals.

(15%)

Seeing Organizing and Organization: Students will identify a particular aspect of organizing and using reflective practice techniques, will illustrate processes of organizing, noting patterns of stability, variation and change.

(25%)

Major Research Paper: Students, working individually, will propose a topic related to managing in professional contexts. They will conduct a review of the scholarly literature, summarizing how they approached the review, the “schools of thought” in the literature, highlighting distinct “assumptions” underlying each and evaluating the available empirical studies of each. (50%)

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources:

Management Area faculty: Sabrina Deutsch Salamon, You-Ta Chuang, Kelly Thompson and Peter Tsasis.

14. Physical Resources:

Full audio/visual podium, including internet access.

15. Bibliography and Library Statement:

Librarian statement TBO. Bibliography TBA
New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Managing in Professional Contexts Focus)
2. **Course Number:** GS/MSMG 6360
3. **Credit Value:** 3.0
4. **Long Course Title:** Organizing and Change in Professional Context - Part 2
5. **Short Course Title:** Organizing and Change 2
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   Organizing in professional contexts presents some particular, recurring challenges. This course will examine the distinctive benefits and challenges of working and managing in professional contexts. Students will consider: governance, innovation, leadership, coordination, accountability, inclusion, and careers in professional contexts.
8. **Expanded Course Description:**
   - Governance in Professional Contexts
   - Innovation in Professional Contexts
   - Leadership in Professional Contexts
   - Coordination in Professional Contexts
   - Accountability in Professional Contexts
   - Inclusion in Professional Contexts
   - Careers in Professional Contexts
9. **Rationale:**
   - Students will consider in more depth a variety of challenges in organizing that are particular to professional contexts
   - Students will explore in depth a few topics related to organizing in professional contexts, reviewing the current scholarly literature regarding available theories and empirical work
   - Students will prepare a proposal for a major research project on a topic relevant to organizing and change in professional contexts.
10. **Evaluation:**
    1. **Contrasting Organizing and Organization in Professional vs. Non-professional contexts**
    Students will articulate a specific objective and/or recurring challenge experienced in professional contexts (e.g. leadership, organizing change etc.) and examine how the distinctive attributes of professional contexts (e.g. regulation, professional autonomy) are implicated in both the persistence and/or opportunities for change.
    (15%)
2. Review of the Literature

Students will select a topic of interest to them and conduct a review of the current scholarly literature to identify: current theories, current empirical work, gaps in existing knowledge

(30%)

3. Research Proposal

Students will develop a proposal to execute a research project that explores in depth a particular topic relevant to managing in professional contexts. This research may be done independently or in collaboration with community partners (e.g. organization, non-profit). Building from their review of the literature and/or in consultation with specific stakeholders, students will identify a research focus, articulate a research approach to address a gap in existing knowledge/address specific knowledge objective and develop a proposal to execute the research. For most students, this proposal will lead to the Major Research Project.

(40%)

4. Participation

(15%)

11. Integrated Courses: N/A

12. Crosslisted Courses: N/A

13. Faculty Resources:

Management Area faculty: Sabrina Deutsch Salamon, You-Ta Chuang, Kelly Thompson and Peter Tsasis.

14. Physical Resources:

Full audio/visual podium, including internet access.

15. Bibliography and Library Statement:

Librarian statement TBO. Bibliography TBA
1. **Program:** Master of Science in Management Practice  
   (Applied Marketing Research Focus)

2. **Course Number:** GS/MSMG 6410

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Marketing Analytics

5. **Short Course Title:** Marketing Analytics

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:**  
   This course examines how marketing analytics transforms research information into strategic insights and how those insights are leveraged to inform marketing decision-making.

8. **Expanded Course Description:**  
   This course elaborates the process by which marketing analytics transforms research information into strategic insights about the business, the markets it serves, and its competitors. Marketing analytics is examined in the context of four strategic decisions that routinely confront marketing managers: i) forecasting new business opportunities; ii) creating customized products to meet consumer needs; iii) segmenting and targeting markets to galvanize customer response to new offerings, and iv) developing compelling sales stories to establish channel access and support. Specific objectives of the course include to:
   
   1. understand the role that research and analytics play in facilitating marketing decision-making;  
   2. learn how to transform research information into strategic insights about the business, its markets and competitors;  
   3. learn how to leverage strategic insights to drive marketing strategy;  
   4. acquire experience applying research and analytics to marketing decisions including: i) forecasting business opportunities; ii) customizing new products; iii) segmenting and targeting markets; and iv) selling products to, and through, channels;  
   5. learn to critically evaluate the design and application of research methods and marketing analytics to real world marketing problems; and  
   6. identify the knowledge, skills and abilities that employers seek in new research/ analytics hires, learn how to initiate a job search and build a successful career.

9. **Rationale:**  
   Understanding how new sources of research information can be transformed by increasingly sophisticated analytical and modeling capabilities prepares students to meet the demands of organizations for more effective strategic decision-making and prepares them to compete for jobs in one of the fastest growing fields in marketing. Collaborating with Nielsen Canada, a leading global research organization, to offer the course brings a range of Nielsen resources including
industry leading guest speakers, client case studies, and data sets that permit students to apply analytical knowledge/skills to real world marketing problems into the classroom.

10. Evaluation:

Students must undertake each of the following requirements to successfully complete the course. Group assignments are denoted with *.

- Forecasting Analysis/Presentation 10%
- Conjoint Analysis Analysis/Presentation 15%
- Factor/Cluster Analysis Analysis/Presentation 10%
- Multi-dimensional Scaling Analysis/Presentation 15%
- Research Paper 25%
- Active Class Participation 25%

11. Integrated Courses:

NA

12. Crosslisted Courses:

NA

13. Faculty Resources:

Prof. Manfred Maute

14. Physical Resources:

The course will require a classroom for three hours a week

15. Bibliography and Library Statement:

Textbook


Representative Readings

New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Marketing Research Focus)
2. **Course Number:** GS/MSMG 6450
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Marketing Management and Metrics
5. **Short Course Title:** Marketing Management and Metrics
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   The course reviews major categories of marketing decisions and examines some common marketing metrics. Methods for metrics collection, tools for their analysis, and their impact on marketing decisions are discussed.
8. **Expanded Course Description:**
   The purpose of the course is to provide students with an integrated picture of the marketing function, main strategic decisions involved in managing marketing operations, most common metrics involved in assessing the effectiveness and efficiency of marketing strategies, and the way to apply the results of the analysis to strategic decisions.

   The course includes two major parts.

   First, the process of marketing strategy formulation is examined with the focus on internal and external factors that influence strategic choices. Key aspects of market segmentation, targeting and positioning will be discussed. The first part of the course concludes with the Midterm exam.

   In the second part of the course, the focus shifts to marketing metrics and their relationships to strategic marketing decisions. The students will gain the understanding of following metrics:

   1) Financial performance metrics;
   2) Market positioning metrics (customer perceptions, shares of heart and mind, etc.)
   3) Customer satisfaction indicators and customer relationship metrics;
   4) Metrics involved in pricing decisions;
   5) Marketing communications effectiveness metrics.

   Concepts learned will be applied to case analyses which will include a written report and an oral presentation of results and recommendation.

   An extensive final project will require the students to analyse a firm’s performance, identify potential problems, suggest the data needed to inform the decisions, and propose appropriate metrics to evaluate the quality of suggested decisions.

9. **Rationale:**
   The purpose of the course is to provide students with an integrated picture of the marketing function and decisions involved in managing marketing operations in an organization. This
knowledge should serve as a foundation for further, more in-depth study of marketing analytics and special topics in marketing.

Upon completion of the course, the students should be able to:

- understand basic marketing concepts;
- understand factors driving the key aspects of marketing management;
- select appropriate metrics to inform marketing decisions;
- select appropriate methods for data collection and analysis;
- present the results of the analysis.

10. Evaluation:

Midterm exam 30%
Case analyses and presentations (2) 30%
Final project 30%
Class participation 10%

11. Integrated Courses:

N.A.

12. Crosslisted Courses:

N.A.

13. Faculty Resources:

Prof. Pilar Carbonell
Prof. Manfred Maute
Dr. Andreas Strebinger
Dr. Alexander Rusetski

14. Physical Resources:

The course will require a classroom for three hours a week

15. Bibliography and Library Statement:

Suggested textbooks:

Marketing Strategy: A Decision-focused Approach (8th edition) by Orville Walker and John Mullins

Representative reading:


New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Marketing Research Focus)

2. **Course Number:** GS/MSMG 6460

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Seminar in Consumer Research

5. **Short Course Title:** Consumer Research

6. **Effective Session:** Winter 2022

7. **Calendar (Short) Course Description:**  
   This course is devoted to the theories, methodologies, and implications of consumer research. Students will learn how theories and research methods can be used to study consumer phenomena and provide novel consumer insights.

8. **Expanded Course Description:**  
   The main objective of this seminar-based course is to expose students to advanced theories in consumer research and the various methods and tools used to study consumer behaviour. Readings and class discussion will focus on understanding, critiquing, and extending theory; identifying appropriate conditions and contexts for applying different research methods; and formulating novel research questions, hypotheses, and designs. By taking this course, students will:
   - develop a strong foundation for critical thinking and creativity in the area of consumer research;
   - develop an appreciation of the different methodologies and analytic approaches employed in consumer research, as well as the considerations and trade-offs made in selecting a research design; and
   - learn how to propose and design a research project with novel theoretical and/or substantive implications.

9. **Rationale:**  
   The purpose of this course is to provide students with a strong theoretical and methodological foundation in consumer research. By studying consumer research at an advanced level, students will learn how theories and research methods can be used to study consumer phenomena and provide novel consumer insights with both theoretical and substantive implications.

10. **Evaluation:**  
   - Class participation: 20%
   - Class moderation: 20%
   - Thought papers (four papers worth 5% each): 20%
   - Term paper and presentation: 40%
11. Integrated Courses: n/a

12. Crosslisted Courses: n/a

13. Faculty Resources:
   The course will be offered once a year. There is one full time professor with expertise in this area: Prof. Jodie Whelan.

14. Physical Resources:
   The course will require a classroom for three hours a week

15. Bibliography and Library Statement:
   In lieu of a textbook, this course will consist of a reading list of articles selected from leading academic journals. Representative readings:


Muller, Dominique, Charles M. Judd, and Vincent Y. Yzerbyt (2005), "When Moderation is Mediated and Mediation is Moderated," *Journal of Personality and Social Psychology*, 89 (6), 852-63.


New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Applied Marketing Research Focus)
2. **Course Number:** GS/MSMG 6470
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Special Topics in Marketing
5. **Short Course Title:** Special Topics in Marketing
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   This course is designed to provide exposure to specific areas of research in Marketing as a way of stimulating both an understanding of and critical thinking about those topics. The area of concentration depends on the instructor.
8. **Expanded Course Description:**
   This course focuses on specific areas of research in Marketing. It provides an overview of key theoretical perspectives, current managerial concerns and methodological issues in the areas of concentration. The topics may vary depending on the expertise of the instructors. Offering of the course could cover topics such as international marketing, brand management and controlling, global marketing, multicultural marketing buyer behavior, decision-making models in marketing, customer relationship management, and new product development management. Publications from academic journals are discussed and critiqued by seminar participants, paying attention to theoretical and methodological issues. A student paper is required at the end of the course.
   
   Course objectives:
   
   - To explore specific topics in depth in the area of Marketing.
   - To develop a greater appreciation for marketing as an academic discipline
   - To become familiar with theoretical perspectives, managerial concerns and methodological issues in Marketing
9. **Rationale:**
   The purpose of this course is to provide an opportunity for students to study current issues in marketing at an advanced level.
10. **Evaluation:**
    
    Active class participation in class: 30%
    Assignments and critiques: 30%
    Individual research paper: 40%
11. **Integrated Courses:**
    NA
12. Crosslisted Courses:
NA

13. Faculty Resources:
The course will be offered once a year. The course will be taught conjointly by two to three full time faculty members in the marketing area including Dr. Pilar Carbonell, Dr. Lee Li, Dr. Andreas Strebing, Dr. Alexander Rusetski and Dr. Manfred Maute.

14. Physical Resources:
The course will require a classroom for three hours a week

15. Bibliography and Library Statement:
No textbook is required. Course material will be selected from academic marketing journals.

Representative Readings:


New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Supply Chain Management Focus)

2. **Course Number:** GS/MSMG 6510

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Analytics for Supply Chain Management

5. **Short Course Title:** Supply Chain Analytics

6. **Effective Session:** Fall 2021

7. **Calendar (Short) Course Description:**
   Supply chain analytics renders supply chains with advanced capabilities like trend analysis, drilldown views, forecasts, what-if analysis, simulation, and optimization capabilities. This course will cover fundamental concepts, processes, and tools to help better manage and improve organizations’ supply chains and key process areas.

8. **Expanded Course Description:**
   Business analytics has potential to impact wide-ranging improvements in supply chain management both at the strategic and operational levels thereby improving operational efficiency and creating customer value. Supply chain data can be analysed for inventory management as well as demand forecasting and prediction. This could be in the form of reports, queries, and forecasts. These forecasts may not be very accurate considering the complex nature of business as well as unpredictable external factors like weather patterns, price, and economic volatility. This calls for supply chain analytics which promises several benefits like improved decision-making, customer engagement, adaptability, and cost reduction as a result of better inventory visibility and accurate demand forecasts.

   Supply chain analytics can greatly improve decision-making and interpretation of situations which is very crucial for enterprises in the complex business environment influenced by trends like internet, social media, competition, outsourcing, customer tastes and pricing pressures. Supply chain analytics will provide real-time, updated and comprehensive view and information of all aspects and subsystems of the supply chain.

   This course will provide students with an understanding of key areas of logistics and supply chain management where relevant analysis of data may be needed. Supply chain analytics are available in the following application areas: Inventory Management, Procurement Planning, Demand Forecasting, Distribution Planning & Management, Production planning, Customer Relationship Management (CRM), Fleet and Route sizing and Optimization, and Risk Management.

   Lecture topics may include:
   - Lecture 1: Introduction to business analytics and supply chain analytics
   - Lecture 2: Forecasting techniques
   - Lecture 3: Simulation and risk analysis
   - Lecture 4: Introduction to data mining
   - Lecture 5: Integer programming and its application
Lecture 6: Nonlinear and non-smooth optimization
Lecture 7: Supply chain optimization models with uncertainty
Lecture 8: Deterministic inventory models with varying demand
Lecture 9: Stochastic inventory models
Lecture 10: Integration of inventory and pricing
Lecture 11: Supply chain coordination with contracts
Lecture 12: Analytical methods in revenue management

9. **Rationale:**

   This course is a required course in the Master of Science in Management Practice (SC Stream) program and is unique in its focus on analytical skills for supply chain management. It is anticipated that this important topic will appeal to students studying management within SAS and other faculties. The course may also be relevant for students studying in different disciplines in the Faculty of Liberal Arts and Professional Studies and other Faculties, such as Disaster and Emergency Management.

10. **Evaluation:**

   Since this course intends to teach the fundamentals of analytical techniques and their applications to supply chain management, delivery will be mostly based on lectures, although a few cases will also be discussed. Evaluation will be based on assignments and tests. The break-down of the marks will be as follows:

   - Assignments (4)  20%
   - Midterm exam  40%
   - Final exam  40%

11. **Integrated Courses:**

    N/A

12. **Crosslisted Courses:**

    N/A

13. **Faculty Resources:**

    Henry Bartel; Rongbing Huang; Mustafa Karakul; Peggy Ng; Hassan Qudrat-Ullal; 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:**

    Evans, J., Business Analytics: Methods, Models, and Decisions, 2013, Pearson.


New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Supply Chain Management Focus)
2. **Course Number:** GS/MSMG 6550
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Fundamentals of Supply Chain Management
5. **Short Course Title:** Fundamentals of SCM
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   Provides an in-depth study of the theory and practice of the SCM functions in the manufacturing and service industries and facilitates an understanding of the strategic concepts and tools necessary for meeting the challenges of 21st century supply chain management.
8. **Expanded Course Description:**
   This course aims to provide students with: (i) comprehensive knowledge of the key areas of SCM purchasing, operations, distribution, and integration; (ii) an understanding of the interactions and the integration of these key SCM system elements; and (iii) an appreciation of the impact of Supply Chain activities on the overall profitability of the firm and the society.

The role of technology and information systems is crucial to the success of supply chain operations (e.g., Demand Management, Inventory Management, Transportation, Customer Relationships, and Service Management are the key areas of the Distribution area. All of these SCM activities have to work in a coordinated and integrated way to bring potential benefits to the organization. Integration requires firms to account for various risks (e.g., risks in global operations). High levels of supply chain performance occur when decisions and strategies at each individual functional level fit with the overall business strategy of the firm.

Beginning with a macro approach to each of these fundamental elements, the course will move to more conceptual, in-depth, and critical analysis of the key issues involved. For instance, in purchasing the critical issues emphasized will include supplier management, supplier alliances and outsourcing.

The course will use a mixture of case studies, seminars, role-laying and simulation games, and exercises and discussions throughout. The following main topics will be covered:

- **Week 1:** SCM: Context and Overview
- **Week 2:** Demand Management
- **Week 3:** Purchasing Management: Concepts and Issues
- **Week 4:** Management of Logistics Operations
- **Week 5:** Inventory Management
- **Week 6:** Technologies for SCM
- **Week 7:** Managing Distribution Function
- **Week 8:** Transportation Management
- **Week 9:** Supply Chain Relationship Management
- **Week 10:** Facility Location Decisions
9. **Rationale:**

This course is a core course in the Master of Science in Management Practice’s SCM stream and is unique in its focus on fundamental and advanced topics in supply chains management. It is anticipated that this important topic will appeal to students studying management within SAS and MScMP program. The course may also be relevant for students studying in different disciplines in the Faculty of Liberal Arts and Professional Studies, Faculty of Engineering, and other programs, such as Disaster and Emergency Management.

10. **Evaluation:**

   - Class Participation (including weekly critiques): 20%
   - In-class Quizzes: 10%
   - Term Project Phase-1: 20%
   - Project presentation: 10%
   - Final Exam/Term Project: 40%

11. **Integrated Courses:**

    N/A

12. **Crosslisted Courses:**

    N/A

13. **Faculty Resources:**

    This course is expected to be taught once per year. The full-time faculty members able to teach this course are: Hassan Quadrat-Ullah, Adriano Solis, Mustafa Karakul, Rongbing Huang, 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:**

    Required Textbook and References:


Wisner, J.D., Tan, K-C., and Leong, G.K., Principles of Supply Chain Management: A Balanced Approach, 3rd ed., South-Western, 2012. (This is the first textbook.)

Yao, Yuliang and Martin Dresner (2008), "'The Inventory Value of Information Sharing, Continuous Replenishment, and Vendor Managed Inventory,' Transportation Research, Vol. 44, No. 3, pp. 361-378.

New Course Proposal Form

1. **Program:** Master of Science in Management Practice
   (Supply Chain Management Focus)
2. **Course Number:** GS/MSMG 6560
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Supply Chain Risk Management
5. **Short Course Title:** Supply Chain Risk Management
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   This course explores risks which would impede supply chain operations and managements in private sectors. This course also explores the potential applicability of concepts in private sector logistics to logistics of nonprofit sectors under disaster and emergencies. The course focusses on developing quantitative and qualitative models in supply chain risk management.
8. **Expanded Course Description:**
   This course explores the potential risks that impede supply chain operations in private sectors. A goal of this course is to help academics and professionals develop knowledge and expertise in this area. This course will address these issues in depth through quantitative techniques as well as qualitative ones. There are two broad categories of risk affecting supply chain: risks arising from the problems of coordinating supply and demand (e.g. financial risks, chaos risks, market risks), and risks arising from disruptions to normal activities (e.g. disruption risks). This course addresses the two categories both.

   A focus on case studies will be integral to the delivery of course material. The teaching method is a combination of lectures, class discussions, and final reports.

   The learning objectives of this course are three-fold:
   (i) Develop an understanding of supply chain risks arising from supply chain coordination,
   (ii) Develop an understanding of supply chain risks arising from catastrophic events as well as of how to enhance supply chain resilience, and
   (iii) Strengthen analytical and problem solving skills in supply chain risk management.

   Through this course, students are expected to improve their ability to develop qualitative as well as quantitative models in the disaster logistics area. Students are expected to have mathematics, statistics, and economics background for this course.

   Lecture topics may include:
   - Lecture 1: Introduction to risk management
   - Lecture 2: Risk management for the problems of coordinating supply and demand
   - Lecture 3: Risk management for disruptions to normal activities
   - Lecture 4: Intersectional learning of supply chain risk management between private sectors and humanitarian sectors
   - Lecture 5: Supply chain resilience
Lecture 6: Physical centralization for risk management
Lecture 7: Non-physical centralization for risk management
Lecture 8: Decentralized risk management: risk mitigation through incentive mechanisms
Lecture 9: Component commonality
Lecture 10: Vertical supply chain coordination
Lecture 11: Horizontal supply chain coordination
Lecture 12: Selected case studies and class presentation

9. Rationale:

This course is an elective course in the Master of Science in Management Practice. It is anticipated that this important topic will appeal to students studying management within SAS and MBA. The course may also be relevant for students studying in different disciplines in the Faculty of Liberal Arts and Professional Studies and other Faculties, such as Disaster and Emergency Management. There is no other such course offered at York.

10. Evaluation:

Midterm: 30%
Class Presentation: 10%
Final Report: 30%
Final Exam: 30%

11. Integrated Courses:

N/A

12. Crosslisted Courses:

N/A

13. Faculty Resources:

1. Once every year
2. Fuminori Toyasaki, Mustafa Karakul, Hassan Qudrat-Ullah, Rongbing Huang
3. Three hours per week for 12 weeks

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:

Recommended Textbooks and References:

New Course Proposal Form

1. **Program:** Master of Science in Management Practice  
   (Supply Chain Management Focus)
2. **Course Number:** GS/MSMG 6570
3. **Credit Value:** 3.0 Cr
4. **Long Course Title:** Reverse Logistics & Closed-Loop Supply Chains
5. **Short Course Title:** Reverse Logistics & Closed-Loop Supply Chains
6. **Effective Session:** Winter 2022
7. **Calendar (Short) Course Description:**
   This course explores reverse logistics/closed-loop supply chains with the goal of helping academics and professionals develop knowledge and expertise in this area. Reverse logistics refers to all managerial operations related to reuse or recycle of products, components or materials. Closed-loop supply chains stand for all operations of dealing with items that are no longer desired or can no longer be used by their users. PREREQUISITES: GS/MSMG6550 3.0 Fundamentals of SCM, GS/MSMG6510 3.00 Analytics for Supply Chain Management.
8. **Expanded Course Description:**
   This course explores reverse logistics/closed-loop supply chains with the goal of helping academics and professionals develop knowledge and expertise in this area. Reverse logistics refers to all managerial operations related to reuse or recycle of products, components or materials. Closed-loop supply chains stand for all operations of dealing with items that are no longer desired or can no longer be used by their users. Recently, the sustainable management of reverse logistics/closed-loop supply chains gained importance because increased pressure of environment legislation on producers, which usually requires producers to take responsibility for taking back products from end-users and for recovering or disposing. However, some companies have also found potential values contained in returned products and cope with reverse logistic/closed-loop supply chains in a profitable way. The state of reverse logistics/closed-loop supply chains is underdeveloped and lags behind the former type of supply chains. An understanding of key factors of designing economically successful reverse logistics/ closed-loop supply chains is increasingly understood as vital for achieving sustainable economy. In addition, standardized training and performance measurement of logistics are increasingly expected from donors in the humanitarian area. This course will address these issues in depth through quantitative techniques as well as qualitative ones.

   A focus on case studies will be integral to the delivery of course material. The teaching method is a combination of lectures, class discussions and final report.

   The learning objectives of this course are three-fold:
   
   (i) Develop an understanding of potential contributions of transportation to reverse logistics/closed-loop supply chains,
   (ii) Highlight the key factors for designing sustainable reverse logistics/closed-loop supply chains, and
   (iii) Strengthen analytical and modelling skills in reverse logistics and closed-loop supply chains.
Through this course, students are expected to improve their ability to develop qualitative as well as quantitative models in the disaster logistics area. Students are expected to have mathematics, statistics, and economics background for this course.

Lecture topics may include:

Lecture 1: Introduction to reverse logistics
Lecture 2: Classification of the types of reverse logistic
Lecture 3: Legislative drivers in reverse logistics
Lecture 4: Business drivers in reverse logistics
Lecture 5: Introduction to closed-loop supply chains
Lecture 6: Classification of the types of closed-loop supply chains
Lecture 7: Legislative drivers in closed-loop supply chains
Lecture 8: Business drivers in closed-loop supply chains
Lecture 9: Review of analytical methods for logistics
Lecture 10: Mathematical models of reverse logistics and closed-loop supply chains
Lecture 11: A framework for analysis and design of reverse logistics and closed-loop supply chains
Lecture 12: Selected case studies and class presentation

9. Rationale:

This course is unique in its focus on reverse logistics and closed-loop supply chains. It is anticipated that this important topic will appeal to students studying management within SAS and MBA. The course may also be relevant for students studying in different disciplines in the Faculty of Liberal Arts and Professional Studies and other Faculties, such as Environmental Studies. There is no other such course offered at York.

10. Evaluation:

Midterm: 30%
Class Presentation: 20%
Final Report: 20%
Final Exam: 30%

11. Integrated Courses:

N/A

12. Crosslisted Courses:

N/A

13. Faculty Resources:

Once every year
Fuminori Toyasaki, Rongbing Huang, Mustafa Karakul, Hassan Qudrat-Ullah
Three hours per week for 12 weeks

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:

**Required Textbook:**


**Recommended References:**

Appendix F

Support letters
March 15, 2018

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

Dear Vice-Provost Phillips:

Re: Proposal for a Master of Science in Management Practice

I wish to express my full support for the Master of Science in Management Practice (MScMP) being proposed by the School of Administrative Studies. This applied research oriented program will allow students to master important skill in one of the management areas within 12 months. The successful launch of the proposed program is important for two major reasons.

First, the proposed MScMP responds to the societal need for professional programs preparing managers to deal with ever increasing volumes of data. Nowadays, more than ever before, managerial decisions can be supported by facts and data, but managers need to understand the ways of obtaining, analyzing, and interpreting these data. The proposed program will train managers in the fields of Accounting, Marketing, Supply Chain Management, and General Management to critically evaluate available sources of information, apply latest analytical techniques, and use evidence to support their operational decisions. The program will provide the students with a solid conceptual and methodological foundation for research design and data collection. Thus, there are all reasons to expect that the program will be successful.

The second major reason I believe this program needs to be launched is the fact that it is planned to complement the business curriculum at the planned Markham campus. 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. The proposed program is ideally suited to train or re-train employees of such companies. The Entrepreneurship and Innovation stream is especially relevant in the hi-tech hub environment of the region. The School of Administrative Studies will be offering its BCom degree at Markham, but York University’s position, image, and overall attractiveness in the region will be strengthened substantially if the professional undergraduate degrees will be complemented by graduate programs. The proposed MScMP provides exactly such an addition which fits well with the overall environment in the region.

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 Affairs, Faculty of Graduate Studies
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 Master of Science in Management, York University Markham Campus

York University Libraries are well positioned to provide strong support for the proposed Master of Science in Management (MScM), to be offered at York University’s new Markham Campus (YUMC) by the School of Administrative Studies, Faculty of Liberal Arts and Professional Studies.

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 MScM 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
INTRODUCTION

This library statement is written in support of the proposed Master of Science in Management (MScM), a graduate program, to be offered at York University's new Markham Campus (YUMC) under the auspices of the School of Administrative Studies, and in partnership with local organizations and bodies such as IBM, Nielsen, and York Region. This program will have a focus on teaching applied research methods and techniques, data management tools, analytical processes, and evidence-based decision making.

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.

A goal of the proposed program, with strong experiential elements, is to graduate junior managers or independent professionals through education and training in data analytics and to address identified knowledge and skill gaps for modern and emerging industries including sectors such as ICT, Life Sciences, Clean Technology, agri-food, building and construction, and financial and insurance industries. This program will take three terms or one year to complete where candidates have an undergraduate business degree and requisite quantitative preparation on entry. Preparatory courses will be offered for successful applicants who lack these. Options for candidates to complete the program on a part-time basis will be offered.

This program constitutes two core courses on research methods (6 credits), in addition to four focus area courses (12 credits), and a major applied research paper or applied research internship. All courses offered in the MScM will be new and designed specifically for this program.

Quite a number of the courses include a reading list, often comprising journal articles, most typically available online through the Libraries' subscription sources. In some cases, readings include monographs and in some cases textbooks. 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 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

This program will include two core courses on quantitative and qualitative research methods in addition to offering courses in accounting, marketing, entrepreneurship and innovation, management of professionals, and supply chain management. In these five disciplinary areas courses will focus on applied research methods, data management and analysis, and managerial applications. In addition, the option to complete a major research paper forms a key element of this program.

York University Libraries (YUL) will be able to support the proposed MScM program through a strong collection relevant to the aforementioned courses and the research paper component. Ongoing endeavours to support wide-ranging existing and emerging business programs at the graduate level for all business degrees on campus will be relevant for this program, including graduate programs at the Schulich School of Business, the School of Administrative Studies and the School of Human Resource Management. While this program is clearly distinct, the existing business resources, built over many years, will be very relevant. Indeed, it is fair to say that 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 MScM collection, 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/bbl/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 but not limited to: accounting, marketing, entrepreneurship, supply chain management, organizational studies, strategic management, quantitative methods, and technology and innovation management. Areas of designated responsibility for these business librarians can be viewed here: www.library.yorku.ca/web/bbl/raison/

Access to Resources

Online resources of relevance to this program will be accessible from the Markham campus or remotely through the York University Libraries' web site. 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, though some materials of relevance are also housed at the Scott Library. 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 MScM 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 Yor 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 MScM 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 (CRKN) 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/bbl/guides/

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/bbl/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: researchguides.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 impact of the fluctuating exchange rate for the U.S. dollar, which is the currency used for the vast majority of journal purchasing.

Theses and Dissertations
Should faculty or students in the MScM program require access to theses and dissertations, they are made available through ProQuest Dissertations and Theses database, which provides full-text access to North American and European dissertations. International theses can be located
through the *Networked Digital Library of Theses and Dissertations*. Theses that are not available full-text can be requested through interlibrary loan (ILL).

**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 video 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 website: [www.library.yorku.ca/web/bbl/collections/streaming/](http://www.library.yorku.ca/web/bbl/collections/streaming/)

**Specialized E-Resources**
In addition to the resources outlined above, there is a rich collection of specialized databases available at YUL, which will be highly relevant in supporting the MScM program.

A full listing of business e-resources available is maintained featuring descriptions and links to help guides/tutorials: [www.library.yorku.ca/web/bbl/collections/businessonline/](http://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](http://www.library.yorku.ca/web/bbl/guides)

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

**Statistics and Data**
Data will form a very important element in this program including the application of data analytics or cognitive technology applications. Students in this program will be required to complete a major applied research paper with a focus on data analytics or big data with strong immersive or experiential learning components, including collaboration with local organizations. Other courses will also require them to identify and use data best suited to inform or solve managerial problems and decisions.

York University Libraries will be able to assist through offering relevant sources of microdata. The Libraries are a member of the Data Liberation Initiative (DLI) program of Statistics Canada. This means that students and faculty have free access to a wide variety of public-use micro data files and aggregate statistics, as well as to the CANSIM database.

The data librarian has put together an in-depth guide to statistics and data sources, including both subscription-based, and freely available web-based sources, which is available to all students and faculty at York. This librarian is also available for consultations. [researchguides.library.yorku.ca/data](http://researchguides.library.yorku.ca/data)

**Company Research**
Courses in the MScM program will require students to engage in company research. For example, MSMG 6220 *Design Thinking* requires students to develop a business plan for a venture of their choice, while ADMS 6250 has a group project where students are asked to examine innovation management in the companies of their choosing. 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 MScM courses where industry research will be relevant to course assignments, e.g. MSMG 6220, referenced above, and ADMS 6260, Commercializing Entrepreneurial Ideas, 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 courses under the applied marketing research focus area 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, and Target Snapshot. SimplyAnalytics is online mapping software that supports searching of Canadian demographic and psychographic data. This database supports the generation of maps and tables. Data sources include demographic data via CensusPlus and Demographic Estimates from Environics Analytics, as well as Statistics Canada’s Survey of Household Spending and the Census (Statistics Canada). In addition, SimplyAnalytics offers psychographics via PRIZM C2 and PRIZMS Segmentation.

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 courses in the focus area of applied accounting research. The library has various subscriptions providing access to current accounting literature, e.g. Proquest Business 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 Quail, also highlights additional e-resources of relevance: researchguides.library.yorku.ca/accounting

Supply Chain Management (SCM) Resources
Of particular relevance to courses offered under the SCM focus area of this program, are 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 IRISWorld 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.

Entrepreneurship and Innovation
The library’s databases offer good coverage on both theory and practice in areas such as design thinking, managing innovation, and commercializing entrepreneurial ideas. This includes resources, which support researching business plans which forms an assignment in two of the courses in this functional area. The Business Plans research guide identifies a wide range of sources that students in this program can tap into to research various themes in entrepreneurship (see the Finding Business Articles section), in addition to identifying sources for competitor, industry, market, branding, funding and regulatory information: researchguides.library.yorku.ca/businessplan.

Managing in Professional Contexts
One library guide of special relevance in supporting this focus area of the program includes this one designed to highlight various resource types, many of them online, to support studies in organizational behavior: researchguides.library.yorku.ca/organisation

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 that this will extend to the Markham campus.

This will be directly relevant to the proposed MScM program, and it is noted that a stated learning outcome for this program indicates that students should have an ability to "identify
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 will 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. Such resources could prove integral for realizing immersive learning aspects of the MScM program especially those related to applied research projects with local organizations, or projects which form part of the entrepreneurship and innovation focus area of the program.

CONCLUSION

Library support for the proposed MScM program is assured. Collections and services, already in place to support related, though clearly distinct, business programs, will play a role in supporting this new program, while unique resources, including recommended reading materials for the program’s courses, not already available at the Libraries, will be acquired.

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.
sources of information and data best suited to inform managerial decisions in selected focus areas. The Libraries will be of direct relevance here. Moreover, this program includes multiple courses with research projects or assignments which require students to review relevant business literatures, to identify and analyze data sources, or to conduct projects where specialized business reports and analysis from subscription databases will be relevant.

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 information literacy sessions be organized at strategic junctures in the program, aligned and tailored to course and assignment goals, and designed in liaison with relevant subject librarians, with the goal of facilitating student learning about relevant secondary business research skills, tools and 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.

Interlibrary Loan (Resource Sharing)
The current plan for library services at the Markham campus, while under development, does propose that interlibrary 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
## Appendix 1: York University Libraries Annual Statistics 2015-16

### CIRCULATION

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### LAPTOP LENDING

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### USE OF ERESOURCES

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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 at York

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#### RESOURCE SHARING

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

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

#### Library Instruction

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<td>71</td>
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<tr>
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#### Library Accessibility Services

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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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<td>Scott</td>
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<td>Bronfman</td>
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<td>Frost</td>
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<td>Steacie</td>
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#### Operating Budget

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<td>Salaries</td>
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<td>11,426,013</td>
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<td><strong>Subtotal</strong></td>
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<td>Collections</td>
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<tr>
<td>Binding</td>
<td>40,794</td>
<td>46,527</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td>General Operating</td>
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<td><strong>Total Expenses less recovery</strong></td>
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<td>Gifts in Kind</td>
<td>523,535</td>
<td>704,842</td>
<td>358,900</td>
</tr>
</tbody>
</table>

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Tuesday, August 22, 2017

To Academic Standards, Curriculum and Pedagogy Committee:

Re: Master of Science in Management (MScM) in the School of Administrative Studies

I am supportive of the proposed Graduate Master of Science in Management (MScM) 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 Altilia, University Registrar
Office of the Vice-President Academic and Provost

Memorandum

To: Chairs ASCP and APPRC
From: Lisa Philipps, 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 21st, 2017

Dr. Adriano G. Sois
York University
School of Administrative Studies
4701 Keele St.
Toronto, Ontario
M3J 1P3

Re: Support for 'Master of Science in Management' (MScM) program

This letter is to convey IBM Canada's enthusiastic support of York University's development of the Master of Science in Management program.

The Master of Science in Management (MScM) is a graduate program designed to train future leaders to run organizations with a focus on applying research and analysis of business data that inform evidence-based decision making. IBM wants to acknowledge the university's leadership team for recognizing the need to better understand big data for intelligent decision making whether it be in applied research or business enterprises. IBM also fundamentally believes the need for academia to merge data sciences with business skills in order for graduates to meet industry needs of the future and prepare students for an emerging job market.

At IBM, we are facing a talent gap associated with skills that combine data science and business and we believe the MScM program will provide skill sets that will be highly attractive and in demand by businesses like IBM and industries at large.

It is our intent to support the MScM program at York University in the following ways:

- Collaborate with York University in further development/improvement of the curriculum to ensure that relevant topics are covered and appropriate pedagogical approaches are employed;
- Support the experiential learning objectives of the program, including the possibility of providing internship opportunities on a selective basis to students;
- Based on availability, solicit qualified IBM personnel to deliver guest lectures, teach/co-teach certain courses or supervise/co-supervise students' major research projects;
- Where applicable and based on availability, provide work space/facilities/equipment/software/data for certain program courses, research projects, or experiential learning activities.

In summary, IBM strongly supports York University's development of the Master of Science in Management program because of its strong alignment to IBM's interests and priorities.

We look forward to actively supporting York University on this initiative.

Sincerely,

Saidieh Gil
National Industry Executive for Research
IBM Canada Ltd.

cc. Kerri Moreno, IBM Canada Ltd.
Dennis Buttera, IBM Canada Ltd.
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.

Carolyn Parkinson
VP, Human Resources
August 19, 2017

Dear Adriano:

I write this letter in reference to your School’s proposal for a Master of Science in Management (MScM) degree program that the School of Administrative Studies (SAS) plans to offer at York University’s new Markham Centre Campus starting in September 2021.

In the Dipartimento di Ingegneria Meccanica, Energetica e Gestionale (Department of Mechanical, Energy, and Management Engineering - DIMEG) of the University of Calabria (Unical), we offer degree programs in Management Engineering at three levels – Laurea (three-year undergraduate degree), Laurea Magistrale (master’s degree), and Dottorato di Ricerca (PhD).

As Vice-Director of the DIMEG and head of the Management Engineering programs, I wish to express interest in your proposed MScM degree program, particularly in the focus area of Supply Chain Management, which is one of the major fields of interest for students in our Management Engineering degree programs.

Your MScM program proposal places emphasis on the use of data analytics to inform evidence-based decision-making. DIMEG would be willing to collaborate with SAS by hosting some students in the Supply Chain Management focus area here at Unical when they are ready to undertake applied research towards the major research paper requirement of the MScM. In like manner, we will continue to send some of our Laurea Magistrale in Ingegneria Gestionale (LMIG) students for their thesis research with SAS professors. I note in this connection that, since 2012, you have hosted a total of nine LMIG students in conducting their thesis research at SAS, which my colleagues and I truly appreciate.
Eventually, we would be interested in exploring with you the possibility of a joint offering by York University and Unical of an MScM+LMIG dual degree graduate program.

I look forward to a continuing, ongoing collaboration between SAS and DIMEG in light of the proposed MScM program.

Sincerely yours,

Francesca Guerriero, PhD
Vice-Director of the DIMEG
Head of the Management Engineering programs

[Signature]
August 17, 2017

Dr. Adriano O. Solis
York University
School of Administrative Studies
4700 Keele Street
Toronto On M3J 1P3

I have a great pleasure to read through the comprehensive proposal of the Master of Science in Management program by the School of Administrative Studies. The proposed program is focused on building/strengthening hands-on statistical data analysis ability as well as business knowledge for qualified candidates. It represents a rigorously balanced source for students to better fit the job industry, which has ever-growing demand on applicants with a good combination of soft skills, hard skills and cross-disciplinary skills. In my opinion, the proposed program will definitely provide a more accessible pathway to connect the academic world to the job industry for its graduates.

As a Risk Management professional, my day to day job is to build credit risk models for risk monitoring, ensure satisfactory model performance thorough back-testing and communicate model concepts to our front line users. Occasionally, I cooperate with internal or external auditors to safeguard the integrity and soundness of the whole process. Due to this nature, an adequate model needs to be statistically sound, matches the accounting rules, be reasonable from the finance point of view, and be marketable and manageable with reasonable effort. As such, a joint knowledge and solid understanding of all relevant disciplines is a must to achieve a better performance. Based on my experience, I foresee Risk Management is a career direction welcomes future graduates from the proposed program. I will be more than happy to recommend qualified candidates to my colleagues in the financial industry in the future.

The proposed program will provide a platform for consolidation of knowledge and skills. I firmly believe it will mutually benefit the job industry and candidates possess such qualification. I strongly support the further development and implementation of the Master of Science in Management program. I will continue to provide insights and advice on further development/improvement of the MScM program whenever needed.

Sincerely,

Chang

Fang Chang, Ph.D
Director, Model Quantification
Enterprise Risk Management
August 22, 2017

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

Dear Adriano:

In September 2016, Mr. Terry Volpel who was at that time President & CEO of ISM—Canada, the Canadian affiliate of the Institute for Supply Management™ (ISM), expressed support for your intent to develop a proposal for a Master of Science in Management (MScM) program. In his letter, Terry had noted that the MScM would “focus on methods for analysis and evidence-based decision making – which are very useful to a specialization in supply chain management (SCM)”, adding that various SCM concerns (e.g., demand forecasting, demand planning and management, design and operation of manufacturing/service and distribution networks, warehousing and inventory control) require proficiency in data science and analytics.

I have had the opportunity to review the MScM program proposal in its current state, particularly the focus area in supply chain management (SCM) and the relevant course offerings. In my opinion, with the significant attention placed on analytics and evidence-based decision making, the MScM program and its SCM focus area will be relevant and responsive to supply management professionals’ requirements in the years to come.

I wish to reiterate that ISM, which has a membership base that includes more than 50,000 supply management practitioners worldwide, exists to enhance the value and performance of procurement and supply chain management practitioners and their organizations all over the world. As President & CEO of ISM—Canada, I am willing to collaborate with, and provide guidance to, the School of Administrative Studies in the further development and improvement of the MScM program and its SCM focus area, to ensure that relevant topics are covered and appropriate approaches are employed in program delivery.

Sincerely yours,

Larry J. Foley, C.P.M. CSCMP CPIM CIM P.Mgr
President & CEO
ISM—Canada
Appendix G
New Program Survey Questionnaire and Results

Two versions of the questionnaire were administered. A paper-and-pencil version was administered in the following classes:

- AP/ADMS4900 Management Policy: Part 1
- AP/ADMS4501 Advanced Portfolio Management
- AP/ADMS4570 Management Planning and Control Systems
- AP/ADMS4562 Corporate Taxation in Canada
- AP/ADMS4540 Financial Management
- AP/ADMS3330 Quantitative Methods II

An online version was administered to the students of AP/ADMS4285 Brand Management and AP/ADMS4260 Marketing Research. The different format was used because classes in these two courses were already over. This also explains relatively smaller number of responses for these two sections.

Overall, 252 students completed paper-and-pencil surveys and 14— the online version.

Paper-and-pencil Survey

Sample characteristics

Two hundred and fifty-two students completed the survey with 98% percent of respondents pursue honours degrees: 48% in Accounting, 39.9% in Finance, 3.2% each in HRM and in Management, and 2.8% in Marketing and .8% in Business Research.

89.3% of respondents completed more than 60 credits toward their degree with 66.3% completing more than 90 credits. Because we were interested in job search and plans after graduation, we have excluded all students who completed less than 61 credits towards their degrees leaving us with the sample of 217 students of whom 74.2% completed more than 90 credits.

Only 18.0% of respondents indicated that they have already secured a job after graduation.

Below are the questions and the summary of responses.

Attitude toward job search

Q1: Based on what you’ve heard or on your own experience, how easy is it to find a meaningful job after graduation?

<table>
<thead>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very difficult</td>
<td>41</td>
<td>18.9</td>
<td>18.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Difficult</td>
<td>93</td>
<td>42.9</td>
<td>42.9</td>
<td>61.8</td>
</tr>
<tr>
<td>Doable</td>
<td>72</td>
<td>33.2</td>
<td>33.2</td>
<td>94.9</td>
</tr>
<tr>
<td>Easy</td>
<td>5</td>
<td>2.3</td>
<td>2.3</td>
<td>97.2</td>
</tr>
<tr>
<td>Very easy</td>
<td>2</td>
<td>.9</td>
<td>.9</td>
<td>98.2</td>
</tr>
<tr>
<td>Don't know</td>
<td>4</td>
<td>1.8</td>
<td>1.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Majority of respondents (61.8%) consider finding a job after graduation difficult or very difficult.

**Q2:** To what extent does a “standard” undergraduate degree ensure the possibility of getting a meaningful job?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No help</td>
<td>14</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Helps somewhat</td>
<td>145</td>
<td>66.8</td>
<td>66.8</td>
</tr>
<tr>
<td>Helps a lot</td>
<td>41</td>
<td>18.9</td>
<td>18.9</td>
</tr>
<tr>
<td>Don't know</td>
<td>17</td>
<td>7.8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Few respondents (6.5%) indicated that an undergraduate degree does not help in finding a job after graduation. Majority (66.8%) believe that the degree helps only somewhat.

**Q3:** To what extent does a “standard” undergraduate degree prepare a student for assuming advanced positions in an organization?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>216</td>
<td>99.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Doesn't prepare</td>
<td>33</td>
<td>15.2</td>
<td>15.3</td>
</tr>
<tr>
<td>Somewhat prepares</td>
<td>126</td>
<td>58.1</td>
<td>58.3</td>
</tr>
<tr>
<td>Prepares well</td>
<td>37</td>
<td>17.1</td>
<td>17.1</td>
</tr>
<tr>
<td>Don't know</td>
<td>20</td>
<td>9.2</td>
<td>9.3</td>
</tr>
</tbody>
</table>

Little more respondents (15.3%) felt that an undergraduate degree does not prepare them to assume advanced positions after graduation. *(It appears that this question was not understood correctly by many respondents as they answered the previous question in a more negative way than this one, which is hardly possible).*

**Attitude toward a master’s degree**

**Q4:** Are you considering a master’s degree any time in the future?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>12.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Maybe</td>
<td>117</td>
<td>53.9</td>
<td>53.9</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>74</td>
<td>34.1</td>
<td>34.1</td>
</tr>
</tbody>
</table>

 Majority of respondents – 88% - indicated that they are considering a master’s degree in the future.
**Q5:** Are you considering applying for a master’s program immediately after your graduation?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>132</td>
<td>60.8</td>
<td>65.7</td>
<td>65.7</td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>31.8</td>
<td>34.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>201</td>
<td>92.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>16</td>
<td>7.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A significant proportion of respondents (34.3%) consider applying for a master’s degree immediately after graduation.

The most common reason for applying for a master’s degree immediately after graduation (selected by 51) is to improve chances for getting a job. Respondent No. 130 wrote that he has an MBA from Schulich and it was not enough for securing a meaningful job. Only a specialized skill set gives a better chance for landing a job. Other reasons include the desire to develop new skills (43 respondents), intention to prepare for a PhD program (10 respondents), preparation to the CPA designation (3), ease of getting a visa (1), and parent’s wish (1).

**Attitude towards the proposed program**

**Q6:** In your opinion, how big is a need for a master’s program which will focus on developing specialized skills and be open to fresh graduates (no work experience requirement)?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No need</td>
<td>9</td>
<td>4.1</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Needed somewhat</td>
<td>97</td>
<td>44.7</td>
<td>45.3</td>
<td>49.5</td>
</tr>
<tr>
<td>Definitely needed</td>
<td>91</td>
<td>41.9</td>
<td>42.5</td>
<td>92.1</td>
</tr>
<tr>
<td>No opinion</td>
<td>17</td>
<td>7.8</td>
<td>7.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>214</td>
<td>98.6</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>3</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vast majority – 87.8% - indicated that the program providing specialized skills and opened to fresh graduates is needed.

**Q7:** Do you think such a program may improve your chances of getting a meaningful job?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No help</td>
<td>9</td>
<td>4.1</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Help somewhat</td>
<td>124</td>
<td>57.1</td>
<td>57.4</td>
<td>61.6</td>
</tr>
<tr>
<td>Definitely help</td>
<td>70</td>
<td>32.3</td>
<td>32.4</td>
<td>94.0</td>
</tr>
</tbody>
</table>

133 | P a g e
89.8% believe that the proposed program will give its students a better chance to get a meaningful job.

**Q8: Would you consider applying for such a program?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>22</td>
<td>10.1</td>
<td>10.3</td>
</tr>
<tr>
<td>Maybe</td>
<td>138</td>
<td>63.6</td>
<td>64.5</td>
</tr>
<tr>
<td>Definitely yes</td>
<td>41</td>
<td>18.9</td>
<td>19.2</td>
</tr>
<tr>
<td>No opinion</td>
<td>13</td>
<td>6.0</td>
<td>6.1</td>
</tr>
<tr>
<td>Total</td>
<td>214</td>
<td>98.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>3</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

83.7% stated that they would consider applying for the proposed program with 19.2% being definitive. Responses to Q7 and Q8 give a somewhat conservative picture as 41% of the respondents pursue the specialization in Finance, and there is no Finance stream in the proposed program.

### Respondents’ Comments

<table>
<thead>
<tr>
<th>ID</th>
<th>Specialization</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accounting</td>
<td>The management program is an amazing program</td>
</tr>
<tr>
<td>12</td>
<td>Management</td>
<td>I think this is good news for all of York undergraduate students. Usually, graduate school’s fee is high and some students hesitate to go, but if York offers this program with low price and waived some credit for York undergraduate student, it will be super helpful.</td>
</tr>
<tr>
<td>15</td>
<td>Accounting</td>
<td>More co-ops, more recruitment events at the master’s</td>
</tr>
<tr>
<td>58</td>
<td>Accounting</td>
<td>More internship opportunities will definitely help students to get a job after they graduate.</td>
</tr>
<tr>
<td>72</td>
<td>Finance</td>
<td>More co-op / internship program.</td>
</tr>
<tr>
<td>73</td>
<td>Accounting</td>
<td>Courses should be more useful for finding a job. Such as Excel skills.</td>
</tr>
<tr>
<td>85</td>
<td>Accounting</td>
<td>Provide more experience to student</td>
</tr>
<tr>
<td>130</td>
<td>Accounting</td>
<td>I completed my MBA at &lt;...&gt; specializing in accounting &amp; tax is one of the courses I had to take outside of the program for the CPA. Even having an MBA was not good enough for securing a meaningful job. What would be really helpful is a co-op focused masters program. A master’s program that incorporates a lot of practical experience.</td>
</tr>
<tr>
<td>154</td>
<td>HRM</td>
<td>This sounds like a great program!</td>
</tr>
<tr>
<td>181</td>
<td>Not SAS</td>
<td>Big need for data driven jobs, perhaps a specialization in this would be critical</td>
</tr>
<tr>
<td>187</td>
<td>Finance</td>
<td>When can I apply?</td>
</tr>
<tr>
<td>253</td>
<td>Finance</td>
<td>Specialized skills are necessary, like SAS, SQL, VBA</td>
</tr>
</tbody>
</table>
Online questionnaire – Students

The questionnaire was administered to the students of two marketing courses – ADMS4285 Brand Management and ADMS4260 Marketing Research. Both classes were over by the time the survey was ready, so instructors had to e-mail their former students with a request to take the survey. The format of some questions had to be changed to better fit the survey design tool (Google Forms).

Sample characteristics

Fourteen students responded: 10 specialize in marketing, one each - in management, business research, and finance, and one does not pursue a specialization. Eight students (57.2%) completed more than 60 credits toward their specializations, and only their responses were used. Only two students reported that they had a job already secured.

Attitudes toward job search

**Q1:** Based on what you’ve heard or on your own experience, how easy is it to find a meaningful job after graduation? *(On a scale from 1 “Very difficult” to 5 “Very easy”)*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>2.00</td>
<td>62.5</td>
<td>62.5</td>
<td>75.0</td>
</tr>
<tr>
<td>3.00</td>
<td>25.0</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority of respondents (75%) think that finding a meaningful job after graduation is difficult or very difficult.

**Q2:** To what extent does a “standard” undergraduate degree ensure the possibility of getting a meaningful job? *(On a scale from 1 “No help at all” to 5 “Pretty much guarantees a job”)*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>25.0</td>
<td>25.0</td>
<td>25.0</td>
</tr>
<tr>
<td>3.00</td>
<td>50.0</td>
<td>50.0</td>
<td>75.0</td>
</tr>
<tr>
<td>4.00</td>
<td>50.0</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Only 25% believe that a “standard” undergraduate degree provides less than adequate help in getting a job.
Q3: To what extend does a “standard” undergraduate degree prepare a student for assuming advanced positions in an organization? (On a scale from 1 “Does not prepare at all” to 5 “Prepares well”)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>2.00</td>
<td>5</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>3.00</td>
<td>1</td>
<td>12.5</td>
<td>75.0</td>
</tr>
<tr>
<td></td>
<td>4.00</td>
<td>1</td>
<td>12.5</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>5.00</td>
<td>1</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of respondents (62.5%) believe that the “standard” undergraduate degree provides less than adequate preparation for advanced positions.

Attitudes toward a master’s degree

Q4: Are you considering a master’s degree any time in the future?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1</td>
<td>12.5</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>50.0</td>
<td>50.0</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With one exception, all respondents plan to enroll into a master’s program in the future.

Q5: Are you considering applying for a master’s program immediately after your graduation?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>No</td>
<td>7</td>
<td>87.5</td>
<td>87.5</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>1</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Only one respondent plans to apply for a master’s program immediately after graduation. The reasons selected: “To improve my chances to get a job; To further develop my skills”.

Q6: In your opinion, how big is a need for a master’s program which will focus on developing specialized skills and be open to fresh graduates (no work experience requirement)?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Definitely needed</td>
<td>4</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Somewhat needed</td>
<td>4</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

All respondents indicated that direct entry specialized master’s programs are needed.
Attitudes toward the proposed program

Q7: Do you think such a program may improve your chances of getting a meaningful job?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will definitely help</td>
<td>5</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td>Will help somewhat</td>
<td>3</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Q8: Would you consider applying for such a program?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td>1</td>
<td>12.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>87.5</td>
<td>87.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of respondents (87.5%) indicated that they will consider applying for the proposed program.

Respondents’ Comments

<table>
<thead>
<tr>
<th>ID</th>
<th>Specialization</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Marketing</td>
<td>I would like to see co-op options for the program because work experiences (especially the work in a particular field) is extremely important to differentiate oneself.</td>
</tr>
<tr>
<td>10</td>
<td>Management</td>
<td>This sounds like a great program that I would be interested in applying to. I like that it has a focus on management which my undergrad is in. I felt as an undergrad the management courses being offered were slim. This program would be a great addition to York University. I like the entrepreneur and innovation, market research and managing in a professional context. Maybe there can be an opportunity to have a double degree that extends the program a bit. Also, is there an opportunity to skip Qual and Quan research methods if we have already completed these classes with a good enough grade? Also, is there an opportunity to take all night courses/weekend courses for those working at the same time?</td>
</tr>
</tbody>
</table>

Online Questionnaire – Student Clubs

Invitations to take an online survey about the new master’s program were sent to 9 clubs in June 2017. Four club officers responded. The relatively low response rate can be explained by the fact that the summer is the time when clubs are normally in transition from old to new leadership and actual operations are on hold until late August.

Sample characteristics

<table>
<thead>
<tr>
<th>Club</th>
<th>Name</th>
<th>Position</th>
<th>Time with the club</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Council of LA&amp;PS</td>
<td>Kiana Blake</td>
<td>Chair</td>
<td>for more than a year</td>
<td></td>
</tr>
<tr>
<td>IT Student Association</td>
<td>Alina Rizvi</td>
<td>President</td>
<td>for about a year</td>
<td></td>
</tr>
</tbody>
</table>
Attitudes toward job search

Q1: Based on your discussions with club members and officers, how difficult is it for students to find a meaningful job after graduation? (on a scale from 1 “Very difficult” to 5 “Very easy”)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>2</td>
</tr>
<tr>
<td>ITSA</td>
<td>3</td>
</tr>
<tr>
<td>APAA</td>
<td>3</td>
</tr>
<tr>
<td>HRSSAA</td>
<td>2</td>
</tr>
</tbody>
</table>

Q2: To what extent does a “standard” undergraduate degree ensure the possibility of getting a meaningful job? (On a scale from 1 “No help at all” to 5 “Pretty much guarantees a job”)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>2</td>
</tr>
<tr>
<td>ITSA</td>
<td>3</td>
</tr>
<tr>
<td>APAA</td>
<td>2</td>
</tr>
<tr>
<td>HRSSAA</td>
<td>2</td>
</tr>
</tbody>
</table>

Q3: To what extent does a “standard” undergraduate degree prepare a student for assuming advanced positions in an organization? (On a scale from 1 “Does not prepare at all” to 5 “Prepares well”)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>2</td>
</tr>
<tr>
<td>ITSA</td>
<td>3</td>
</tr>
<tr>
<td>APAA</td>
<td>2</td>
</tr>
<tr>
<td>HRSSAA</td>
<td>1</td>
</tr>
</tbody>
</table>

Attitudes toward a master’s degree

Q4: In your opinion, is a master's degree considered by many students? (Considered by very few; considered by some; considered by many)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>Considered by some</td>
</tr>
<tr>
<td>ITSA</td>
<td>Considered by some</td>
</tr>
<tr>
<td>APAA</td>
<td>Considered by some</td>
</tr>
<tr>
<td>HRSSAA</td>
<td>Considered by some</td>
</tr>
</tbody>
</table>

Q5: Of those considering a master’s degree, how many plan to apply immediately after graduation? (Very few, some, many)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>Some</td>
</tr>
<tr>
<td>ITSA</td>
<td>Very few</td>
</tr>
<tr>
<td>APAA</td>
<td>Some</td>
</tr>
<tr>
<td>HRSSAA</td>
<td>Some</td>
</tr>
</tbody>
</table>
**Q6:** In your opinion, how big is a need for a master’s program which will focus on developing specialized skills and be open to fresh graduates (*no work experience requirement*)? (*No need at all; Somewhat needed; Definitely needed*)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>Definitely needed</td>
</tr>
<tr>
<td>ITSA</td>
<td>Somewhat needed</td>
</tr>
<tr>
<td>APAA</td>
<td>Definitely needed</td>
</tr>
<tr>
<td>HRSAA</td>
<td>Somewhat needed</td>
</tr>
</tbody>
</table>

**Attitudes toward the proposed program**

**Q7:** Do you think such a program may improve students' chances of getting a meaningful job? (*No help at all; Will help somewhat; Will definitely help*)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>Will definitely help</td>
</tr>
<tr>
<td>ITSA</td>
<td>Will help somewhat</td>
</tr>
<tr>
<td>APAA</td>
<td>Will help somewhat</td>
</tr>
<tr>
<td>HRSAA</td>
<td>Will help somewhat</td>
</tr>
</tbody>
</table>

**Q8:** Do you believe the members of your club will be interested in this program after graduation? (*On a scale from 1 “Not interested at all” to 5 “Very interested”*)

<table>
<thead>
<tr>
<th>Club</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC LA&amp;PS</td>
<td>5</td>
</tr>
<tr>
<td>ITSA</td>
<td>4</td>
</tr>
<tr>
<td>APAA</td>
<td>3</td>
</tr>
<tr>
<td>HRSAA</td>
<td>2</td>
</tr>
</tbody>
</table>

**Q9:** In your opinion, what features will make the new program attractive for potential students?

<table>
<thead>
<tr>
<th>Club</th>
<th>Name</th>
<th>Position</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Council of LA&amp;PS</td>
<td>Kiana Blake</td>
<td>Chair</td>
<td>No work experience required, provides students with choice and is only 1 year</td>
</tr>
<tr>
<td>ITSA</td>
<td>Alina Rizvi</td>
<td>President</td>
<td>Higher guarantee of job after completion</td>
</tr>
<tr>
<td>Atkinson Professional Accounting Association</td>
<td>Fiona Vong</td>
<td>President</td>
<td>The program would be of interest to students who would want to gain problem-solving and case study analysis skills especially if the techniques taught are the ones currently used in-field. Software and applications used in the program should have relevance to the ones working professionals are using. Students would be inclined to learn more/enrol if there are experiences gained through the Master’s program that can be translated onto their resume and professional profile.</td>
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</tbody>
</table>
PART II
Curricula vitae of the faculty, including program-specific appointment criteria (for new graduate programs only)

Curricula Vitae of the Faculty

DELIVERED SEPARATELY AS HARD COPIES