

## Major Modification to Existing Programs

1. Program: Business Minor  
School of Administrative Studies
  2. Degree Designation: Honours Minor
  3. Type of Modification: changes to program requirements.
  4. Effective Date: Fall 2016
- 

5. Provide a general description of the proposed changes to the program.

The program has been revised attending to the experience of students that entered into the program and either completed it or not, plus the knowledge acquired by Faculty and staff after several years of offering the honours minor in its original form.

In summary the proposed structure shows 7 required 3.00 credit courses and 3 optional 3.00 credit courses, of which at least one shall be a 4000 level course (the current structure has 9 required courses and one elective).

The proposed required set of courses identify one opening course (AP/ADMS1010), 5 courses covering relevant business subjects (AP/ADMS1500 for accounting, AP/ADMS2200 for marketing, AP/ADMS2310 for statistics applied to business, AP/ADMS2400 for organizational behavior and AP/ADMS2541 for finance), and one closing course (AP/ADMS3920).

Having room for three 3.00 credits electives allow students to advance their knowledge in one field (for instance, do the three courses in emergency management AP/ADMS2700, AP/ADMS3701 or AP/ADMS3703 and AP/ADMS4709) or maximize their exposure to different areas (for example AP/ADMS3353 in project management, AP/ADMS3120 in management and AP/ADMS4690 in corporate governance).

Given the very limited array of 4000 level courses with no or very few pre-requisites, the business minor can be completed with a minimum of 3.00 credits at the 4000 level. Although this is not normally the policy at York, students in the business minor will be better served by requiring a minimum of one 4000 level course due to the current limitation of courses available. It is expected that in the future some 4000 level courses within the BAS would modify pre-requisites or new courses would be added if the business minor demand is large enough.

Our answer to item 8 of this proposal provides a detailed analysis of courses removed and added, both required and optional.

Also to properly justify the academic rationale behind the analysis and selection of courses to be included in the proposed program, a graphical representation of their links is provided in our answer to item 6 of this proposal.

6. Provide the rationale for the proposed changes.

The changes are primarily designed to address the needs of students that are interested in adding a business minor to their York degree. The table below shows the current composition of students in the business minor (Winter 2015). From the data can be observed that the Business Minor is attractive to five programs in 3 faculties (only those 5 programs combined explain more than half of the current students).

Faculty	Number of Students	Percentage of Total Business Minors	Faculty	Program	Students	% of total
AP	55	50.00%	HH	PSYC	22	20.00%
ES	4	3.64%	HH	KINE	11	10.00%
FA	6	5.45%	AP	COMN	10	9.09%
HH	33	30.00%	AP	POLS	8	7.27%
SC	12	10.91%	SC	BIOL	7	6.36%
<b>Grand Total</b>	<b>110</b>	<b>100.00%</b>	<b>Total</b>		<b>58</b>	<b>52.73%</b>

The following table shows the data of the 52 students that graduated from the program. Two thirds or 67% of them are concentrated in a handful of programs: kinesiology, psychology, communication, criminology and economics.

Count of Study Level	Column Labels					
Row Labels	2014	2012	2013	2011	2010	Grand Total
<b>AP</b>	<b>6</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>21</b>
CHST			1			1
COMN		1	2	1		4 8%
CRIM	1		2	1		4 8%
ECON	2	1	1			4 8%
ITEC	1	1			1	3
PHIL		1				1
POLS	1					1
PRWR	1	1	1			3
<b>ES</b>	<b>1</b>		<b>1</b>			<b>2</b>
ENST	1		1			2
<b>FA</b>	<b>1</b>	<b>2</b>				<b>3</b>
DANC		1				1
MUSI	1	1				2
<b>HH</b>	<b>9</b>	<b>2</b>	<b>9</b>	<b>2</b>	<b>1</b>	<b>23</b>
KINE	4		2			6 12%
PSYC	5	2	7	2	1	17 33%
<b>SC</b>	<b>1</b>	<b>1</b>	<b>1</b>			<b>3</b>
MAED	1	1	1			3
<b>Grand Total</b>	<b>18</b>	<b>10</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>52 67%</b>

It is being suggested that students in other programs at LA&PS find that some of the current required courses demand a level of mathematics that is not within their reach. It has been suggested that the root is in the admission requirements to programs in LA&PS, other than the

BAS, where Advanced Functions is normally not required.

With these facts at hand, the whole business minor has been redesigned with the purpose to make it feasible for students that have entered University with a grade 12 math course that is not Advanced Functions.

The proposed Business Minor intends to be a self contained program, where students can cover the basics building blocks (management, statistics for business, economics, accounting, marketing and finance) and then add three courses to be selected from a list of more than twenty courses in the most diverse fields of business education.

A key feature of the proposed business minor is the link between the opening course (ADMS1010) and the closing course (ADMS3920). The graph in the following two pages present the idea by linking week by week the topics covered in the opening and closing course and how they relate by areas with the other required courses and the selection of optative courses available to choose.

## Business Minor - New format (March 2015)

**Structure: Mandatory 1 opening course, 5 diverse courses and 1 closing course (21 credits) plus 3 elective courses (9 credits): one at the 3000 level and another at the 4000 level**

Opening course: ADMS1010	Topic in opening course	Mandatory Course to go in depth (5)	Elective Courses to go in depth (3)	Topic in Closing course	Closing course: ADMS3920										
<p><u>Week 1. Getting engaged: Introduction to critical thinking &amp; contemporary business issues</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 1: What critical thinking)</p> <p><u>Week 2. So, you want to be a manager? (Management)</u> Mintzberg, H. (1990). The Manager's Job: Folklore and Fact. <i>Harvard Business Review</i>, 68(2), 163-176. Drucker, P. F. (2005). Managing Oneself. <i>Harvard Business Review</i>, 83(1), 100-109.</p>			ADMS1000  ADMS3960 <sup>a</sup>	Management	<table border="1" style="width: 100%;"> <thead> <tr> <th>Week</th> <th>Date</th> <th>Subject Matter Covered</th> <th>Readings</th> <th>Req'd Submissions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Jan 9</td> <td>Course Overview and Introduction to Entrepreneurship</td> <td>Ch. 1, 3 43 pages</td> <td>None</td> </tr> </tbody> </table>	Week	Date	Subject Matter Covered	Readings	Req'd Submissions	1	Jan 9	Course Overview and Introduction to Entrepreneurship	Ch. 1, 3 43 pages	None
Week	Date	Subject Matter Covered	Readings	Req'd Submissions											
1	Jan 9	Course Overview and Introduction to Entrepreneurship	Ch. 1, 3 43 pages	None											
<p><u>Week 3. Getting organized (Organization Theory)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 2: Claims) Chandler, A. D. (1990). The Enduring Logic of Industrial Success. <i>Harvard Business Review</i>, 68(2), 130-140. Schumacher, E. F. (1973). <i>Small is beautiful: A study of economics as if people mattered</i>. London: Blond and Briggs. (Part 1/Chapter 5: A question of size)</p>	Management		ADMS3960 <sup>a</sup>	OT	<table border="1" style="width: 100%;"> <tbody> <tr> <td>10</td> <td>Mar 13</td> <td>Growth, Crisis, Turnaround and Exit</td> <td>Ch. 15 &amp; Supplemental Material 23 pages</td> <td>None</td> </tr> </tbody> </table>	10	Mar 13	Growth, Crisis, Turnaround and Exit	Ch. 15 & Supplemental Material 23 pages	None					
10	Mar 13	Growth, Crisis, Turnaround and Exit	Ch. 15 & Supplemental Material 23 pages	None											
<p><u>Week 4: Current issues, future challenges (Business ethics: Corporate social responsibility; Sustainability; Emergency management)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 3: Evidence) Friedman, M. (1970, September 13). The social responsibility of business is to increase its profits. <i>New York Times</i>, pp. 32-33, 122, 124, 126. Homer-Dixon, T. (2006). <i>The upside of down: Catastrophe, creativity, and the renewal of civilization</i>. Toronto: Alfred A. Knopf. (Chapter 1: Tectonic stresses) Recommended*: Waldman, D. A., &amp; Siegel, D. (2008). Defining the socially responsible leader. <i>The Leadership Quarterly</i>, 19(1), 117-131.</p>	OT		ADMS4690 ADMS3660 <sup>a</sup> ADMS2700 ADMS3701 ADMS3706 ADMS3703 <sup>c</sup> ADMS4709	Law/Regulations  Sustainability	<table border="1" style="width: 100%;"> <tbody> <tr> <td>2</td> <td>Jan 16</td> <td>Practical, Legal and Regulatory Issues Involved in Entrepreneurial Activities and Opportunities in Franchising &amp; Buy-outs</td> <td>Ch. 10, 4 52 pages</td> <td>None</td> </tr> </tbody> </table>	2	Jan 16	Practical, Legal and Regulatory Issues Involved in Entrepreneurial Activities and Opportunities in Franchising & Buy-outs	Ch. 10, 4 52 pages	None					
2	Jan 16	Practical, Legal and Regulatory Issues Involved in Entrepreneurial Activities and Opportunities in Franchising & Buy-outs	Ch. 10, 4 52 pages	None											
<p><u>Week 5. Questions of value (Economics: Strategy)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 4: Underlying assumptions) Roscoe, P. (2014). I Spend Therefore I Am: How Economics Has Changed the Way We Think and Feel. Random House Canada. (Chapter 2: From Truck and Barter to the Meaning of Life) Collis, D. J., &amp; Montgomery, C. A. (2008). Competing on Resources. <i>Harvard Business Review</i>, 86(7/8), 140-150. Recommended: Layard, P. R. G. (2005). <i>Happiness: Lessons from a new science</i>. New York: Penguin Press. (Chapter 9: Does economics have a clue?)</p>	Ethics CSR Sustainability Emergency Mgmt			ECON1900	<table border="1" style="width: 100%;"> <tbody> <tr> <td>3</td> <td>Jan 23</td> <td>Business Planning and New Venture Concept and Strategy Development</td> <td>Ch. 5, 2 54 pages</td> <td>None</td> </tr> </tbody> </table>	3	Jan 23	Business Planning and New Venture Concept and Strategy Development	Ch. 5, 2 54 pages	None					
3	Jan 23	Business Planning and New Venture Concept and Strategy Development	Ch. 5, 2 54 pages	None											
<p><u>Week 6. MIDTERM EXAM</u></p>	Economics Strategic mgmt			Strategic mgmt											
<p><u>Week 7. Value measurement and intermediaries (Accounting: Finance)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i>. Captus Press. (Chapter 5: Causal claims) Kaplan, R. S., &amp; Norton, D. P. (1992). The Balanced Scorecard--Measures That Drive Performance. <i>Harvard Business Review</i>, 70(1), 71-79. Bakker, P. (n.d.). Accountants Will Save the World. <i>Harvard Business Review</i>. Retrieved September 17, 2013, from <a href="http://blogs.hbr.org/2013/03/accountants-will-save-the-world/">http://blogs.hbr.org/2013/03/accountants-will-save-the-world/</a> Korten, D. C. (2001). <i>When Corporations Rule the World</i>. Bloomfield, CT: Kumarian Press, Inc. (Chapter 13: The money game, and Chapter 14: Predatory finance)</p>	Accounting Finance	ADMS1500 ADMS2541	ADMS2500 ADMS3520	Accounting Finance	<table border="1" style="width: 100%;"> <tbody> <tr> <td>9</td> <td>Mar 6</td> <td>Finance, Financing and Accounting, and Evaluating and Managing Performance</td> <td>Ch. 13, 14 80 pages</td> <td>Group Presentation Scheduling Requests</td> </tr> </tbody> </table>	9	Mar 6	Finance, Financing and Accounting, and Evaluating and Managing Performance	Ch. 13, 14 80 pages	Group Presentation Scheduling Requests					
9	Mar 6	Finance, Financing and Accounting, and Evaluating and Managing Performance	Ch. 13, 14 80 pages	Group Presentation Scheduling Requests											

Opening course: ADMS1010	Topic in opening course	Mandatory Course to go in depth (5)	Elective Courses to go in depth (3)	Topic in Closing course	Closing course: ADMS3920				
<u>Week 8. Value chains (Management science: Operations &amp; Supply chain management: International business)</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i> . Captus Press. (Chapter 6: Techniques of persuasion) Magretta, J. (1998). Fast, global, and entrepreneurial: Supply chain management. Hong Kong style. An interview with Victor Fung. <i>Harvard Business Review</i> , 76(5), 102-114. Rosenthal, C., & Berinato, S. (2013). Plantations Practiced Modern Management. <i>Harvard Business Review</i> , 91(9), 30-3.	<b>Statistics</b>	ADMS2310	ADMS2320		8	Feb 27	Operations (Premises and Production)	Ch. 11, 12 54 pages	Group's New Venture Business Case with Business Model Map
	<b>Operations</b>		ADMS3353	<b>Operations</b>					
<u>Week 9. The human factor (Human resources management: Organizational behaviour)**</u> Dyer, L. (2011). <i>Critical Thinking for Business Students</i> . Captus Press. (Chapter 7: Writing a persuasive essay) Herzberg, F. (1987). One more time: How do you motivate employees? <i>Harvard Business Review</i> , 65(5), 109-120. Sandel, M. J. (2012). <i>What money can't buy; the moral limits of markets</i> . New York: Farrar, Straus and Giroux. (Chapter 2: Incentives)	<b>Human factor</b>	ADMS2400 <sup>d</sup>		<b>Human factor</b>	5	Feb 6	Global Marketing (Exports), and Human Resources and the Role of Venture Management	Ch. 8, 9 42 pages	None
	<b>Organizational behaviour</b>		ADMS3400 <sup>a</sup>						
			ADMS3120						
<u>Week 10. Getting the word out (Marketing: Public relations: Communications)**</u> Levitt, T. (1975). Marketing myopia. <i>Harvard Business Review</i> , 53(5), 26-183. Klein, N. (2000). <i>No logo: Taking aim at the brand bullies</i> . New York: Picador. (Chapter 1: New branded world)	<b>Marketing</b>	ADMS2200	ADMS3220 <sup>b</sup> ADMS3210 <sup>b</sup> ADMS4280 <sup>b</sup>	<b>Marketing</b>	4	Jan 30	Sales & Marketing, Promotion and Distribution	Ch. 6, 7 70 pages	Group Membership Forms due via email
					5	Feb 6	Global Marketing (Exports), and Human Resources and the Role of Venture Management	Ch. 8, 9 42 pages	None
<u>Week 11. Business for the future (Entrepreneurship: Innovation)**</u> Drucker, P. F. (1985). The discipline of innovation. <i>Harvard Business Review</i> , 63(3), 67-72. Nonaka, I. (2007). The Knowledge-Creating Company. <i>Harvard Business Review</i> , 85(7/8), 162-171. Alperovitz, G. (n.d.). <i>Meet the Movement for a New Economy</i> . Retrieved March 10, 2012, from <a href="http://www.yesmagazine.org/new-economy/the-new-economy-movement">http://www.yesmagazine.org/new-economy/the-new-economy-movement</a>	<b>Entrepreneurship</b>			<b>Entrepreneurship</b>	10	Mar 13	Growth, Crisis, Turnaround and Exit	Ch. 15 & Supplemental Material 23 pages	None
<u>Week 12: Course review and exam preparation**</u> Kiechel III, W. (2012). The Management Century. <i>Harvard Business Review</i> , 90(11), 62-75.									
<b>Notes:</b> <sup>a</sup> Requires ADMS1000 as a prerequisite. Note ADMS2400 is considering changing its pre-requisites to allow ADMS1010 or ADMS1000.									
<sup>b</sup> Requires ADMS2200 as a prerequisite									
<sup>c</sup> Requires ADMS2700 or ADMS2400 as a pre-requisite									

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

In the Strategic Mandate Agreement (SMA), business is identified as a program area of strength (p. 11), while Business/Management/Administration (p.11) is identified as a program area of growth.

In the University's SMA proposal (p. 2&3), the University indicates that it "will continue its well-established program areas of program strength at the undergraduate, Master's, and PhD's levels", including business. School of Administrative Studies contributes significantly to this program area of strength as described in p. 5 of the proposal: "Through the Faculty of Liberal Arts and Professional Studies, York also offers one of Canada's largest undergraduate programs in Administrative Studies as well as undergraduate and graduate programs in Human Resources Management." Also acknowledged in the SMA (p. 4): "11.88% of York's students are in Business and Administrative Studies, the second- highest share among Ontario universities, addressing Canada's need for managers who hold degrees in these areas."

Professional programs are identified as strategic growth areas in the SMA proposal (p.8) : "York proposes a suite of new programs at the undergraduate, Master's and PhD level to build on its position as a dominant provider of professional education. New programs are primarily in the fields of digital fine arts, engineering, health, education, gerontology, and business." With this mandate in mind, School of Administrative Studies continues to develop and revise professional programs, at both undergraduate and graduate levels, to meet demand.

The proposed changes to the Business Minor builds on the existing strengths of the Administrative Studies program. This minor will attract more capable individuals, both domestic and international, to the undergraduate programs of the Faculty of Liberal Arts and Professional Studies. The content and nature of the Business Minor will enhance student employability. It can be measured through the Institutional and System-wide metrics as outlined in 5.3 Metrics in the SMA.

The business minor as a whole contributes to the following:

- 1) Student success: our undergraduate students must be provided with the knowledge and skills they need to thrive, both as citizens in a democratic society and workers in the 21st century global knowledge society. Basic business understanding and knowledge is fundamental to enhance their understanding of how the organizations for which they work make decisions. Also a business minor increases the likelihood of employability immediately after graduation.
- 2) The courses that can be included in the flexible proposed format help satisfy the following goals: expand experiential learning opportunities; affirm our leadership in curriculum delivery modes, including day, evening, weekend and online learning, full-time and part-time, traditional and non-traditional students; and increase opportunities for students to have international exposure while doing the courses.
- 3) Enhances curriculum synergies within LA&PS and with other faculties;
- 4) Offers a real potential to expand and support the development of options to Engineering programs.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

The curriculum and its associated outcomes are in line with the undergraduate degree level expectations.

Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>The Business Minor require students to do 7 mandatory courses covering the introduction to business, accounting, marketing, quantitative methods, organizational behavior, finance and entrepreneurship.</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Show a basic understanding of subject matter related to marketing, statistics, financial and management accounting, finance, strategic management, and organizational behaviour.</li> <li>• Show an understanding and ability to apply the subject matter in hypothetical situations.</li> </ul>	<p>Knowledge is built by the content and activities of each course required as mandatory:</p> <p>ADMS1010: Assessments are designed to test students' knowledge of basic ideas of the business environment in Canada principally.</p> <p>ADMS1500: mid terms test knowledge of theories and tools as well as their application to problems. Final exam designed to test the same as mid terms plus application of knowledge to business situations.</p> <p>ADMS2200: Assessments include a formal midterm, final exam, group work project involving written reports and presentations, individual assignment, and smaller group assignments. These assessments test factual and applied knowledge of marketing in Canada and International markets, and how marketers apply that knowledge to the market planning process.</p> <p>ADMS2310: Homework cases test students' ability to apply basic statistics to business situations. Exams and quizzes test the fundamentals of statistics principles applied to business including descriptive statistics, basic probability theory, hypothesis testing, and simple linear regression.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class. The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies.</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk.</p> <p>ADMS 3920 The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>



Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>2. Knowledge of Methodologies</b>            Demonstrate improvement in their use of software and library resources used by business students. Demonstrate ability to complete independent research and construct coherent reports or case analysis based on research results.</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Show an understanding and ability to apply the subject matter in real life and simulated situations.</li> <li>• Assess and evaluate the experience and learn from it.</li> <li>• Show an awareness of theories.</li> <li>• Show an understanding of the syntheses and integration of practical concepts into life and work.</li> <li>• Demonstrate an understanding of the visible application of theory in everyday situations.</li> <li>• Students will need to make use of library and other academic resources to perform learning activities in each of the seven courses required.</li> </ul>	<p>ADMS1010: Assessments are designed to test students' knowledge of the basic tools used to understand the Canadian business environment.</p> <p>ADMS1500: This course is the first course in accounting and represents a steep learning curve for students that never had been exposed to accounting in high school or college. The course has term project/quizzes, mid terms and a final exam designed to test the knowledge of the mechanics of accounting as well as the application of core concepts and techniques.</p> <p>ADMS2200: Assessments include a formal midterm, final exam, group work project involving written reports and presentations, individual assignment, and smaller group assignments. These assessments test a student's understanding of methodologies as they relate to marketing and the student's ability to apply these methodologies to real life and simulated situations.</p> <p>ADMS2310: Assignments test students' ability to apply basic statistics to business situations. Exams and quizzes test the fundamentals of statistics including descriptive statistics, basic probability theory, hypothesis testing, and simple linear regression but applied to real business situations.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class. The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies.</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk.</p> <p>ADMS 3920: The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>



Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>3. Level of Application of Knowledge</b>            Be able to apply the technical knowledge systematically in solving problems whether the problems are directed or non -directed. Be able to evaluate both quantitative and qualitative factors, and questioning the underlying assumptions when solving problems. Be able to integrate different areas of studies when solving complex problems. Demonstrate the ability to dissect complicated problems, collect and evaluate evidence, provide viable solutions, and draw reasonable conclusions.</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Show a basic understanding of critical-thinking frameworks.</li> <li>• Demonstrate critical thinking in most situations.</li> <li>• Provide and exhibit critical thinking skills to complex tasks and multi-faceted projects.</li> <li>• Use knowledge and personal impact to create change.</li> <li>• Students will learn more focused or advanced topics in the elective courses.</li> </ul> <p>Note: Critical thinkers seek information and read and listen carefully. They ask good questions and analyze, critique, evaluate, synthesize evidence objectively before developing alternatives and making conclusions. People who consistently think critically try to be innovative and make a difference. They try to live rationally, reasonably and empathically and work diligently to develop the virtues of integrity, humility, civility, empathy, and justice.</p>	<p>ADMS1010: Assessments are designed to test how students apply theories to Canadian organizations.</p> <p>ADMS1500: This course is the first course in accounting and represents a steep learning curve for students that never had been exposed to accounting in high school or college. The course has term project/quizzes, mid terms and a final exam designed to test the knowledge of the mechanics of accounting as well as the application of core concepts and techniques for decision making.</p> <p>ADMS2200: Assessments include a formal midterm, final exam, group work project involving written reports and presentations, individual assignment, and smaller group assignments. These assessments test the student's ability to think critically in relation to marketing projects and situations.</p> <p>ADMS2310: Assignments test students' ability to apply basic statistics to business situations. Exams test the fundamentals of statistics and their application to real life scenarios through mini-cases.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class . The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk. Specific topics covered include: time value of money and valuation of financial securities (stocks and bonds).</p> <p>ADMS 3920: The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>

Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>4. Level of Communication Skills</b>            Demonstrate ability to communicate effectively in a professional manner to meet audience needs. This includes the ability to present clearly logical arguments, using appropriate professional language, and by means of appropriate presentation tools.</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Work creatively in a team environment, demonstrating team commitment, communicating constructively, listening actively, sharing willingly, and showing flexibility and influencing other team members to do the same.</li> <li>• Demonstrates peer-to-peer learning and collaboration</li> <li>• Perform in a formal team leadership role, beyond work responsibilities, in the community.</li> <li>• Exhibit basic written and interpersonal competencies.</li> <li>• Show competent, consistent performance in communication.</li> <li>• Use computers and communications media appropriately at a basic level.</li> <li>• Recognize the implications of cyberspace use.</li> <li>• Employ complex and innovative electronic media to communicate proposals and action plans.</li> <li>• Inspire and encourage others in business and commercial to use and develop applications.</li> </ul>	<p>ADMS1010: Assessments are designed to test how students can communicate in writing their understanding of basic features of Canadian organizations</p> <p>ADMS1500: mid terms test knowledge of theories and tools as well as their application to problems. Final exam designed to test the same as mid terms plus application of knowledge to real business situations through a short case.</p> <p>ADMS2200: Assessments include a group work project involving written reports and presentations, and smaller group assignments. These assessments test how a student communicates within a team environment, their leadership skills, and their written and oral communication skills</p> <p>ADMS2310: Assignments that are composed of cases to test students' ability to apply basic statistics to business situations and allow them to work in groups showing planning and organizing skills where they need to demonstrate their communication skills in great depths. The assignments are expected to be in a business report format allowing students improve their basic writing competencies.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class. The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies.</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk.</p> <p>ADMS 3920: The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>

Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>5. Awareness of Limits of Knowledge</b>            Demonstrate awareness of one's limit as a graduate from a business minor. Knowing when and where to seek help if necessary.            Aware of the limitation of formal reporting for decision making purpose.            Demonstrate ability to make use of multiple angles and incorporate complete set of facts to fully develop solutions for complex problems.</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of their own adaptability.</li> <li>• Demonstrate an awareness of situation and context adaptability.</li> <li>• Exhibit problem-solving, leading to a list of actions.</li> <li>• Make responsible choices among alternatives.</li> <li>• React promptly to received continuous feedback and monitoring.</li> <li>• Exhibit an understanding of the importance of continuous professional development.</li> </ul> <p>In case analysis, students will need to identify situations that call for specialists, or require decisions from higher supervision. Moreover, students are encouraged to solve complex problems by integrating skills learnt in various areas in case studies, and realize that multiple tools from different areas are sometimes necessary to solve such complex problems. They will also be challenged to identify situations where uncertainties exist and there may not be enough facts to formulate feasible solutions.</p>	<p>ADMS1010: Assessments are designed to show students that Canadian organizations are complex institutions shaped by a constant string of human decisions.</p> <p>ADMS1500: mid terms test knowledge of theories and tools as well as their application to problems. Final exam designed to test the same as mid terms plus application of knowledge to real business situations through a short case.</p> <p>ADMS2200: Assessments include a formal midterm, final exam, group work project involving written reports and presentations, individual assignment, and smaller group assignments. These assessments test a student's awareness of situation and context adaptability and their problem solving capabilities as they relate to real life and simulated marketing situations.</p> <p>ADMS2310: Homework cases test students' ability to apply basic statistics to business situations. Exams and quizzes test the fundamentals of statistics including descriptive statistics, basic probability theory, hypothesis testing, and simple linear regression applied to realistic business situations.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class . The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies.</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk.</p> <p>ADMS 3920: The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>

Expected Learning Outcomes	Learning Outcomes are achieved by
<p><b>6. Autonomy and Professional Capacity</b>  Understand the responsibility of a business professional. Demonstrate the ability to understand complex business situations and how they affect individuals and groups. Understand the importance of team work and to work effectively in teams. Develop self-confidence in performing their work. Exhibit some leadership skills</p> <p>Upon completion of the Business Minor students should be able to:</p> <ul style="list-style-type: none"> <li>• Show basic planning, organizing and project management skills.</li> <li>• Successfully plan personal business and a system to remain accountable about it.</li> <li>• Provide leadership to others.</li> <li>• Plan and organize large groups.</li> <li>• Exhibit exemplary planning and organizing skills.</li> </ul> <p>The courses have individual and group assessments. Students will have the opportunity to complete complex tasks. They will also have opportunities to work in teams to exhibit their ability to work with others and develop leadership skills.</p>	<p>ADMS1010: Assessments require students to plan the term in advance and execute the plan accordingly.</p> <p>ADMS1500: mid terms test knowledge of theories and tools as well as their application to problems. Final exam designed to test the same as mid terms plus application of knowledge to real business situations through a short case.</p> <p>ADMS2200: Assessments include a formal midterm, final exam, group work project involving written reports and presentations, individual assignment, and smaller group assignments. These assessments test a student's planning and organizational skills as they relate to real life and simulated marketing situations.</p> <p>ADMS2310: Assignments that are composed of cases test students' ability to apply basic statistics to business situations and allow them to work in groups showing planning and organizing skills.</p> <p>ADMS2400: midterm exam examines students' understanding of theoretical concepts and models related to organizational behaviour and their ability to apply them to their own work/life experiences and to case studies used in class . The final exam tests students' ability to apply and integrate the different theories and concepts covered throughout the term to real life situations through more complex case studies.</p> <p>ADMS2541: Students are introduced to the principles of finance by using midterm and final examinations to test understanding of theory and application of theory. Problem-solving assignments are used to increase the complexity of the application of the key concepts which include the time value of money and the relationship between expected return and risk.</p> <p>ADMS 3920: The theory and practice of entrepreneurship and the functional aspects of small business management are explored by way of lectures and text readings and students are tested by way of a comprehensive exam. Students undertake a review of the academic literature on a select special topic and submit a formal written paper (individual assignment of approximately 10 pages). Finally, as the major piece of work, students, working individually or in small groups, develop a comprehensive business plan for a new venture that integrates strategic and functional area considerations. Classroom participation is also considered.</p>

### **Addition/ Removal of Courses**

**Please describe how each course being added or removed will contribute to the program learning outcomes. *Please note: Proponents are asked to specifically make reference to the Degree-Level Expectations for the program/degree when completing this section.***

<b>Course Number and Title</b>	<b>Add or Remove the course from the program?</b>	<b>Is the course Required or Optional?</b>	<b>How will this course contribute to the program learning outcomes?</b>
AP/ADMS1000 Intro to Administrative Studies	Remove	Used to be required, now is optional	Due to the limited number of credits, ADMS1000 has been replaced with ADMS1010 that has been revised to enhance the student's introduction to the different fields in which the study of business management is divided.
AP/ADMS1010 Exploring the Functions of Business	Add	Required	
AP/ECON1000 Introduction to Microeconomics	Remove	None	The study of business management requires students to have a round idea of economic principles. AP/ECON1900 is better designed to offer students an adequate introduction to the topic of economic choices, which is the fundamental idea needed to understand applied business concepts and tools. Making this course optional leaves room for students to select 3.00 credits of optional or elective courses. More degrees of freedom in the degree allows students to better tailor the program to their specific needs/interests.
AP/ECON1010 Introduction to Macroeconomics	Remove	None	
AP/ECON1900 Microeconomics for life: making smart choices	Add	Optional	
AP/ADMS2200 Introductory Marketing	Add	Required	This course was required under the old format of the business minor and continues to be required. No changes done.
AP/ADMS2320 Quantitative Methods I	Remove	Optional	ADMS2320 and ADMS2310 introduce students to statistics as the basis for evidence based management. ADMS2310 has been specifically designed and tailored to students with limited mathematical backgrounds. Making ADMS2320 optional leaves offer students more degrees of freedom in the degree to better tailor the program to their specific needs/interests.
AP/ADMS2310 Business Statistics through applications	Add	Required	
AP/ADMS2400 Introduction to Organizational Behaviour	Add	Required	This course was required under the old format of the business minor and continues to be required. No changes done.
AP/ADMS2500 Introduction to Financial Accounting	Remove	Optional	ADMS2500 is focused on how to do accounting, while ADMS1500 introduce students to the basics of accounting as a tool to support decision making. ADMS1500 is not focused on doing accounting, but more on using it.
AP/ADMS1500 An introduction to Accounting: the analysis & use of financial information	Add	Required	
AP/ADMS3530 Finance	Remove	None	ADMS3530 is focused on finance and requires an advanced mathematical and statistical knowledge, while ADMS2541 introduces students to the basics of finance as a tool to support decision making.
AP/ADMS2541 Introduction to Personal Finance	Add	Required	
AP/ADMS4900 Management Policy Part I	Remove	None	Due to the limited number of credits, ADMS4900 has been replaced with ADMS3920 that offers a review of the topics covered in ADMS1010 but applied to new ventures. The study of a creation of a new firm helps students to enhance their knowledge through applicability of the different fields in which the study of business management is divided.
AP/ADMS3920 New Venture and Small Business Management	Add	Required	

**Students must select three courses from the following list, with at least one 3.00 credit course at the 4000 level**

Course Number and Title	Prerequisites	Field of knowledge	Specific comments
AP/ADMS1000 Intro to Administrative Studies	None	Management	
AP/ADMS2500 Introduction to Financial Accounting	None	Accounting	
AP/ADMS2700 Fundamentals of Emergency Management	None	Emergency Management	
AP/ADMS3701 Disaster Risk Management	None	Emergency Management	
AP/ADMS3706 Disasters and Humans	None	Emergency Management	
AP/ADMS3120 Gender Issues in Management	None	Management	
AP/ADMS3520 An Overview of Canadian Income Taxation	None	Tax / accounting	
AP/ADMS3353 Project Management	None	Evidence Based Management (Statistics)	
AP/ADMS4690 Board Leadership, Effectiveness and Succession Planning	None	Corporate Governance	
AP/ADMS4709 Terrorism: the New Threat	Permission required	Emergency Management	
AP/ADMS3210 Consumer Behavior	AP/ADMS2200	Marketing	
AP/ADMS3220 Applied Marketing Management	AP/ADMS2200	Marketing	
AP/ADMS3400 Occupational Health and Safety	AP/ADMS1000	Management (HRM)	
AP/ADMS3660 Business Ethics and Corporate Social Responsibility	AP/ADMS1000	Corporate Governance	
AP/ADMS3703 Business Continuity Planning	AP/ADMS2700 or AP/ADMS2400	Emergency Management	
AP/ADMS3960 International Business	AP/ADMS1000	Management	
AP/ADMS4280 Social Marketing: Non-Profit Marketing and Corporate Social Responsibility	AP/ADMS2200	Marketing	

Any other new AP/ADMS course to be created in the future with a pre-requisite structure that is aligned with those detailed above

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

No consultation was conducted with other units due to the fact that the changes would mostly impact courses offered and administered by SAS.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

Currently the program has the following entry requirements: Students prior to entering the business minor are required to have completed one 4U mathematics MHF4U (Advanced Functions) or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.

The proposed program changes one of the entry requirements as follows: Students prior to entering the business minor are required to have completed one 4U mathematics ~~MHF4U (Advanced Functions)~~ or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.

The rationale for this relaxation of entry requirements has been provided before and is the result of the analysis of students effectively enrolled in the program. Students in other programs at LA&PS find that some of the current required courses require a level of mathematics that is not within their reach. It has been suggested that the root is in the admission requirements to programs in LA&PS, other than the BAS, where MHF4U (Advanced Functions) is normally not required.

With these facts at hand, the whole business minor has been redesigned with the purpose to make it feasible for students that have entered University with a grade 12 math course that is not MHF4U (Advanced Functions). That change also has to be reflected in the entry requirements to the program.

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

No new resources are needed in the immediate future as all the courses but one are being currently offered by SAS. The new course created for this program might have resource consequences in the Finance area if the demand for the course goes beyond one section per year.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

No.



13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

No.

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

Students enrolled at the time the change becomes effective will be allowed to either complete the program as originally selected or to migrate to the new format, in which case courses already completed but not required in the proposed format will be counted as optative (in all cases one 4000 level course shall be completed).

Note that courses required in the current and proposed versions are normally offered as they are part of the Bachelor of Administrative Studies degree.

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

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p><b>Honours Minor</b></p> <p><b>Entry requirements:</b> Students prior to entering the business minor are required to have completed one 4U mathematics <del>MHF4U (Advanced Functions)</del> or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.</p> <p><b>Minor credits:</b> 30 credits including:</p> <ul style="list-style-type: none"> <li>• <del>AP/ADMS 1000 3.00;</del></li> <li>• <del>AP/ECON 1000 3.00;</del></li> <li>• <del>AP/ECON 1010 3.00;</del></li> <li>• AP/ADMS 2200 3.00;</li> <li>• <del>AP/ADMS 2320 3.00;</del></li> <li>• AP/ADMS 2400 3.00;</li> <li>• <del>AP/ADMS 2500 3.00;</del></li> <li>• <del>AP/ADMS 3530 3.00;</del></li> <li>• <del>AP/ADMS 4900 3.00;</del></li> <li>• three additional credits in ADMS at the 4000 level.</li> </ul> <p>To graduate with a minor in business, students must satisfy Honours degree and program requirements including a minimum 5.00 grade point average in the minor.</p>	<p><b>Honours Minor</b></p> <p><b>Entry requirements:</b> Students prior to entering the business minor are required to have completed one 4U mathematics or the equivalent and students must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 5.00 in their home program at York.</p> <p><b>Minor credits:</b> 30 credits including:</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>AP/ADMS 1010 3.00;</u></a></li> <li>• <a href="#"><u>AP/ADMS 1500 3.00;</u></a></li> <li>• AP/ADMS 2200 3.00;</li> <li>• <a href="#"><u>AP/ADMS 2310 3.00; or AP/ADMS2320</u></a></li> <li>• AP/ADMS 2400 3.00;</li> <li>• <a href="#"><u>AP/ADMS 2541 3.00;</u></a></li> <li>• <a href="#"><u>AP/ADMS 3920 3.00;</u></a></li> <li>• <a href="#"><u>three additional credits in ADMS or ECON1900.</u></a></li> <li>• <a href="#"><u>three additional credits in ADMS at the 3000 level.</u></a></li> <li>• three additional credits in ADMS at the 4000 level.</li> </ul> <p>To graduate with a minor in business, students must satisfy Honours degree and program requirements including a minimum 5.00 grade point average in the minor.</p> <p><a href="#"><u>Note: 18 credits at the 4000 level are required to complete an honours bachelor's degree.</u></a></p>

## Memo

To: Whom It May Concern

From: Kim Michasiw,  
Vice Dean

Date: October 9, 2015

Subject: Approval of Modifications to the SAS Business Minor

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On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I have reviewed the proposal from the School of Administrative Studies for revisions to the School's existing Business Minor.

The Business Minor was launched five years ago with great expectations that it would be the first instance of what the Faculty hoped would prove many crossing of the ampersand that divides the Liberal Arts from Professional Studies in the Faculty's name. Though the Minor has not been wholly unsuccessful, with 110 students currently enrolled, it has not been all the Faculty had hoped. In some measure the limited enrolments have been a function of the program's requirement of 4U Advanced Functions from its incoming students. This prerequisite disqualified immediately a large percentage of LA&PS students who had taken another math, or who had taken no math at all. Furthermore, the dual 1000-level requirement of two introductory ADMS courses (1000 & 1010) and two introductory Economics courses (1000 & 1010), erected something of a wall of math to fence in the program and to keep students a year or more removed from the business content courses in which they were actually interested.

The program's redesign allows admission to students who took math other than Advanced Functions, and exempts them from the introductory Economics courses. It has also focused the 21 required credits on a single introductory course, and introductory courses in the School's six primary disciplines. It allows also 9 credits with which students may specialize, to a limited degree, in areas of interest to them. The redesign has also addressed the difficulty Business Minor students have encountered in finding suitable 4000-level courses by having a single 3-credit 4000-level course on Corporate Governance that is attuned to the needs of Minors. Advisors will need to be made aware that students in the Business Minor will have to take 3 additional credits at the 4000-level (in addition to the 12 in their Major), whether in their Major or elsewhere, to make up for the 3 that are not present in the Business Minor.



In all, this proposal offers what the Minor ought to have been from the beginning: an introduction to the study and practice of Business in its multiple sub-disciplines that is attuned to the interests and capacities of Humanities and Social Science students. I applaud the redevelopers of the program and strongly support the changes, trusting that all levels of the approval process will recognize the proposal for the achievement it is.