

**School of Administrative Studies**  
**Proposal for Major Modifications to an Existing Program**

**1) Addition of a *new* stream:  
Bachelor of Commerce (honours)  
Entrepreneurship and Innovation**

**2) Addition of a *new* minor:  
Entrepreneurship and Innovation**

**November 2021**

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## Major Modifications Proposal

1. Faculty

*Liberal Arts and Professional Studies*

2. Department

*School of Administrative Studies*

3. Program

*Bachelor of Commerce*

4. Degree Designation

i) *Bachelor of Commerce (BCom)*

ii) *Minor option*

5. Type of Modification

i) *New BCom specialization (“stream”) in Entrepreneurship and Innovation, and*

ii) *New minor in Entrepreneurship and Innovation*

6. Location

i) *Markham Campus (“MC”)*

ii) *Markham and Keele Campuses*

7. Effective Date

*September 1, 2023*

## 8. General description of the proposed changes to the program

This proposal provides for the development of new and enhanced programming to be offered through the School of Administrative Studies. Currently, the School offers eight “streams” within the Bachelor of Commerce Degree (specialized honours) and three minor options in addition to other bachelor’s degree options, certificates, and its graduate programming. This proposal calls for the introduction of i) a new specialized stream in *Entrepreneurship and Innovation* within the Bachelor of Commerce Degree (120-credit, honours) and, ii) a new thirty-credit honours minor in *Entrepreneurship and Innovation* (Table 1).

<b>Table 1: School of Administrative Studies Undergraduate Honours and Minor offerings</b>	
<b>Current BCom Specialized Streams</b>	<b>Current Honours Minor Options</b>
Accounting Business Research Finance Human Resources Management Management Marketing Supply Chain Management Business Technology Management	Minor in Business Minor in Marketing Minor in Disaster and Emergency Management
<b>To be added: Entrepreneurship and Innovation</b>	<b>To be added: Minor in Entrepreneurship and Innovation</b>

The addition of the new specialized stream and the minor requires certain additional changes as identified below:

1. Because the specialized stream will be offered at the MC, it will not include the 21-credit General Education requirement common to the eight existing specialized BCom streams.
2. The Entrepreneurship and Innovation stream includes the existing 45 honours standard core course credits common across all specialized BCom streams and will utilize several existing courses unique to specific existing streams, but the initial launch of the program will require the development of 15 new courses (new course proposals are found in Appendix 5). To accommodate the novel and highly experiential nature of the program, seven of the new courses will be offered in a 1.50 credit format (rather than the traditional 3.0 credit format and based on a minimum contact hour equivalency of 18 hours) with more flexible enrollment, start and completion dates, and schedules, with all 2000/3000-level classes capped at 60 rather than 80+ regularly seen at the 2000 level in the School of Administrative Studies. Likewise, 4000-level courses will be capped at 25 rather than the current 40.
3. Subject to the Registrar’s approval, the course-code rubric “ENTP” will be used for all new courses. To allow students in other BCom streams to include “ENTP” courses in their major, these courses will be cross listed to an “ADMS” equivalent (i.e., AP/ENTP 2920 is cross listed with AP/ADMS 2920).

Program development guiding principles

The following principles have guided the development of the programs and will be central to their delivery:

1. *Balance business and social perspectives* – entrepreneurship and innovation are driven by the desire to create social and/or economic value and are relevant to for-profit and not-for-profit organizations alike.
2. *It is not about creating ‘entrepreneurs’* – it is about creating an action-oriented entrepreneurial mindset as an asset that can be drawn upon to help overcome organizational and societal challenges in myriad contexts regardless of career path.
3. *Balance theory and practice* – entrepreneurship pedagogy is necessarily hands-on, but entrepreneurs and others within the entrepreneurial ecosystem benefit from developing a strong foundation of knowledge.

4. *Balance remote and in-person engagement* – innovative delivery modes utilizing current technologies and teaching practices enhance the program’s relevance, flexibility, and scalability.
5. *Provide accessible programming* – consistent with York University’s vision, every student should have the opportunity, if desired, to develop some understanding of the social and business implications of innovative and entrepreneurial activity.
6. *Cross-pollinate* – while academic programming should support the unique educational requirements of different academic disciplines, student learning is enhanced through engagement in innovative and entrepreneurial activity with students from across different disciplines.
7. *Collaborate across the university* – support and leverage the entrepreneurial programming and co-curricular offerings of other faculties, units, and organizations within the York University community.

Development process

The thinking behind the proposal has also been shaped by:

- Feedback from past and current students and other constituents within the university community,
- Review of innovation, creativity, and entrepreneurship programs (“ICE” programs) offered at other institutions in Canada and abroad,
- Insights from literature pertaining to pedagogical development in entrepreneurship and innovation education,
- Feedback from other faculties on campus regarding their aspirations and needs regarding ICE programming and pedagogy both directly and indirectly through the *Strategic Entrepreneurship Council*,
- Three focus groups constituted by LA&PS entrepreneurial alumni,
- Feedback from employers within the Markham community, and
- Discussions among members of the School of Administrative Studies’ *ad hoc* committee on entrepreneurship and innovation.

A summary of community consultations and support is presented in Appendix 6. The valuable input from members of York University community and external stakeholders is greatly appreciated and is expected to continue and support the new programming as it unfolds.

Ad Hoc Committee membership

Pilar Carbonnel-Foulquie, You-Ta Chuang; Jon Kerr (Chair), Marcela Porporato, Alex Rusetski; Andreas Strebinger; David Weitzner

Contact Information

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Meeting date: September 30, 2021

## 9. Rationale for the proposed changes

### General Objectives of the programs

The general objective of the proposed programming is to provide interested students with access to a world-class learning experience that builds foundational knowledge and cultivates an entrepreneurial mindset as a way of thinking about problems and innovative solutions aimed at creating social and economic impact. The programs will ensure that our students, faculty, and other community members can engage in innovative and entrepreneurial activity fueled by their passion, whether it be social enterprise, social innovation, new product/venture creation, or acting entrepreneurially within established organizations ('intrapreneurship' or 'workplace innovation').

### Overarching Rationale

The underlying rationale for this proposal is five-fold. First, it is widely accepted that entrepreneurship (social and traditional) generates positive social and economic benefits and contributes to an enhanced quality of life. Second, consistent with York's Strategic Mandate Agreement, in an era of technological disruption and a changing employment landscape, developing an entrepreneurial mindset (as per guiding principle #2 herein) represents a critical life/career skill. Moreover, entrepreneurship is a viable career alternative for undergraduate students (including among marginalized groups) who tend to exhibit a higher propensity toward venture creation than the general population. Approximately 1 in 3 undergraduate students exhibit strong entrepreneurial intentions. Third, although entrepreneurship education is not for everyone and results differ across genders, cultural backgrounds and disciplines, there is empirical support for the positive relationship between entrepreneurial education, student's entrepreneurial self-efficacy, and student's entrepreneurial intentions as a pre-cursor to entrepreneurial action (and career choice). This relationship is enhanced by creating a supportive university environment, offering an extensive suite of courses, and by having highly qualified instructors. Fourth, excluding exclusive programming for students enrolled at the Schulich School of Business (specialization in entrepreneurial and family business studies) and Lassonde School of Engineering (BEST certificate), accessibility to well-developed programming in the areas of entrepreneurship and innovation at York lags most other institutions. This puts the university at a competitive disadvantage in terms of attracting entrepreneurially inclined students. Fifth and relatedly, as stated in the University's Academic Plan, it is important to "*continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking*". In this spirit, the proposed programming represents an important "reinvention" of the offerings at the School of Administrative Studies and will be foundational to its involvement at the new MC.

[Note: The literature on entrepreneurship education continues to grow, but a sample list of supporting material is presented below:

- Sá, C., Kretz, A., & Sigurdson, K. (2014) ,The State of Entrepreneurship Education in Ontario's Colleges and Universities, Ontario Institute for Studies in Education, University of Toronto. <https://heqco.ca/pub/the-state-of-entrepreneurship-education-in-ontarios-colleges-and-universities/>
- Durán-Sánchez, A., Del Río, M. D. L. C., Álvarez-García, J., & García-Vélez, D. F. (2019). Mapping of scientific coverage on education for Entrepreneurship in Higher Education. *Journal of Enterprising Communities: People and Places in the Global Economy*.
- Hahn, D., Minola, T., Van Gils, A., & Huybrechts, J. (2017). Entrepreneurial education and learning at universities: exploring multilevel contingencies. *Entrepreneurship & Regional Development*, 29(9-10), 945-974.
- Higgins, D., Smith, K., & Mirza, M. (2013). Entrepreneurial education: Reflexive approaches to entrepreneurial learning in practice. *The Journal of Entrepreneurship*, 22(2), 135-160.

- Ibrahim, A. B., & Soufani, K. (2002). Entrepreneurship education and training in Canada: a critical assessment. *Education+ Training*.
- Liñán, F., and F. J. Santos (2007). Does Social Capital Affect Entrepreneurial Intentions? *International Advances in Economic Research*, 13, 443–453.
- Mei, H., Lee, C. H., & Xiang, Y. (2020). Entrepreneurship Education and Students' Entrepreneurial Intention in Higher Education. *Education Sciences*, 10(9), 257.
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172-179.
- Parsley, C., (2011) The teaching and practice of entrepreneurship within Canadian Higher education institutions, Small Business Branch, Industry Canada.  
[https://www.ic.gc.ca/eic/site/061.nsf/eng/h\\_rd02541.html](https://www.ic.gc.ca/eic/site/061.nsf/eng/h_rd02541.html)
- Turker, D., & Selcuk, S. S. (2009). Which factors affect entrepreneurial intention of university students? *Journal of European Industrial Training*.
- Westhead, P., & Solesvik, M. Z. (2016). Entrepreneurship education and entrepreneurial intention: Do female students benefit? *International Small Business Journal*, 34(8), 979-1003.
- Zhang, Y., Duysters, G., & Cloudt, M. (2014). The role of entrepreneurship education as a predictor of university students' entrepreneurial intention. *International Entrepreneurship and Management journal*, 10(3), 623-641.]

### Need and Demand

The investigation of demand for the proposed programming involved the following:

1. reports on the state of entrepreneurship education in Ontario and Canadian universities as a government priority with course listings and demand data (see e.g., Sá et al. (2014) and Parsley (2010) above),
2. informal and unstructured consultations with students in advanced courses of the Bachelor of Commerce, conducted in the Winter 2021,
3. a review of extant literature (academic and popular press) pertaining to student entrepreneurial intentions and engagement in entrepreneurial activity,
4. discussion with leaders of two campus-based clubs - the Entrepreneurial Development Association (traditional entrepreneurship) and Enactus (social entrepreneurship),
5. feedback from LA&PS alumni who are themselves entrepreneurs,
6. feedback from potential employers (Markham-based),
7. feedback from other schools and faculties (e.g., Lassonde, Science) regarding their programming needs,
8. a review of enrollment history in existing entrepreneurship courses, and
9. a review of programming offered at competing institutions.

The evidence collected suggests there is demand for specific skill sets often related to entrepreneurship and innovation. Students describe the benefits of entrepreneurial education to include (e.g.) learning basic life skills, enhancing creativity, developing problem solving capability, boosting leadership experience, and preparing them for an uncertain future. The University has identified such skills as critical for the 21<sup>st</sup> century. At the same time, employers routinely identify the need for entrepreneurially minded, innovation-enable graduates that can enhance the efficiency and effectiveness of existing organizations. Feedback from students, alumni, and employers on these points has been consistently positive. Perhaps it is not surprising then that entrepreneurship and entrepreneurship education has become a priority issue for governments at both the federal and

provincial level. For example, Ontario’s Differentiation Policy Framework identifies entrepreneurial activity as a criterion used to assess universities and suggests it is a potential point of differentiation (Ministry of Training, Colleges and Universities).

There is also a demonstrated high level of interest in entrepreneurship at York. For example, student membership in the Entrepreneurial Development Association on campus averages approximately 800 students annually. Also, 599 students engaged in Innovation York’s extracurricular entrepreneurial programs and activities in 2019-2020. Finally, enrollment in the current entrepreneurship and innovation courses offered through the School of Administrative Studies is almost always at full capacity at the start of each term and exhibits low attrition rates (similar patterns are observed at Schulich). For example, depending on course offerings, enrollment in AP/ADMS3920 has reached as high as 600 annually. Student demand is also reflected in growth of programs offered at other institutions (see Appendix 2). What is quite apparent is that outside of certain exclusive programming, York’s accessible course offerings in the areas of entrepreneurship and innovation generally lags that of its competitors.

While the foregoing highlights general demand for the proposed programs, for the minor it is also important to note that several schools and faculties at York aspire to offer entrepreneurship and innovation programming to enhance the attractiveness, relevance, and flexibility of their offerings. For example, Lassonde, the Faculty of Science, and AMPD among others are working on developing programs such as (e.g.) “Entrepreneurial Science”. The minor has been specifically designed to support such initiatives and enhance interdisciplinary studies and collaboration.

In terms of forecasting demand for the new programs, current estimates based on enrollment trends and past experiences with introducing new programs, are as follows:

	2023	2024	2025	2026	2027	2028*
BCom (specialized)- Entrepreneurship and Innovation ☞ new entrants	60	75	90	100	120	120
☞ Stream FTEs	60	130	210	300	350	400
Honours minor in Entrepreneurship and Innovation ☞ new entrants	40	60	75	90	100	100
☞ Minor enrollments	40	95	150	185	215	275

\* Estimated projection at a steady state of the program

The proposed change in course rubrics is intended to reflect the unique nature of the proposed programs and is based upon feedback provided during the consultation process. The rationale for having the distinct “ENTP” rubric is to make it clear to students from both within and outside the program, in addition to employers and others, precisely which courses belong to the Entrepreneurship and Innovation programs. Having a distinct rubric is also consistent with prior practice within the School of Administrative Studies (e.g., “DEMS” for Disaster and Emergency Management courses) and elsewhere (e.g., “ENTR” for entrepreneurially oriented courses at SSB).

## 10. Alignment between the program changes and Faculty and/or University academic plans and programs

The programming provided for in this proposal aligns well with the 2020-2025 Strategic Mandate Agreement (SMA), the 2020-2025 University Academic Plan (UAP), the 2021-2026 Faculty of Liberal Arts & Professional Studies Academic Plan, York University's Strategic Research Plan 2018-2023 (SRP), the strategic plan put forth by the pan-university *Strategic Entrepreneurship Committee* ("SEC"), and with other existing programs at York.

### Alignment with the SMA

The proposed programs support the SMA in several ways. First, the SMA calls for *"continued growth in programs clustered around themes of technology, health, and entrepreneurship, across multiple disciplines."* Moreover, it specifies that *"to prepare students to thrive in an era of technological disruption and a changing employment landscape, we need to move entrepreneurialism and innovation to the core of our teaching and learning."* Importantly, the proposed BCom specialized stream in Entrepreneurship and Innovation enhances the University's programming in business, management, and marketing as one of the five distinct clusters of programs where growing demand is anticipated. At the same time, the accessibility of the minor in Entrepreneurship and Innovation is consistent with the SMA given that *"York is committed to growing entrepreneurial opportunities across all program areas. Expanding our focus on social enterprise and non-profits will be particularly important in achieving this goal."* In this regard, we note two guiding principles ("GP" - GPs were presented earlier beginning on page 4) underpinning the current proposal. GP#1 calls for the balancing of business and social perspectives and GP#6 recognizes that while academic programming should support the unique educational requirements of different academic disciplines, student learning is enhanced through engagement in innovative and entrepreneurial activity with students from across different disciplines.

Second, as per the SMA, *"experiential education is a top priority for York University and a central component of our plan to meet the changing needs of student, Ontario, Canada, and the world"*, and the University has a goal of growing its experiential education offerings to ensure *"an experiential learning opportunity for every student"*. GP#3 behind the current proposal recognizes that entrepreneurship pedagogy is necessarily hands-on and calls for student engagement with the entrepreneurial ecosystem. As such, a full range of experiential education is embedded in the proposed programming, from (e.g.) in-class case discussions and simulations through to community (e.g., AP/ADMS 4002 'C4 social entrepreneurship capstone') and workplace-based learning (e.g., AP/ADMS 4960 'Principles of Entrepreneurship: Field Project') (see Appendix 4 for a map of experiential education opportunities). Moreover, as the SMA states, *"using classroom learning to create a start-up venture [social or otherwise] and bring a new idea to market is the epitome of a high-impact pedagogical practice"*. Along this line, the SMA also calls for continued innovation around on-line and remote learning and GP#4 supports innovative delivery modes utilizing current technologies and teaching practices to enhance the program's relevance, flexibility, and scalability.

Third, the SMA recognizes that the new MC *"will allow us to meet the growing demand for graduates with technology and entrepreneurship skills"*. This includes *"skills in critical thinking, problem-solving, communications and teamwork"* as provided for in the current proposal. Additionally, as per GP#2, the proposed programming is focused on creating an action-oriented entrepreneurial mindset as an asset that can be drawn upon to help overcome organizational and societal challenges in myriad contexts regardless of career path. Again, this is consistent with the SMA, which states: *"a key priority for York is to ensure we provide all our graduates with the knowledge, experience and transferable skills they need to adapt and thrive in a rapidly changing future labour market. We are focused on teaching durable skills"*

*and competencies that employers consistently identify as important*". This is particularly important because Markham is a growing hub for technology and other start-ups that need talent to grow and thrive. Relatedly, *"York has chosen to focus on the support it provides to start-up ventures, including for-profit, non-profit and social enterprises, as one specific, measurable indicator of economic impact."*

#### Alignment with the UAP

Both the current and prior UAPs have identified that opening the MC is an important step towards expanding the University's reach. They also specify the priority of ensuring a superior campus experience for students at MC, and York more generally. Integral to enhancing student experience is offering a complete package of relevant programs. Both the BCom specialization and minor in Entrepreneurship and Innovation complement the current offerings of the School of Administrative Studies and support the programming of other faculties/schools on the Keele and Markham campuses. Importantly, both programs are consistent with the areas established as priority growth fields to be offered at MC under the SMA. Beyond this, the current UAP specifies six priorities for action.

One priority of the UAP is a focus on 21<sup>st</sup> century learning. The proposed programming addresses this in several ways. For example, it is consistent with *"continually reinvent[ing] our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking"* (as per GP#3-6 and new course proposals in Appendix 5). Also, several of the relevant skills listed in the UAP (e.g., "digital fluencies, information literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media") are built into the proposed pedagogy, which also places an emphasis on the developing an entrepreneurial mindset (GP#2). The proposed programming also links directly to the priority of knowledge for the future to the extent that it will help with *"maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities."* This includes leveraging Innovation York's extra-curricular activities and, through the addition of new faculty resources, enhanced research output. Importantly, in terms of programming and the priority for action item from access and success, the program objectives explicitly acknowledge the challenges of marginalized entrepreneurs and communities. Similarly, the UAP priority working in partnerships is a central theme of the proposed programming (per GP#3 and GP#7). Engagement with the local business and entrepreneurial communities as well as internal units at York, has guided the development of this proposal and will support and (re)shape the programs after their launch. For example, organizations located in Markham such as YSpace (internal) and IBM (external) have provided input and offer workplace learning and other support mechanisms such as mentoring and new venture incubation space. Finally, as envisioned in the UAP, the proposed programming includes elements that will allow students to reflect upon and specifically address one or more of the United Nations' seventeen Sustainable Development Goals.

#### Alignment with the Faculty Academic Plan

The proposed programs align well with the following principles expressed in the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-2026:

- Principle 1a: Engage in a sustained effort to enhance the academic experience of LA&PS students, supported by the co-curricular and extra-curricular initiatives, including those led by the colleges, and build up students' skills in critical thinking, effective communication, digital fluencies, information literacies, and evidence-based scholarly inquiry.

The curricular and pedagogical approaches articulated for the proposed stream and minor provide students with opportunities to build their critical thinking, communication, digital fluency, and information literacy in the context of what it means to think entrepreneurially and pursue innovative solutions to contemporary business and societal problems (as per GP#1 and 2). The programs also leverage co-curricular and extra-curricular initiatives of (e.g.) Innovation York. It is also worth noting that the program proponent is faculty advisor to the Entrepreneurial Development Association (a New College student club).

- Principle 2a: Build on our shared history to encourage integration ‘across the ampersand’ of LA&PS while also recognizing the specific strengths and needs of both the liberal arts and professional studies areas of the Faculty.

The Minor Entrepreneurship and Innovation creates an additional option for students in any York program to combine the concepts and methods of the major program with the insights of a minor in Entrepreneurship and Innovation. The benefits of cross-pollination and interdisciplinary collaboration have been previously expounded (as per GP#6 and 7)

- Principle 2c: Promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve.

Because the proposed stream will be available at Markham Campus, the program is designed to draw on, and contribute further to, existing and potential partnerships in Toronto, Peel, and York.

- Principle 4b: Promote and support curricular and pedagogical innovation across all units and all levels of study, with particular attention to the first-year experience and experiential learning opportunities for students in all programs.

The proposed stream and minor acknowledge the importance of experiential learning for students (GP#3) and will provide opportunities for placements and collaborative, situated learning to students. See Appendix 4 for a map of experiential education opportunities embedded in the programs.

#### Alignment with the SRP

The proposed programming also aligns with the SRP, which is intended to enhance the scholarship of socially engaged research and support the integration of research into education and across disciplines. The current proposal calls for additional resources dedicated to knowledge development and dissemination in the areas of creativity, innovation, and entrepreneurship. These are addressed in the SRP in a manner consistent with the spirit of GP#2 under pinning this proposal about fostering an entrepreneurial mindset. Integrating innovative entrepreneurship and the public good as envisioned herein is an SRP theme in which *“scholarship and creative activity... are informed by disciplines but are inherently inter- and transdisciplinary in their development and application.”* Research under the theme of innovative entrepreneurship involves disciplines such as business, engineering, ethics and law, corporate social responsibility, corporate governance, sustainable economic development, and human rights. Moreover, the theme is identified in the SRC as an area of research strength and the SRP identifies a commitment to invest in existing strengths. At the same time, engagement between faculty, students, and the entrepreneurial community will create opportunities for increased knowledge generation and mobilization as a means of building better lives and communities which is also called for in the SRP (and ties nicely into the SMA and the UAP).

### Alignment with the SEC strategic plan

The proposed programming aligns with the strategic objectives being put forth in the SEC's draft strategic plan. That plan identifies that, "*at its core, entrepreneurship is about a way of thinking to identify problems and create solutions to create impact and make the world a better place.*" It also notes that "*while entrepreneurship education may not be suitable for all students, the attainment of entrepreneurial skills and mindset is relevant for all. This is where entrepreneurial education at York begins; ensuring that our students, faculty members and community members have the opportunity to develop an entrepreneurial mindset and then choose the path that fuels their passions, whether it be for-profit company creation, social enterprise, social innovation or acting entrepreneurially within a larger organization.*" While each of the six strategic objectives developed by the SEC are relevant to the programming proposed herein, perhaps the most relevant relates to programming. That objective calls for the development and delivery of purposeful, impactful, and experiential interdisciplinary programming. This proposal addresses the short-to-long-term particulars of this objective by integrating entrepreneurship into the curriculum through one or more cross-faculty entrepreneurship courses open to all students, and by launching courses, programs and leveraging co-curricular activities grounded in research and practice.

### Alignment with existing York programs

The proposed programming represents some duplication with existing programs on campus. In particular, the specialization in entrepreneurial and family business studies at the Schulich School of Business, the BEST certificate at Lassonde School of Engineering, and the GENIAL program at Glendon College. For a summary of these programs see Appendix 2. The key differences between proposed and existing programs are that the proposed programming is:

- i. less exclusive in nature and provides *access* to entrepreneurship and innovation education to a broader constituency as per the vision articulated in the UAP,
- ii. more *extensive* in nature with more course offerings,
- iii. able to integrate more *experiential* elements,
- iv. *flexible* in terms of courses and scheduling, and
- v. centered around the new MCC.

## **11. Detailed outline of the program and the associated learning outcomes including how the proposed requirements will support the achievement of program learning objectives (i.e., mapping of the requirements to the program learning outcomes)**

See Appendix 1 for proposed program requirements as they will appear in the Undergraduate Calendar.

See Appendix 3 for program learning outcomes.

See Appendix 4 for the mapping of requirements to program learning objectives (15 specialization/minor-specific learning objectives) and experiential learning opportunities across courses in both the specialized stream and the minor.

See Appendix 4 for generic BCom (honours) program learning objectives.

See Appendix 5 for new course proposals.

There are no envisioned changes to normal program lengths. As with other specializations within the honours BCom, the *Entrepreneurship and Innovation* stream is designed to be completed in eight terms of full-time studies. However, it is also suitable for part time students and can be completed over longer periods of time. Likewise, the minor can be completed as other minors can without impeding a student's progress through their major. See Appendix 4 for a course progress map.

It is expected that there will be three admission points per year into both the specialized stream and the minor: Fall, Winter, Spring. To ensure successful progress through the programs, students entering either the BCom specialized stream or the minor must show basic competence in mathematics as per the admission requirements specified in section 13 below.

Most of the courses in the specialized stream and minor are new and are being designed specifically to achieve unique, program-specific learning outcomes. Students in both the BCom (honours) specialized stream and the minor in Entrepreneurship and Innovation are expected to achieve the learning outcomes outlined in Appendix 3. In addition, students in the BCom (honours) are also expected to achieve the generic learning outcomes common across all BCom (honours) 120-credit specialized streams as previously approved (See Appendix 4).

#### Programs and courses

The *two* academic programs provided for under this proposal entail the following:

- i. A specialized stream in *Entrepreneurship and Innovation* within the 120-credit honours Bachelor of Commerce degree programming to be offered at the new Markham Campus commencing Fall 2023. This specialized stream will consist of:
  - a) General education courses (21 credits)
  - b) Required courses = 6 credits (AP/ECON 1000 & 1010 introductory micro & macroeconomics)
  - c) Required CORE business courses = 39 credits
    - AP/ADMS 1000 3.00 Introduction to business
    - AP/ADMS 1010 3.00 Exploring the functions of business
    - AP/ADMS 2200 3.00 Introductory marketing
    - AP/ADMS 2320 3.00 Business statistics
    - AP/ADMS 2400 3.0 Introduction to organizational behavior
    - AP/ADMS 2500 3.00 Introduction to financial accounting
    - AP/ADMS 2510 3.00 Introduction to management accounting
    - AP/ADMS 2511 3.00 Management information systems
    - AP/ADMS 2610 3.00 Elements of law I
    - AP/ADMS 3351 3.00 Operations management
    - AP/ADMS 3530 3.00 Finance
    - AP/ADMS 3660 3.00 Business ethics and corporate social responsibility
    - AP/ADMS 4900 3.00 Management policy part I
  - d) Honours Courses = 33 credits from among:

**A) Required courses (30credits)**

**Entrepreneurship and Innovation foundational requirement (9 credits)**

- AP/ENTP 2920 3.00 Innovation and creativity (Cross listed to: AP/ADMS 2920 3.00)
- AP/ADMS 3920 3.00 New venture and small business management
- AP/ENTP 3950 3.00 Social entrepreneurship and innovation (Cross listed to: AP/ADMS 3950 3.00)

**Functional area requirement (6 credits)**

- AP/ENTP 4291 1.50 Entrepreneurial marketing (Cross listed to: AP/ADMS 4291 1.50)
- AP/ENTP 4292 1.50 Entrepreneurial selling (Cross listed to: AP/ADMS 4292 1.50)
- AP/ENTP 4599 3.00 Entrepreneurial finance (Cross listed to: AP/ADMS 4591 3.00)

**Leadership requirement (6 credits)**

- AP/ADMS 3440 3.00 Leadership and management skills (cross-listed to: AP/HRM 3440 3.00)
- AP/ENTP 4920 3.00 Entrepreneurial strategy (Cross listed to: AP/ADMS 4920 3.00)

**Entrepreneurial engagement requirement (9 credits of highly experiential courses)**

- AP/ENTP 3990 1.50 Hackathon I (Cross listed to: AP/ADMS 3990 1.50)
- AP/ENTP 3991 1.50 Hackathon II (Cross listed to: AP/ADMS 3991 1.50)
- AP/ENTP 3995 1.50 Independent study in entrepreneurship (Cross listed to: AP/ADMS 3995 1.50)
- AP/ENTP 3999 1.50 Entrepreneurial speakers series (Cross listed to: AP/ADMS 3999 1.50)
- AP/ADMS 4002 6.00 C4 Social entrepreneurship capstone project
- AP/ENTP 4299 3.00 Creating and launching new products (Cross listed to: AP/ADMS 4299 3.00)
- AP/ENTP 4995 1.50 Mobilizing entrepreneurial knowledge (Cross listed to: AP/ADMS 4995 1.50)
- AP/ADMS 4960 3.00 Principles of entrepreneurship: Field project

**B) Elective courses from among: (3 credits from among)**

- AP/ADMS 3511 3.00 Business analytics: Introduction, methods, and practical approaches
- AP/DEMS 3703 3.00 Business continuity planning (cross listed to: AP/ADMS 3703 3.00)
- AP/ADMS 3900 3.00 The practice of general management
- AP/ADMS 3960 3.00 International business
- AP/ADMS 4130 3.00 Green business: Facing the environmental challenge
- AP/ADMS 4235 3.00 New product management
- AP/ADMS 4690 3.00 Board leadership, effectiveness, and succession planning
- AP/ENTP 4925 3.00 Family business (Cross listed to: AP/ADMS 4925 3.00)
- AP/ADMS 4940 3.00 Innovation Management
- AP/ENTP 4945 3.00 Technology entrepreneurship (Cross listed to: AP/ADMS 4945 3.00)
- AP/ADMS 4970 3.00 Managing for sustainability
- AP/ENTP 4990 3.00 Special topics in entrepreneurship and innovation (Cross listed to: AP/ADMS 4990 3.00)
- 

e) Electives = minimum 18 credits outside the major

f) Free credits (3) – students should consider the *entrepreneurial engagement* and ENTP and ADMS *elective* courses listed above when selecting their 3.0 free choice credits

- ii. An honours minor in *Entrepreneurship and Innovation* to be offered at both the Keele Street and Markham Campuses. This minor will consist of the equivalent of ten 3 credit courses (i.e., 30 credits) including:

**Common courses (15 required credits)**

- AP/ADMS 1550 3.00 Accounting for non-financial managers
- AP/ADMS 2200 3.00 Introductory marketing
- AP/ENTP 2920 3.00 Innovation and creativity (Cross listed to: AP/ADMS 2920 3.00)
- AP/ADMS 3920 3.00 New venture and small business management
- AP/ENTP 3950 3.00 Social entrepreneurship and innovation (Cross listed to: AP/ADMS 3950 3.00)

**Entrepreneurial engagement requirement (6 to 12 required credits from among)**

- AP/ENTP 3990 1.50 Hackathon I (Cross listed to: AP/ADMS 3990 1.50)
- AP/ENTP 3991 1.50 Hackathon II (Cross listed to: AP/ADMS 3991 1.50)
- AP/ENTP 3995 1.50 Independent study in entrepreneurship (Cross listed to: AP/ADMS 3995 1.50)
- AP/ADMS 4002 6.00 C4 Social entrepreneurship capstone project
- AP/ENTP 4299 3.00 Creating and launching new products (Cross listed to: AP/ADMS 4299 3.00)
- AP/ENTP 3999 1.50 Entrepreneurial speakers series (Cross listed to: AP/ADMS 3999 1.50)
- AP/ENTP 4995 1.50 Mobilizing entrepreneurial knowledge (Cross listed to: AP/ADMS 4995 1.50)
- AP/ADMS 4960 3.00 Principles of entrepreneurship: Field project

**Electives (3 to 9 credits from among)**

- AP/ADMS 3440 3.00 Leadership and management skills (Cross listed to: AP/HRM 3440 3.0)
- AP/ADMS 3900 3.00 The practice of general management
- AP/ADMS 3960 3.00 International business
- AP/ADMS 4235 3.00 New product management
- AP/ENTP 4291 1.50 Entrepreneurial marketing (Cross listed to: AP/ADMS 4291 1.50)
- AP/ENTP 4292 1.50 Entrepreneurial selling (Cross listed to: AP/ADMS 4292 1.50)
- AP/ENTP 4599 3.00 Entrepreneurial finance (Cross listed to: AP/ADMS 4591 3.00)
- AP/ENTP 4920 3.00 Entrepreneurial strategy (Cross listed to: AP/ADMS 4920 3.00)
- AP/ENTP 4925 3.00 Family business (Cross listed to: AP/ADMS 4925 3.00)
- AP/ADMS 4940 3.00 Innovation management
- AP/ENTP 4945 3.00 Technology entrepreneurship (Cross listed to: AP/ADMS 4945 3.00)
- AP/ENTP 4999 3.00 Discipline-specific entrepreneurship (NOTE: this is a placeholder only and no new course proposal is included herein. AP/ENTP4999 will be a cross-listed course developed by or in conjunction with other faculties to allow for discipline-specific programming such as (e.g.) 'Entrepreneurial science' or 'Entrepreneurial engineering' as currently being envisioned by certain faculties. Prerequisites, degree-credit exclusions, etcetera are TBD)

The Minor is designed to give students in a variety of other fields a general view of concepts, theories, and practices in the areas of entrepreneurship and innovation as they relate to social, commercial, and other organizations. As such, it is expected that the minor described above may be combined with any approved non-business Honours program that offers a major/minor option in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the Lassonde School of Engineering, AMPD and Glendon College. Students in (a) the BBA program, (b) the iBBA program, (c) the BCom program, and (d) the BA in Business Economics or Financial and Business Economics programs are ineligible to combine their studies with the Minor in Entrepreneurship and Innovation.

#### Anticipated class sizes

Within the School of Administrative Studies, 4000-level courses have a maximum class size of 40, 3000-level courses have a maximum class size of 60 and normally, 2000-level courses have a maximum class size of 80+. However, given the highly experiential and interactive nature of the proposed new courses, the maximum class size for the new 'ENTP' courses will be 60 at both the 2000 and 3000-level, and 25 at the 4000-level.

## **12. Summary of the consultation undertaken**

The Notice of Intent (NOI) for the proposed programs was approved in consultation with the Vice-President Academic and Provost in February 2019.

An earlier draft providing details of the proposed programming was shared with several faculties that have expressed interest in entrepreneurship programming (i.e., AMPD, Glendon, Health, LA&PS, Lassonde, Osgoode, Schulich, Science) through their representatives on the pan university *Strategic Entrepreneurship Committee*. This also includes Innovation York (Office of the Vice-President, Research & Innovation) as an internal source of extra-curricular programming and other support (i.e., tangible asset support) and the office of the AVP Teaching and Learning which previously provided AIF funding to support the evaluation of entrepreneurial program offerings. Because this proposal calls for programming with some duplication to existing programs, more in-depth consultations have occurred with representatives from Glendon College, Lassonde School of Engineering, and Schulich School of Business. In addition, the School of Human Resources Management within LA&PS has been consulted as entrepreneurship and innovation appear relevant to their proposal for new programming in Sports Management. The proposal has also been shared with other schools within LA&PS. Finally, feedback was solicited from several external stakeholders, including alumni entrepreneurs and employers in the Markham area.

Statements of support from relevant programs and units confirming consultation and support are attached as Appendix 6.

### 13. Admission requirements

i) The proposal for the BCom Entrepreneurship and Innovation does not call for any changes to the School of Administrative Studies' current high-school entry admission requirements into the Bachelor of Commerce, which are as follows:

- ✓ Ontario Secondary School Diploma (OSSD)
- ✓ ENG4U
- ✓ MHF4U
- ✓ And four additional 4U or M courses

ii) For the minor in Entrepreneurship and Innovation, admission requirements will be the same as those for the School's current Minor in Business offering, such that:

"Students, prior to entering the Entrepreneurship and Innovation minor, are required to have completed one 4U mathematics or the equivalent and must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 2.3 in their home program at York"

"To graduate with a minor in Entrepreneurship and Innovation, students must satisfy Honours degree and program requirements including a minimum 2.3 grade point average in the minor"

### 14. Resource implications

To support this programming, certain resource needs have been identified.

#### Full-time faculty

Despite the depth and breadth of knowledge and experience possessed by School of Administrative Studies faculty in areas relevant to entrepreneurship and innovation (a list of current tenure-stream faculty members is presented in Appendix 7), few have research and teaching interests specific to the field. Furthermore, existing faculty-to-student ratios are already stretched. Accordingly, to support the development and delivery of this program and to enhance our ability to generate new knowledge, additional full-time faculty are required. We will need to recruit one new faculty member in innovation and/or entrepreneurship in each of the next three years (2022; 2023; 2024) at the assistant or associate level. It is expected that one of the positions will be in the teaching stream with a focus on developing and overseeing experiential education opportunities. We will also need to recruit one new professorial stream faculty member in entrepreneurial marketing in 2023. It is expected that all new hires will support not only the programming proposed herein, but also the School's graduate programming at MC more generally.

#### Part-time faculty

Contract instructors will play an essential role in the delivery of the program. In particular, instructors with experience confronting the day-to-day realities of starting new ventures, developing new products, and engaging in social changemaking. These instructors will bring their 'real world' experience into the classroom and apply it to course instruction, case analyses, assignments, projects, presentations, and students' experiential and immersive learning. While the use of part-time faculty in the new programs is expected to be consistent with current practices within the School, it should be noted that to better

marry theory and practice, 3.0 credit courses may be split into 50%-50% or 25%-75% full-time-to-part-time instructor configurations (part-timer and full-timer instructors can be remunerated in blocks for teaching 3 classes of 3 hours, which is equivalent to 0.125 FCE of our teaching load where a 3.0 Cr course represents 0.5 FCE).

#### Entrepreneur-in-residence

A common element for program such as this is to engage an entrepreneur (or several entrepreneurs) to provide mentoring to students and student groups as they engage in the more experiential aspects of the program. Hiring these individuals adds credibility to the program and enhances its 'real-worldliness'. An individual in such a position would also typically take on an administrative/service role. Hiring an entrepreneur-in-residence is critical and is in addition to the needed FT faculty positions identified above.

#### Administrative staff support

To advance and maintain the activities of these programs, a minimum of one full-time administrative staff member will be required. As Innovation and Entrepreneurship will represent a new 'area' within the School of Administrative Studies, provision will need to be made of a new area coordinator (i.e., stipend and release).

#### Continuous improvement program / Advisory board(s)

To ensure currency and appropriateness of these programs over time, a continuous improvement program will be designed and implemented in conjunction with the AVP Teaching and Learning (Office of the Provost). One critical element of this will be the establishment of one or more advisory boards constituted by students/graduates, entrepreneurs, employers, and faculty with the expectation of some minimal budgetary support (e.g., for tokens of appreciation).

#### Creative workspace

Creative "laboratory" space is required to support the proposed programming including both incubator and maker space. Space is available proximal to the new MC in the form of YSpace and on the Keele campus in the BEST lab at Lassonde and elsewhere. However, as the *Strategic Entrepreneurship Council* has identified, there remains a need to create new faculty-agnostic entrepreneurial space.

#### Co-curricular resources and other support

The program will be supported by engaging with current co-curricular programming at York such as those offered through Innovation York's YSpace. We also have very active student clubs on campus including the *Entrepreneurial Development Association* (with a focus on product and venture creation) and *Enactus* (more oriented towards social entrepreneurs). Through Innovation York within the Office of the Vice-President, Research & Innovation, the university can provide support for technology transfer and access to government programs. The School of Administrative Studies and the university more generally, also have relationships with several regional economic development offices.

#### Library resources

The resources currently available through the York Library system should be sufficient to support the new programming.

### Administrative issues

Several courses involved with the new programming do not fit the traditional models for enrollment, scheduling, and compensation. Methods for addressing these issues will need to be resolved. For example, students will need to be able to enroll on short notice and at any time during a term in certain courses. These courses may also span more than one traditional term. A mechanism for accumulating credit for supervising students in courses such as AP/ENTP 3990 '*Hackathon I*' or AP/ENTP 3992 '*Entrepreneurial speakers series*' will need to be developed as they are not contemplated in the current YUFA collective agreement.

## **15. Mode(s) of delivery**

Both the specialized stream and the minor are course based. The delivery modes are via structured course work and applied innovative and entrepreneurial practice. 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, teamwork, simulations, engagement with the entrepreneurial ecosystem, hackathons, and pitch competitions, as well as outreach and community-based learning providing assistance to external organizations.

Appendix 4 contains details on experiential opportunities for each course in the specialized stream and minor.

Most courses will be offered via a hybrid model employing in-person and remote learning via synchronous (e.g., real-time peer-to-peer interaction and collaboration) and asynchronous modalities (e.g., discussion boards and on-line assessments).

All 1.5-credit courses will offer flexible enrollment, start and completion dates, and schedules. The rationale for these 1.5 credit courses is based on contact-hour equivalency (i.e., the targeted 18 contact hours is equivalent to 50% of the 36 contact hours of traditional 3.0 credit courses). the flexibility regarding scheduling accommodates the highly experiential nature of these courses and the vagaries of the schedules of the external constituents involved (e.g., guest speakers, external hackathons, community organizations, etc.).

## **16. Assessment of teaching and learning within the program**

There are no envisioned changes to the School of Administrative Studies' current practices regarding assessment of teaching and learning as they relate to the proposed programs.

## **17. How students currently enrolled in the program will be accommodated.**

Current students will continue to complete the program requirements of the degree type and stream they

are enrolled in prior to the commencement of offering of the proposed programming and will experience no default changes as a result of the specialized stream or minor in Entrepreneurship and Innovation.

With the anticipated timeline for the roll-out of new specialized courses (in conjunction with existing courses), current students (third year and earlier) as of September 2023, or later, will be able to add and complete the Minor in Entrepreneurship and Innovation without interrupting their timely graduation in the normal course provided they have the flexibility to accommodate the 30 credits in their home program.

Current students enrolled in other BCom streams are eligible and may elect to switch into the Entrepreneurship and Innovation stream as provided for by existing School policies and practices. However, students will be advised that completing the Entrepreneurship and Innovation stream requirements may involve taking some courses offered exclusively at the Markham Campus. Students entering the specialized stream directly will be able to complete all program requirements at the Markham Campus.

GPA requirements for progression within the program must be met according to the University's grading scheme policy (i.e., current students who want to opt into the stream must be in good standing for honours progression). Academic advising services are available to all LA&PS students through the Faculty's central advising team and within the School.

Progression and graduation requirements for the program align to the University's new Grading Scheme Policy, which is detailed below and is set to take effect in fall 2023. It is important to note that a foundational revision to the University's grading scheme is the transition from a 9.00 GPA scale to a 4-point scale. The details below are consistent with the Senate-approved 4.00 GPA scale:

The policy stipulates the following progression requirements for Honours programs:

1. Students who have earned between 0-53 credits remain in their honours program provided they meet the University and program minimums
2. At 53 earned credits, students must have at least a 2.00 CGPA to continue in the honours program; if the CGPA is between 1.70 and 1.99, the student may continue on a warning for a review period of 30 credits; and, if the CGPA falls below 1.70 by 53 credits, the student is exited from the honours and switched to the 90-credit program
3. At 83 credits, the student must have at least a 2.00 CGPA to continue; if the CGPA is less than 2.00, the student is exited from the honours program and switched to the 90-credit program

**Graduation Requirements:**

Graduation requirements are set out by the Faculty Rules for all undergraduate programs in the Faculty of Liberal Arts & Professional Studies and align to relevant University policies such as the established grading schemes, some of which will be modified for MC:

1. Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University;
2. Students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 2.00 and a major grade point average of at least 2.3;
3. General education: to fulfill the liberal arts & professional studies general education requirements students must take 21 credits of general education including: 6.00 credits in natural science (NATS); A 9.00 credit approved general education course in the social science or humanities categories; and a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in the social science or humanities already taken;
4. Upper-level credits: at least 36 credits at the 3000 or 4000 level including at least 18 credits at the 4000 level; and,
5. Credits outside the major: at least 18 credits.

## **APPENDIX 1**

### **PROPOSED CALENDAR COPY**

- **BCom Specialized Honours – Entrepreneurship and Innovation**
- **Honours minor in Entrepreneurship and Innovation**

## **BCom Specialized Honours - Entrepreneurship and Innovation**

### **Description**

**School of Administrative Studies - Students must be enrolled at the Markham Campus**

### **Specialized Honours BCom: 120 Credits**

There are at present nine streams in the Specialized Honours BCom program. The prerequisites and requirements appear below.

Students prior to entering the BCom are required to have completed one 4U mathematics, MHF4U (Advanced Functions) or the equivalent.

**Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

**Graduation requirement:** students must successfully complete (pass) at least 120 credits which meet the faculty's degree and program requirements with a cumulative grade point average of at least 2.3 and a major grade point average of at least 2.7.

**General education:** a maximum of 21 General Education credits

**Major credits:** 78 credits including:

(i) Required Honours standard core courses: 45 credits including:

- AP/ADMS 1000 3.00;
- AP/ADMS 1010 3.00;
- AP/ECON 1000 3.00;
- AP/ECON 1010 3.00;
- AP/ADMS 2200 3.00;
- AP/ADMS 2320 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 2500 3.00;
- AP/ADMS 2510 3.00;
- AP/ADMS 2511 3.00;
- AP/ADMS 2610 3.00;
- AP/ADMS 3351 3.00 (cross-listed to: AP/ECON 3120 3.00);
- AP/ADMS 3530 3.00\*;
- AP/ADMS 3660 3.00;
- AP/ADMS 4900 3.00.

\*Students in the human resources stream may substitute any 3000 level or above ADMS course in place of AP/ADMS 3530 3.00.

Students who wish to meet the requirement of CHRP certification should take AP/HRM 3430 3.00 (cross-listed to: AP/ADMS 3430 3.00).

(ii) 33 additional credits at the 3000 level or above as specified in the requirements for one of the eight streams as described below. At least 18 credits in the major must be at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

### **Entrepreneurship and Innovation Stream**

- (i) The required Honours standard core 45 credits.
- (ii) 33 additional credits as follows:

#### ***Entrepreneurship and innovation foundational requirement (9.0 credits)***

- AP/ENTP 2920 3.00
- AP/ADMS 3920 3.00
- AP/ENTP 3950 3.00

#### ***Functional area requirement (6.0 credits)***

- AP/ENTP 4291 1.50
- AP/ENTP 4292 1.50
- AP/ENTP 4599 3.00

#### ***Leadership requirement (6.0 credits)***

- AP/ADMS 3440 3.00 (cross-listed to: AP/HRM 3440 3.0)
- AP/ENTP 4920 3.00

#### ***Entrepreneurial engagement requirement (9.0 credits of highly experiential courses)***

- AP/ENTP 3990 1.50
- AP/ENTP 3991 1.50
- AP/ENTP 3995 1.50
- AP/ENTP 3999 1.50
- AP/ADMS 4002 6.00
- AP/ENTP 4299 3.00
- AP/ENTP 4995 1.50
- AP/ADMS 4960 3.00
- AP/ENTP 4990 3.00

#### ***Elective courses from among: (3.0 credits from among)***

- AP/ADMS 3511 3.00
- AP/ADMS 3703 3.00 (cross-listed to: AP/DEMS3703 3.0)
- AP/ADMS 3900 3.00
- AP/ADMS 3960 3.00
- AP/ADMS 4130 3.00
- AP/ADMS 4235 3.00
- AP/ADMS 4690 3.00
- AP/ENTP 4925 3.00
- AP/ADMS 4940 3.00

- AP/ENTP 4945 3.00
- AP/ADMS 4970 3.00
- AP/ENTP 4990 3.00

(iii) Electives = minimum 18 credits outside the major

(iv) Additional credits (3.00) – students should consider ENTP entrepreneurial engagement and elective courses listed above when selecting their 3.00 additional credits

**NOTE:** All AP/ENTP courses are cross listed to their AP/ADMS numeric equivalents

## Honours Minor in Entrepreneurship and Innovation

### Description

#### School of Administrative Studies - Offered at both Markham and Keele Campuses

The Honours Minor program described may be combined with any approved non-business Honours program that offers a major/minor option in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. The School of the Arts, Media, Performance and Design or Glendon will consider approving major/business Honours minor combinations on an individual case basis. Students in the School of the Arts, Media, Performance and Design or Glendon should contact their home Faculty for more information.

**Note:** in a major/minor program, a course may count only once toward major credit or minor credit.

#### Entry requirements:

Students, prior to entering the Entrepreneurship and Innovation minor, are required to have completed one 4U mathematics or the equivalent and must have completed 30 University credits or the equivalent and attained a minimum cumulative grade point average of 2.3 in their home program at York

**Minor credits:** 30 credits including:

#### **Common courses** (15 required credits)

- AP/ADMS 1550 3.00 Accounting for non-financial managers
- AP/ADMS 2200 3.00 Introductory marketing
- AP/ENTP 2920 3.00 Innovation and creativity
- AP/ADMS 3920 3.00 New venture and small business management
- AP/ENTP 3950 3.00 Social Entrepreneurship and innovation

#### **Entrepreneurial engagement requirement** (9 to 12 required credits from among)

- AP/ENTP 3990 1.50 Hackathon I
- AP/ENTP 3991 1.50 Hackathon II
- AP/ENTP 3995 1.50 Independent study in entrepreneurship
- AP/ENTP 3999 1.50 Entrepreneurial speakers series
- AP/ADMS 4002 6.00 C4 Social entrepreneurship capstone project
- AP/ENTP 4299 3.00 Creating and launching new products
- AP/ENTP 4995 1.50 Mobilizing entrepreneurial knowledge
- AP/ADMS 4960 3.00 Principles of entrepreneurship: Field project

#### **Electives** (3 to 6 credits from among)

- AP/ADMS 3440 3.00 Leadership and management skills (cross-listed to: AP/HRM 3440 3.0)
- AP/ADMS 3900 3.00 The practice of general management
- AP/ADMS 3960 3.00 International business

- AP/ADMS 4235 3.00 New product management
- AP/ENTP 4291 1.50 Entrepreneurial marketing
- AP/ENTP 4292 1.50 Entrepreneurial selling
- AP/ENTP 4599 3.00 Entrepreneurial finance
- AP/ENTP 4920 3.00 Entrepreneurial strategy
- AP/ENTP 4925 3.00 Family business
- AP/ADMS 4940 3.00 Innovation management
- AP/ENTP 4945 3.00 Technology entrepreneurship
- AP/ENTP 4950 3.00 Special topics in entrepreneurship

To graduate with a minor in entrepreneurship and innovation, students must satisfy honours degree and program requirements including a minimum 2.3 grade point average in the minor.

**Note**

- 1) 18 credits at the 4000 level are required to complete an honours bachelor degree
- 2) All AP/ENTP courses are cross listed to their AP/ADMS numeric equivalents

## **APPENDIX 2**

### **EXISTING PROGRAMS IN ENTREPRENEURSHIP AND INNOVATION**

- **York University**
- **Other Canadian Universities**

<b>Comparison of existing York programs in entrepreneurship and innovation</b>			
<b>College / Faculty</b>	<b>Glendon</b>	<b>Lassonde</b>	<b>Schulich</b>
<b>Offering</b>	<ul style="list-style-type: none"> <li>i. Entrepreneurial Skills Passport (non-credit) (“ESP”)</li> <li>ii. Individual elective courses</li> </ul>	<ul style="list-style-type: none"> <li>i. BEST Certificate</li> <li>ii. Individual elective courses</li> </ul>	<ul style="list-style-type: none"> <li>i. Entrepreneurship and Family Business Specialization</li> <li>ii. Individual elective courses</li> </ul>
<b>Requirements</b>	<ul style="list-style-type: none"> <li>• ESP is a 15-week program that includes a series of workshops, entrepreneurial activities, and presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate consists of nine required courses plus optional electives</li> </ul>	<ul style="list-style-type: none"> <li>• 12-credit (4 course) specialization</li> </ul>
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>• Bilingual French / English programming</li> </ul>	<ul style="list-style-type: none"> <li>• Lassonde engineering students</li> </ul>	<ul style="list-style-type: none"> <li>• Schulich iBBA and BBA students</li> </ul>
<b>Courses</b>	<ul style="list-style-type: none"> <li>• GL/ILST 4520 Social Enterprise Design</li> <li>• GL/ILST 4320 Entrepreneurial Project</li> </ul>	<p>Students choose from among several Lassonde Engineering courses to satisfy requirements in the areas of communication, professionalism, innovation, design, and projects. They also take the following required courses in entrepreneurship, and law:</p> <ul style="list-style-type: none"> <li>• LW/LAW 3591 Legal Values: Commercializing IP</li> <li>• SB/ENTR 3400 Business Essentials for Technology Entrepreneurs I</li> <li>• SB/ENTR 3600 Business Essentials for Technology Entrepreneurs II</li> <li>• SB/ENTR 4500 Entrepreneurship and Technology Ventures</li> </ul>	<p>Students select from among the following:</p> <ul style="list-style-type: none"> <li>• SB/ENTR 4400 Field Study: Innovating with Entrepreneurs</li> <li>• SB/ENTR 4500 Entrepreneurship and Technology Ventures</li> <li>• SB/ENTR 4600 Entrepreneurship and New Venture Creation</li> <li>• SB/ENTR 4700 Financing Growing Ventures</li> <li>• SB/ENTR 4800 Social Entrepreneurship</li> <li>• SB/ENTR 4950 Managing the Family Enterprise</li> <li>• SB/FINE 3100 Financial Management</li> <li>• SB/FINE 4050 Personal Finance</li> <li>• SB/IBUS 3100 International Business</li> <li>• SB/MGMT 4300 Corporate Social Responsibility in a Global Context</li> <li>• SB/MKTG 3100 Marketing Research</li> <li>• SB/ORGS 4500 Developing Management Skills</li> </ul>

## Exemplars of Canadian University ICE programming

Institution / program	Courses in specialization
MBET University of Waterloo (Master of business, entrepreneurship, and technology)	<ul style="list-style-type: none"> <li>• Applied business leadership skills for entrepreneurs</li> <li>• Strategically managing the entrepreneurial organization</li> <li>• Marketing strategies for new technology-based ventures</li> <li>• Entrepreneurial finance for technology-based enterprise</li> <li>• Essential accounting for entrepreneurs</li> <li>• Managing technological innovation</li> <li>• Entrepreneurial organizations</li> <li>• New technology-based venture creation</li> <li>• Business model validation</li> <li>• Corporate innovation and consulting</li> </ul>
Laurier (Lazaridis) (Entrepreneurship core option)	<ul style="list-style-type: none"> <li>• The entrepreneurial method</li> <li>• Social entrepreneurship (5 different courses)</li> <li>• Social innovation and culture</li> <li>• Ideation and customer development</li> <li>• Developing a social venture</li> <li>• Entrepreneurial science</li> <li>• Business model design and execution</li> <li>• Special topics</li> <li>• Entrepreneurial finance</li> <li>• Managing the family enterprise</li> <li>• Start-up capstone</li> </ul>
Ryerson (Entrepreneurship major)	<ul style="list-style-type: none"> <li>• Entrepreneurship behavior and strategy</li> <li>• Identifying opportunities</li> <li>• Entrepreneurial skills development</li> <li>• Studies in entrepreneurship</li> <li>• Managing SMEs</li> <li>• Entrepreneurial selling</li> <li>• Family business in Canada</li> <li>• Social entrepreneurship and changemaking</li> <li>• Advanced entrepreneurship</li> <li>• Funding new ventures</li> <li>• Management of innovation</li> <li>• Applied research in entrepreneurship</li> <li>• Assessing/managing market opportunities</li> </ul>
Western (Ivey) (HBA 'certificate') (R = required, E = elective)	<ul style="list-style-type: none"> <li>• Ivey field project – new venture (R)</li> <li>• New venture creation (R)</li> <li>• Managing high growth companies (E)</li> <li>• Entrepreneurial marketing (E)</li> <li>• Entrepreneurial finance (E)</li> <li>• Leading family-owned firms (E)</li> </ul>

	<ul style="list-style-type: none"> <li>• Social enterprise (E)</li> <li>• Start-up, hustle, and grit (E)</li> <li>• Design driven innovation (E)</li> </ul>
University of Guelph (Courses only)	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• Applied business project I</li> <li>• Applied business project II</li> </ul>
Brock (BBA concentration)	<ul style="list-style-type: none"> <li>• Entrepreneurship basics</li> <li>• Entrepreneurship</li> <li>• Creativity and the entrepreneur</li> <li>• Managing growth in the entrepreneurial firm</li> <li>• Corporate entrepreneurship and innovation</li> <li>• Venture capital and the entrepreneur</li> <li>• Family business</li> <li>• Topics in entrepreneurship I &amp; II</li> <li>• Research topic (2)</li> <li>• Planning new venture creation</li> <li>• International dimensions of entrepreneurship</li> </ul>
UBC (Sauder) (BCom specialization)	<ul style="list-style-type: none"> <li>• Economics of entrepreneurship and innovation</li> <li>• Entrepreneurial finance</li> <li>• New venture design</li> <li>• Design methods for business innovation</li> <li>• Creativity in business</li> <li>• New product development</li> </ul>
Dalhousie (Major in entrepreneurship)	<ul style="list-style-type: none"> <li>• New venture creation</li> <li>• Starting lean</li> <li>• Managing the family enterprise</li> <li>• Managing the venturing process</li> <li>• Project management</li> <li>• PLUS, one entrepreneurial work term in an approved setting</li> <li>• Other business course electives</li> </ul>
Calgary (Haskayne) (BCom concentration)	<ul style="list-style-type: none"> <li>• Introduction to business venturing</li> <li>• Entrepreneurial thinking</li> <li>• Selected topics in entrepreneurship and innovation (repeatable twice)</li> <li>• Principles of entrepreneurship</li> <li>• Opportunity identification</li> <li>• New venture planning</li> <li>• New venture start-up</li> <li>• Technology for entrepreneurs</li> <li>• Technology commercialization</li> <li>• Social enterprise strategy</li> <li>• Software venturing</li> <li>• Entrepreneurship law</li> </ul>

University of Manitoba (BCom major)	<ul style="list-style-type: none"><li>• Introduction to entrepreneurship: business and social perspectives</li><li>• New venture analysis</li><li>• Family business management</li><li>• Selected topics in small business / entrepreneurship</li><li>• Small business management</li><li>• Technology entrepreneurship</li><li>• Entrepreneurial finance</li></ul>
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**APPENDIX 3**  
**PROGRAM LEARNING OBJECTIVES**

## Program-Specific Learning Outcomes

Successful graduates of the BCom Entrepreneurship and Innovation specialization and those students completing the minor in *Entrepreneurship and Innovation* will, in terms of:

### Depth and Breadth of Knowledge

- LO1 understand the importance of innovation and creativity in organizational life and be able to describe and integrate concepts, theories, and practices related to workplace innovation,
- LO2 be familiar with the current state of entrepreneurship in Canada and demonstrate an understanding of the characteristics, motivation, and decision-making of actors engaged in entrepreneurial activities,
- LO3 know the issues, uncertainties, and alternate modes of actions associated with the various stages of new product/service/venture lifecycles,
- LO4 be familiar with the functional areas of marketing, operations, human resources management, finance, IT, etc. (to a *much* higher degree for students in the specialized stream as per the degree and program level learning objectives previously approved as per Appendix 4),

### Knowledge of Methodologies

- LO5 understand how to conduct market research, drawing upon different sources of information and methods, as a means of validating ideas,
- LO6 be able to use digital tools to support a variety of tasks, including research, collaboration, and communication,
- LO7 have developed a framework for analysis of entrepreneurial opportunities and the strategic challenges of new and existing ventures,

### Application of Knowledge

- LO8 demonstrate the ability to apply relevant theories, methodologies, and critical thinking skills to identify ideas and opportunities that solve organizational/societal problems,
- LO9 be able to assess a situation and identify organizational and individual characteristics that facilitate or constrain innovative, creative, and entrepreneurial processes,
- LO10 apply their education to social and organizational problem-solving while reconciling multiple perspectives and reflecting on experiences in and beyond the classroom,

### Communication Skills

- LO11 show an ability to work collaboratively in groups and teams and to effectively communicate arguments and 'pitch' ideas to a variety of audiences,

### Awareness of Limits of Knowledge

- LO12 appreciate that entrepreneurship and innovation are complex social processes of mobilizing new ideas and that no one concept, theory, or practice can fully explain outcomes or ensure success,
- LO13 understand that social inequities constrain both what is known about entrepreneurs from marginalized communities and the opportunities available to them,

**Autonomy and Professional Capacity**

- LO14 will challenge the status quo, question underlying assumptions, and embrace social change,
- LO15 exercise ethical and professional approaches in their innovation and entrepreneurial activities.

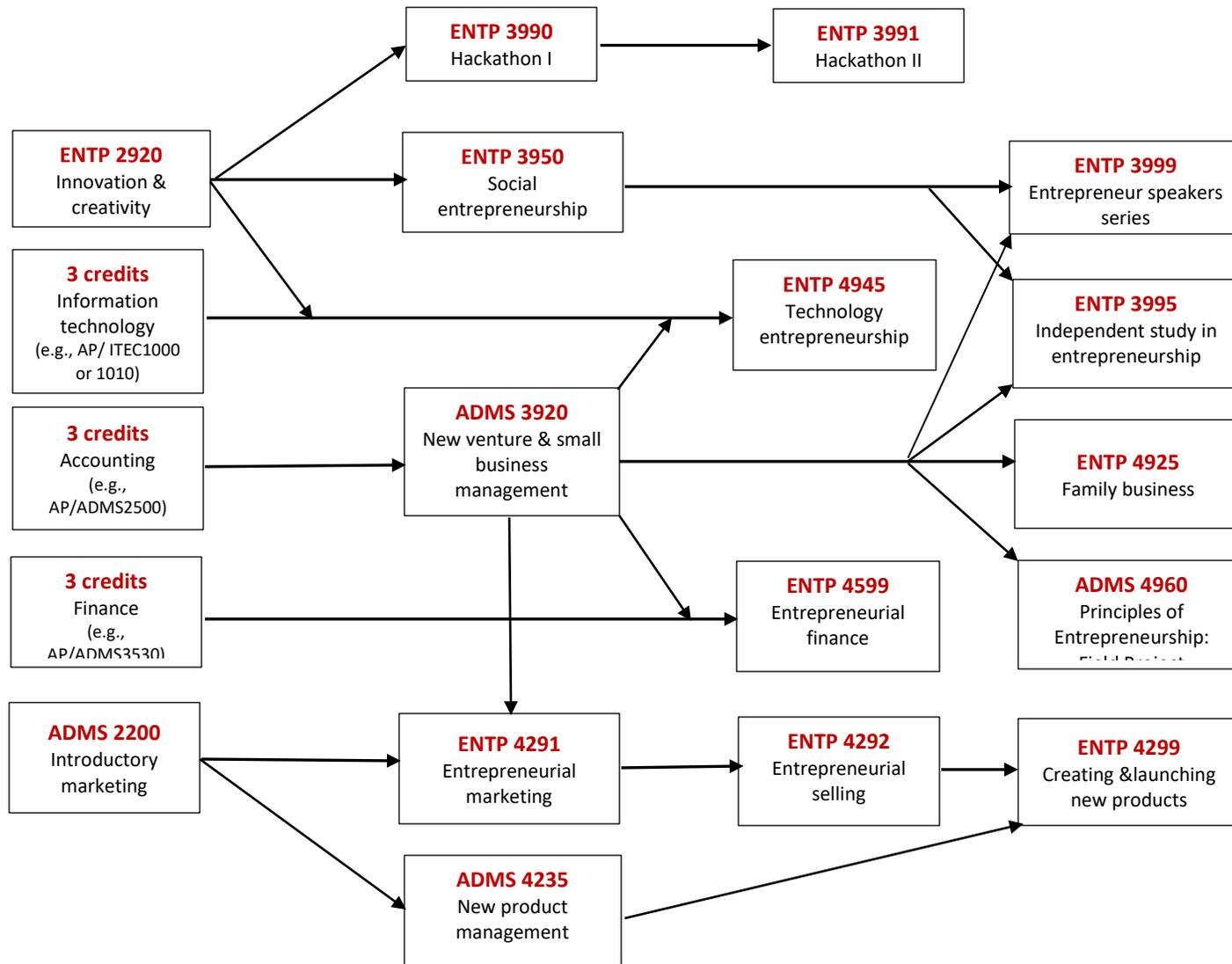
## APPENDIX 4

### CURRICULAR MAPS

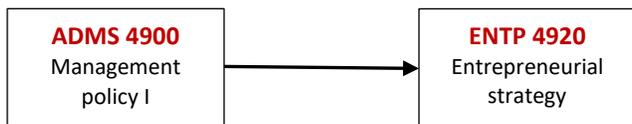
- Progress through the programs
- Specialization learning objectives (BCom E&I)
- Minor learning objectives
- Experiential education opportunities
- BCom (honours) program learning objectives

Legend	
Level 1 learning (1)	Introduced = Knowledge (ability to recall) and Comprehension (ability to grasp the meaning of)
Level 2 learning (2)	Application = ability to use learned material in new situations
Level 3 learning (3)	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)
√	Included in course design
→	Prerequisite

## Entrepreneurship and innovation course progression map



### Eligible courses after 78 credits



### Eligible courses after completion of 21 required and/or elective entrepreneurship and innovation program-specific credits

**ENTP 4995**  
Mobilizing  
entrepreneurial  
knowledge

**ENTP 4990**  
Special topics in  
innovation &  
entrepreneurship

### Eligible courses in year 4

**ADMS 4002**  
C4 Social  
innovation  
capstone project

Program Learning Outcomes	Program-specific courses																	
<b>BCom (honours) stream in Entrepreneurship and Innovation</b>	ENTP 2920	ADMS 3920	ENTP 3950	ADMS 3440 /HRM 3440	ENTP 3990/1	ENTP 3995	ENTP 4291	ENTP 4292	ENTP 4299	ADMS 4002	ENTP 4599	ENTP 4900	ENTP 3999	ENTP 4920	ADMS 4960	ENTP 4990		
<b>Depth and Breadth of Knowledge</b>																		
LO1 Understand the importance of innovation and creativity in organizational life and be able to describe and integrate concepts, theories, and practices related to workplace innovation	1	1		1/2		2							3		3	2/3	3	2/3
LO2 Be familiar with the state of entrepreneurship in Canada and demonstrate an understanding of the characteristics, motivation, and decision-making of entrepreneurial actors		1/2	1/2			2		2			2	3	3	2/3	3		2/3	
LO3 Know the issues, uncertainties, and alternate modes of actions associated with the various stages of new product, service, or venture lifecycles	1	1/2	1/2		2	2	2	2	2/3	3	2	3	3	2	3		2/3	
LO4 Be familiar with the functional areas of marketing, operations, human resources management, finance, IT, etc.		1/2	1/2		2	2	2	2	2/3		2			2	3		2/3	
<b>Knowledge of Methodologies</b>																		
LO5 Understand how to conduct research, drawing upon different sources of information and methods, as a means of validating ideas		1/2	1/2		2/3		2		3	2/3	2		3				2/3	

Program Learning Outcomes	Program-specific courses															
<b>BCom (honours) stream in Entrepreneurship and Innovation</b>	ENTP 2920	ADMS 3920	ENTP 3950	ADMS 3440 /HRM 3440	ENTP 3990/1	ENTP 3995	ENTP 4291	ENTP 4292	ENTP 4299	ADMS 4002	ENTP 4599	ENTP 4900	ENTP 3999	ENTP 4920	ADMS 4960	ENTP 4990
LO6 Be able to use digital tools to support a variety of tasks, including research, collaboration, and communication	1	1/2	1/2	1/2	2		2	2	3A		2		3	2		3
LO7 Have developed a framework for analysis of entrepreneurial opportunities and the strategic challenges of new and existing ventures		1/2	1/2		2		2				2	3		2/3	3	
<b>Application of Knowledge</b>																
LO8 Demonstrate ability to apply relevant theories, methods, and critical thinking to identify ideas and opportunities that solve organizational/societal problems	1	1/2	1/2	1/2	2					3			3	2/3	3	2/3
LO9 Be able to assess a situation and identify organizational and individual characteristics that facilitate or constrain innovative, creative, and entrepreneurial processes	1	1/2	1/2	1/2	2		2		3	3				2/3	3	
LO10 Apply their education to social and organizational problem-solving while reconciling multiple perspectives and reflecting on experiences in and beyond the classroom	1		1/2	1/2	2/3		2			3		3	3	2	3	2/3

Program Learning Outcomes	Program-specific courses															
<b>BCom (honours) stream in Entrepreneurship and Innovation</b>	ENTP 2920	ADMS 3920	ENTP 3950	ADMS 3440 /HRM 3440	ENTP 3990/1	ENTP 3995	ENTP 4291	ENTP 4292	ENTP 4299	ADMS 4002	ENTP 4599	ENTP 4900	ENTP 3999	ENTP 4920	ADMS 4960	ENTP 4990
<b>Communication Skills</b>																
LO11 Show an ability to work collaboratively in groups and teams and to effectively communicate arguments and 'pitch' ideas to a variety of audiences	1	1/2	1/2	2	2/3		2	2/3	3	3	2		3	2/3	2/3	3
<b>Awareness of Limits of Knowledge</b>																
LO12 Appreciate that entrepreneurship and innovation are complex social processes of mobilizing new ideas and that no one concept, theory, or practice can fully explain outcomes or ensure success	1	1	1	1/2	2		1/2			3		3		2/3	2/3	
LO13 Understand that social inequities constrain both what we know about marginalized entrepreneurs and the opportunities available		1	1/2		2					3	2	3		2		2/3
<b>Autonomy and Professional Capacity</b>																
LO14 Will challenge the status quo, question underlying assumptions, and embrace social change	1		1/2	1/2	2/3		2		3	3				2/3		2/3
LO15 Exercise ethical and professional approaches in their innovation and entrepreneurial activities	1	1/2	1/2	1/2	2/3	2	2	2	3	3	2	3	3	2/3	3	2

Program Learning Outcomes	Program-specific courses									
<b>Minor in Entrepreneurship and Innovation</b>	ENTP 2920	ADMS 3920	ENTP 3950	ENTP 3990/1	ENTP 3995	ENTP 4299	ADMS 4002	ENTP 4900	ENTP 3999	ADMS 4960
<b>Depth and Breadth of Knowledge</b>										
LO1 Understand the importance of innovation and creativity in organizational life and be able to describe and integrate concepts, theories, and practices related to workplace innovation	1	1			2		3		3	3
LO2 Be familiar with the current state of entrepreneurship in Canada and demonstrate an understanding of the characteristics, motivation, and decision-making of actors engaged in entrepreneurial activities		1/2	1/2		2			3	3	3
LO3 Know the issues, uncertainties, and alternate modes of actions associated with the various stages of new product, service, or venture lifecycles	1	1/2	1/2	2	2	2/3	3	3	3	3
LO4 Be familiar with the functional areas of marketing, operations, human resources management, finance, IT, etc.		1/2	1/2	2	2	2/3				3
<b>Knowledge of Methodologies</b>										
LO5 Understand how to conduct research, drawing upon different sources of information and methods, as a means of validating ideas		1/2	1/2	2/3		3	2/3		3	
LO6 Be able to use digital tools to support a variety of tasks, including research, collaboration, and communication	1	1/2	1/2	2		3			3	
LO7 Have developed a framework for analysis of entrepreneurial opportunities and the strategic challenges of new and existing ventures		1/2	1/2	2				3		3
<b>Application of Knowledge</b>										
LO8 Demonstrate the ability to apply relevant theories, methodologies, and critical thinking skills to identify ideas and opportunities that solve organizational/societal problems	1	1/2	1/2	2			3		3	3

Program Learning Outcomes	Program-specific courses									
<b>Minor in Entrepreneurship and Innovation</b>	ENTP 2920	ADMS 3920	ENTP 3950	ENTP 3990/1	ENTP 3995	ENTP 4299	ADMS 4002	ENTP 4900	ENTP 3999	ADMS 4960
LO9 Be able to assess a situation and identify organizational and individual characteristics that facilitate or constrain innovative, creative, and entrepreneurial processes	1	1/2	1/2	2		3	3			3
LO10 Apply their education to social and organizational problem-solving while reconciling multiple perspectives and reflecting on experiences in and beyond the classroom	1		1/2	2/3			3	3	3	3
<b>Communication Skills</b>										
LO11 Show an ability to work collaboratively in groups and teams and to effectively communicate arguments and 'pitch' ideas to a variety of audiences	1	1/2	1/2	2/3		3	3		3	2/3
<b>Awareness of Limits of Knowledge</b>										
LO12 Appreciate that entrepreneurship and innovation are complex social processes of mobilizing new ideas and that no one concept, theory, or practice can fully explain outcomes or ensure success	1	1	1	2			3	3		2/3
LO13 Understand that social inequities constrain both what we know about marginalized entrepreneurs and the opportunities available to them		1	1/2	2			3	3		
<b>Autonomy and Professional Capacity</b>										
LO14 Will challenge the status quo, question underlying assumptions, and embrace social change	1		1/2	2/3		3	3			
LO15 Exercise ethical and professional approaches in their innovation and entrepreneurial activities	1	1/2	1/2	2/3	2	3	3	3	3	3

Experiential Education Opportunities	Program-specific courses (BCom specialized honours and Minor)															
<i>Entrepreneurship and innovation</i>	ENTP 2920	ADMS 3920	ENTP 3950	ADMS 3440 /HRM 3440	ENTP 3990/1	ENTP 3995	ENTP 4291	ENTP 4292	ENTP 4299	ADMS 4002	ENTP 4599	ENTP 4900	ENTP 3999	ENTP 4920	ADMS 4960	ENTP 4990
<b>Classroom Focused Experiential Education</b>																
Discussion/debate	√	√	√	√			√	√	√	√	√			√		√
Case studies				√			√	√			√			√		√
Role play				√	√			√								
Classroom Exercises	√	√	√	√			√	√	√							√
Podcast/media development													√			√
On-campus events					√											
Group/capstone project					√				√	√				√		
<b>Real or Simulated Work Activities</b>																
Community-based research			√							√		√	√			√
Simulations		√			√				√					√		
Participant observation					√	√	√	√	√			√			√	
Community-service learning			√							√			√			
<b>Work Integrated Learning</b>																
Consultancy role										√			√		√	√
Course-based field project/start-up		√	√		√					√				√	√	
Course-based entrepreneurial placements															√	

**BCom (honours) Program Learning Objectives (approved 2019)**

**Degree-Level Expectation:** In addition to the specialized stream learning objectives, the honours BCom degree is awarded to students who have demonstrated a grasp of theory, law, technically based skills, and ethical perspectives relevant to core business areas, including marketing, statistics, financial accounting, management accounting, finance, economics, information systems, strategic management, and organizational behaviour. Specialized streams have additional learning objectives. See Appendix 4.

Program Learning Outcomes	BCom Core Courses: 39 Cr													Honours 6 Cr		Option CHRP
	ECON 1000	ECON 1010	ADMS 1000	ADMS 1010	ADMS 2200	ADMS 2320	ADMS 2400	ADMS 2500	ADMS 2510	ADMS 2511	ADMS 2610	ADMS 3351	ADMS 3530	ADMS 3660	ADMS 4900	
1. Show a basic understanding of subject matter related to marketing, statistics, financial accounting, management accounting, finance, economics, information systems, strategic management, and organizational behaviour	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
2. Show an understanding and ability to apply the subject matter in hypothetical situations	1	1	1	2	1	1	2	1	2	2	1	1	1	3	3	2
3. Quote information with theoretical application	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
4. Discuss information with practical application			2	2	2	1	2	1	2	2	1	2	2	2	3	2
5. Identify issues, evaluate strengths and weaknesses of alternative solutions, and make recommendations in business policy decisions				1	1		2	1	2	2	1	2	2	3	3	2
6. Demonstrate a basic understanding of business practices	1	1	1	1	1	1	2	1	2	2	1	3	2	2	3	2

Program Learning Outcomes	BCom Core Courses: 39 Cr													Honours 6 Cr		Option CHRP
	ECON 1000	ECON 1010	ADMS 1000	ADMS 1010	ADMS 2200	ADMS 2320	ADMS 2400	ADMS 2500	ADMS 2510	ADMS 2511	ADMS 2610	ADMS 3351	ADMS 3530	ADMS 3660	ADMS 4900	HRM3430 / ADMS3430
1. Show an understanding and ability to apply the subject matter in real life and simulated situations.	1	1	2	2	3	2	3	2	3	3	2	3	2	3	3	2
2. Assess and evaluate the experience and learn from it.			1	1	2		1			1					2	
3. Show an awareness of theories.	2	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2
4. Show an understanding of the syntheses and integration of practical concepts into life and work.				1	1		1		1	1				1	1	
5. Demonstrate an understanding of the visible application of theory in everyday situations.	1	1	2	2	3	2	3	2	2	3	2	2	2	3	3	2
1. Show a basic understanding of critical-thinking frameworks. <sup>1</sup>			1	2			1		2		1	2	1	2	3	
2. Demonstrate critical thinking in most situations.			1	2			1		2		1	2	1	2	3	
3. Provide and exhibit critical thinking skills to complex tasks and multi-faceted projects.					1				1	1				1	2	

<sup>1</sup> 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.

Program Learning Outcomes	BCom Core Courses: 39 Cr													Honours 6 Cr		Option CHRP
	ECON 1000	ECON 1010	ADMS 1000	ADMS 1010	ADMS 2200	ADMS 2320	ADMS 2400	ADMS 2500	ADMS 2510	ADMS 2511	ADMS 2610	ADMS 3351	ADMS 3530	ADMS 3660	ADMS 4900	HRM3430 / ADMS3430
4. Use knowledge and personal impact to create change.					1					1					2	
1. 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.					3		2								3	
2. Demonstrates peer-to-peer learning and collaboration					3		2			1					3	
3. Perform in a formal team leadership role, beyond work responsibilities, in the community.								1							1	
4. Exhibit basic written and interpersonal competencies.	1	1	3	3	3	1	2	1	2	2	1	1	2	3	3	2
5. Show competent, consistent performance in communication.			2	2	2		2	2	2	2				2	3	
6. Use computers and communications media appropriately at a basic level.	1	1	1	1	2	2	1	2	3	3	1	2	2	1	2	1
7. Recognize the implications of cyberspace use.										3				2	1	
8. Employ complex and innovative electronic media capacities to invent novel applications of in business and					2	2		1	2	3		1	2		2	

Program Learning Outcomes	BCom Core Courses: 39 Cr													Honours 6 Cr		Option CHRP
	ECON 1000	ECON 1010	ADMS 1000	ADMS 1010	ADMS 2200	ADMS 2320	ADMS 2400	ADMS 2500	ADMS 2510	ADMS 2511	ADMS 2610	ADMS 3351	ADMS 3530	ADMS 3660	ADMS 4900	HRM3430 / ADMS3430
commercial settings.																
9. Inspire and encourage others in business and commercial to use and develop applications					1	1		1	2	2		1	1		2	
1. Demonstrate an awareness of their own adaptability.			2				2	1	1	1		1			2	
2. Demonstrate an awareness of situation and context adaptability.			1	1	2		2	1	1	1					1	
3. Exhibit problem-solving, leading to a list of actions.	1	1	1	1	3	2	3	3	3	3	2	3	3	3	3	2
4. Make responsible choices among alternatives.	1	1	1	1	2		2	2	2	2		1		3	2	
5. React promptly to received continuous feedback and monitoring.						1		1	1				1		2	
6. Exhibit an understanding of the importance of continuous professional development			1	2	1		3	1	1	1		1	1		3	
1. Show basic planning, organizing and project management skills.	1	1	1	1	3	1	1	2	1	2		1	1		3	
2. Successfully plan personal business and a system to remain accountable about it.			1	1	1		2	2	2	1		2	1	3	3	
3. Provide leadership to others.					2		2								3	
4. Plan and organize large groups.					3		2								3	
5. Exhibit exemplary planning and organizing skills.					3			1	1	1					3	

Program Learning Outcomes	BCom Core Courses: 39 Cr													Honours 6 Cr		Option CHRP
BCom Core Honours (45 Cr) and Ordinary (42 Cr)	ECON 1000	ECON 1010	ADMS 1000	ADMS 1010	ADMS 2200	ADMS 2320	ADMS 2400	ADMS 2500	ADMS 2510	ADMS 2511	ADMS 2610	ADMS 3351	ADMS 3530	ADMS 3660	ADMS 4900	HRM3430 / ADMS3430
<b>Professionalism:</b>																
1. Show an understanding of problem-solving frameworks.	1	1		1	2	1			2	2		2			3	
2. Exhibit personal use of problem-solving approaches.	1	1		1	3	1			2	2		2	1		3	
3. Provide appropriate organizational input into problem-solving.					2										2	
4. Provide leadership.					2										3	
5. Show basic sound judgment and business behaviour.				1	3		3	2	2	2	1	2	2	3	3	
6. Apply knowledge of business environment, organizational structure, and interests at stake in a conscious way	1	1	2	2	3		2	1	1	1	1	1	1	3	2	
7. Demonstrate the appropriate wielding of authority and knowledge of structural capacities when working in organizations that are trying to achieve a certain goal.					2					1		1			2	
8. Apply ethical and policy considerations in business and commercial spheres.				1				1			1		1	3	2	
9. Exhibit sound, adept and advanced business and commercial practices based on structural and ethical foundations				1				1			1		1	3	2	

## APPENDIX 5

### NEW COURSE PROPOSALS

- AP/ENTP 2920 Innovation and creativity
- AP/ENTP 3950 Social entrepreneurship and innovation
- AP/ENTP 3990 Hackathon I
- AP/ENTP 3991 Hackathon II
- AP/ENTP 3995 Independent study in entrepreneurship
- AP/ENTP 3999 Entrepreneurial speakers series
- AP/ENTP 4291 Entrepreneurial marketing
- AP/ENTP 4292 Entrepreneurial selling
- AP/ENTP 4299 Creating and launching new products
- AP/ENTP 4599 Entrepreneurial finance
- AP/ENTP 4995 Mobilizing entrepreneurial knowledge
- AP/ENTP 4920 Entrepreneurial strategy
- AP/ENTP 4925 Family business
- AP/ENTP 4945 Technology entrepreneurship
- AP/ENTP 4990 Special topics in entrepreneurship and innovation

## New Course Proposal Form

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**1. Program:** Bachelor of Commerce – Entrepreneurship and Innovation stream  
(Core Course)

**2. Course Number:** AP/ENTP 2920

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Innovation and creativity

**5. Short Course Title:** Innovation and creativity

**6. Effective Session:** Winter 2023

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

This course focuses on concepts, theories, and practices associated with creative and innovative approaches to solving business, organizational and societal problems. Students develop an understanding of ideation, innovation, and creativity through readings, case studies, and experiential exercises with an emphasis on tools and frameworks supporting sustainable models for both business and society.

**8. Expanded Course Description:**

This course focuses on concepts, theories, and practices associated with creative and innovative approaches to solving business, organizational and societal problems. Students develop an understanding of ideation, innovation and creativity through readings, case studies, and experiential exercises. Positioned at the interface of entrepreneurship and innovation, this course explores topics such as design thinking/ processes, environmental and societal impacts of innovation, and the notion of creative destruction. Students also explore the drivers of workplace innovation with an emphasis on tools and frameworks supporting sustainable business models. Moreover, student teams are challenged to critically analyze the United Nation Sustainability Development Goals and deliver real-world solutions shaped by societal, economic, and environmental considerations. The design techniques and thinking strategies developed in this course have far reaching implications regardless of where a student's career might lead.

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

LE/ENG 1500 3.0 Innovation and creativity

AP/ADMS 2920 3.0 Innovation and creativity

**13. Faculty Resources:**

TBD

**14. Physical Resources:**

No Physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 3950

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Social entrepreneurship and innovation

**5. Short Course Title:** Social innovation

**6. Effective Session:** Fall 2023

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

This course explores how social change can be affected through innovative and entrepreneurial activity. Students will reflect upon a variety of models applicable to social enterprise and become familiar with the challenges of creating and sustaining new social ventures. This includes consideration of how social entrepreneurship can be implemented in countries where political, social-cultural, and economic contexts may differ.

Prerequisites: AP/ENTP 2920

**8. Expanded Course Description:**

This course explores how social change can be affected through innovative and entrepreneurial activity. Students will reflect upon a variety of models applicable to social enterprise and become familiar with the challenges of creating and sustaining new social ventures. This includes consideration of how social entrepreneurship can be implemented in countries where political, social-cultural, and economic contexts may differ. The course also addresses how management principles might be used to improve social enterprises and the social and economic value they create. Students will also be encouraged to address the United Nation Sustainability Development Goals and propose innovative and entrepreneurial solutions shaped by societal, economic, and environmental considerations. Engagement will primarily be by way of assigned readings, lectures, guest speakers, classroom discussions, case studies, and interaction with practicing social entrepreneurs.

Prerequisites: AP/ENTP 2920

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

GL/ILST 4520 3.0 Social enterprise design

AP/ADMS 3950 3.0 Social entrepreneurship and innovation

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No Physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 3990

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Hackathon I

**5. Short Course Title:** Hackathon I

**6. Effective Session:** Fall 2023

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

Hackathons represent an intense entrepreneurial learning activity and can enhance entrepreneurial self-efficacy. Students (individually or as part of a group) register for an organized hackathon focused on social or traditional entrepreneurial opportunities and engage in ideation and validation processes before pitching their ideas to a panel of experts. Pre-hackathon readings will be assigned and consultation with the instructor and a post-hackathon reflective learning assignment will be the basis of evaluation.

**Prerequisite:**

AP/ENTP 2920

**8. Expanded Course Description:**

Hackathons represent an intense entrepreneurial learning activity that can enhance entrepreneurial self-efficacy. For this experiential course, students (individually or as part of a group) will register for an organized hackathon where they engage in ideation and validation processes and then pitch their ideas to a panel of entrepreneurial experts in a competitive setting. Pre-hackathon readings will be assigned and consultation with the instructor and a post-hackathon reflective learning assignment will be the basis of evaluation. Note: students are encouraged to consider a hackathon aimed at addressing the United Nations Sustainable Development Goals such as a social innovation challenge.

**Prerequisite:**

AP/ENTP 2920

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 3990 1.5 Hackathon I

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: NIL**

**E-Reserve Reading List: NIL**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 3991

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Hackathon II

**5. Short Course Title:** Hackathon II

**6. Effective Session:** Winter 2024

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

This course extends the hackathon experience gained in ‘Hackathon I’ and is aimed at students who want to continue to hone their entrepreneurial skills and develop self-confidence. Students engage in a second hackathon (individually or as part of a group). Post-hackathon reflection involves a critical and comparative assessment of the experiences and outcomes encountered in both hackathons I and II. Note: students that did not engage in a social innovation hackathon in AP/ENTP 3990 must do so to be eligible to take AP/ENTP 3991.

Prerequisite: AP/ENTP 3990

**8. Expanded Course Description:**

This course extends the hackathon experience gained in ‘Hackathon I’ and is aimed at students who want to continue to hone their entrepreneurial skills and develop self-confidence. Students must register for and engage in a second hackathon (individually or as part of a group). Pre-hackathon consultation with the instructor is required. Post-hackathon reflection involves a critical and comparative assessment of the experiences and outcomes encountered in both hackathons I and II. Note: students that did not engage in a social innovation hackathon in AP/ENTP 3990 must do so to be eligible to take AP/ENTP 3991.

Prerequisite: AP/ENTP 3990

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 3991 1.5 Hackathon II

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: NIL**

**E-Reserve Reading List: NIL**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 3995

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Independent study in entrepreneurship

**5. Short Course Title:** Independent study in entrepreneurship

**6. Effective Session:** Fall 2024

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

Each entrepreneurial context can create unique knowledge and skills requirements for an entrepreneur. Students will have the opportunity to identify unique personal learning needs that are not specifically addressed elsewhere in the program and design an independent study plan in consultation with the course director. Successful completion of that plan and a reflective piece is required.

Prerequisites: AP/ADMS 3920 and AP/ENTP 3950

**8. Expanded Course Description:**

Each entrepreneurial context can create unique knowledge and skills requirements for an entrepreneur. Students will have the opportunity to identify unique personal learning needs that are not specifically addressed elsewhere in the program and design an independent study plan in consultation with the course director. Successful completion of that plan and a reflective piece is required.

Prerequisites: AP/ADMS 3920 and AP/ENTP 3950

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 3995 1.5 Independent study in entrepreneurship

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable meeting/creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 3999

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Entrepreneurial speakers series

**5. Short Course Title:** Entrepreneurial speakers series

**6. Effective Session:** Fall 2024

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

This course is about learning from the experiences of others. Students develop a basic understanding of qualitative research techniques and then attend a series of talks delivered by practicing entrepreneurs and/or members of the entrepreneurial ecosystem to gain an understanding of the speakers' thoughts, behaviors, and lived experiences. The selection of speakers will be established in consultation with the instructor. Reflection involves identification of emergent themes and a critical assessment of findings within and across cases (i.e., speakers). This entails the comparison of findings to expectations surrounding entrepreneurial logics and behavior as established in prior courses and/or the entrepreneurship and innovation literature.

Prerequisites: AP/ADMS 3920 and AP/ENTP 3950

**8. Expanded Course Description:**

This course is about learning from the experiences of others. Students develop a basic understanding of qualitative research techniques and then attend a series of talks delivered by practicing entrepreneurs and/or members of the entrepreneurial ecosystem to gain an understanding of the speakers' thoughts, behaviors, and lived experiences. The selection of speakers will be established in consultation with the instructor. Reflection involves identification of emergent themes and a critical assessment of findings within and across cases (i.e., speakers). This entails the comparison of findings to expectations surrounding entrepreneurial logics and behavior as established in prior courses and/or the entrepreneurship and innovation literature.

Prerequisites: AP/ADMS 3920 and AP/ENTP 3950

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 3999 1.5 Entrepreneurial speakers series

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: NIL**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4291

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Entrepreneurial marketing

**5. Short Course Title:** Entrepreneurial marketing

**6. Effective Session:** Fall 2024

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

This course focuses on the challenges of developing and implementing marketing strategies that are unique to the entrepreneurial context. Emphasizing market development and value creation, students will gain familiarity with marketing concepts and activities relevant at each stage of the new venture lifecycle through readings, case studies, critical reflection on real-time new venture marketing activities, and classroom exercises and/or simulations.

Prerequisites: AP/ADMS 2200 and AP/ADMS 3920

**8. Expanded Course Description:**

From a market-based perspective, both social and traditional entrepreneurial ventures are typically characterized by the liabilities of newness and smallness. In this course, attention is paid to developing and implementing marketing strategies in this unique context with an emphasis on market development and value creation. Students will gain familiarity with marketing concepts and activities relevant at each stage of the new venture lifecycle. Engagement will include readings, case studies, critical reflection on real-time new venture marketing activities, and classroom exercises and/or simulations.

Prerequisites: AP/ADMS 2200 and AP/ADMS 3920

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4291 1.5 Entrepreneurial marketing

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4292

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Entrepreneurial selling

**5. Short Course Title:** Entrepreneurial selling

**6. Effective Session:** Fall 2024

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

The principles and challenges of ‘selling’ are introduced as they relate to selling products or services to potential customers and selling entrepreneurial ideas to potential investors. Concepts, theories, and practices are explored and applied to ensure students understand the sales and sales management processes. Centered on the ‘sales call’, students will have the opportunity to develop communication, facilitation, negotiation, and problem-solving skills through classroom exercises and simulations. They will also learn how to prospect, secure appointments, effectively follow up on sales interactions, and how to build lasting relationships.

Prerequisites: AP/ENTP 4291

**8. Expanded Course Description:**

In this course, students will be introduced to the principles and challenges of ‘selling’ as they relate to selling products or services to potential customers and selling entrepreneurial ideas to potential investors. Concepts, theories, and practices are explored and applied on the premise that successful entrepreneurs benefit from a solid understanding of both sales and sales management processes. The focus will be on a consultative selling model that adopts a problem-solving orientation and can be applied to a variety of entrepreneurial selling situations. Centered on the ‘sales call’, students will have the opportunity to develop communication, facilitation, negotiation, and problem-solving skills. They will also learn how to prospect, secure appointments, effectively follow up on sales interactions, and how to build lasting relationships. Student engagement will place a heavy emphasis on classroom exercises and simulations.

Prerequisites: AP/ENTP 4291

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4292 1.5 Entrepreneurial selling

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4299

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Creating and launching new products

**5. Short Course Title:** Creating and launching new products

**6. Effective Session:** Fall 2024

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

Students will research and develop an innovative product or service, taking it from conceptualization to market entry while critically assess their project and those of their classmates in terms of developmental progress, product/service performance, input sourcing and production, regulatory and safety issues, market readiness, value creation, sustainability, and other considerations. At the conclusion of the course, students will present their products/services to members of the university and/or business community. Note: This course can be taken in conjunction with ADMS 4960 'Principles of entrepreneurship: Field project' to effectively create a 6.0 credit option.

Prerequisites: AP/ENTP 4292 and AP/ADMS 4235

**8. Expanded Course Description:**

In this highly experiential course, students (working in teams) will research and develop an innovative product or service, taking it from conceptualization to market entry. At each stage of the process, students will critically assess their project and those of their classmates in terms of developmental progress, product/service performance, input sourcing and production, regulatory and safety issues, market readiness, value creation, sustainability, and other considerations. At the conclusion of the course, students will present their products/services to members of the university and/or business community who will provide feedback in terms of the creativity, feasibility, and consumer acceptance of the product/service. Note: This course can be taken in conjunction with ADMS4960 'Principles of entrepreneurship: Field project' to effectively create a 6.0 credit option.

Prerequisites: AP/ENTP 4292 and AP/ADMS 4235

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

GL/ILST 4320 6.0 Entrepreneurial Project

AP/ADMS 4299 3.0 Creating and launching new products

**13. Faculty Resources:**

TBA.

**14. Physical Resources:**

Physical requirements include suitable creative/classroom space, including access to both incubation and maker spaces.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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1. **Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

2. **Course Number:** AP/ENTP 4599

3. **Credit Value:** 3.0 Cr

4. **Long Course Title:** Entrepreneurial finance

5. **Short Course Title:** Entrepreneurial finance

6. **Effective Session:** Fall 2024

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

This course focuses on the financial challenges encountered by new ventures and small businesses/organizations as they progress through the various stages of their lifecycle. It explores financing needs, potential sources of financing, and the legal, regulatory, and managerial implications associated with each financing option. Financing early-stage ventures is also considered from the perspective of actors active on the investing side of entrepreneurship. Engagement will primarily be by way of assigned readings, classroom discussions, case studies, and guest lectures.

Prerequisites: AP/ADMS 3920 plus 3.0 credits in accounting and 3.0 credits in finance

8. **Expanded Course Description:**

This course focuses on the financial challenges encountered by new ventures and small businesses/organizations as they progress through their lifecycle. It explores the nature of financing needs, financial projections and scenario planning, potential sources of financing available (e.g., banks, angel investors, crowdfunding, venture capitalists, IPOs, government programs), and the legal, regulatory, and managerial implications associated with each financing option. It also considers financing issues from the perspective of external stakeholder groups active on the investing/lending side of entrepreneurship. Engagement will primarily be by way of assigned readings, classroom discussions, case studies, and guest lectures.

Prerequisites: AP/ADMS 3920 plus 3.0 credits in accounting and 3.0 credits in finance

9. **Rationale:**

**Objectives**

- TBA

10. **Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4591 3.0 Entrepreneurial finance

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts:**

**E-Reserve Reading List:**

**Supplemental Texts:**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4995

**3. Credit Value:** 1.5 Cr

**4. Long Course Title:** Mobilizing entrepreneurial knowledge

**5. Short Course Title:** Mobilizing entrepreneurial knowledge

**6. Effective Session:** Fall 2024

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

Students are introduced to the principles of knowledge mobilization and develop (e.g.) a blog, webinar, presentation, lecture, or report that benefits a pre-identified target user group. Themes and user groups will be established in consultation with the instructor. A literature review, the knowledge mobilization media product, and a reflective piece and/or user-group feedback will be elements of the evaluative process.

Prerequisites: Completion of a minimum of 21 required and/or elective specialized credits specific to either the minor or BCom specialized stream in Entrepreneurship and Innovation with a minimum overall cumulative GPA of 3.0 or higher.

**8. Expanded Course Description:**

Students are introduced to the principles of knowledge mobilization. Drawing upon their knowledge of entrepreneurship and innovation, they lever their experiences and the academic literature to develop (e.g.) a blog, webinar, presentation, lecture, or report that benefits a pre-identified target user group. Themes and user groups will be established in consultation with the instructor. A literature review, the knowledge mobilization media product, and a reflective piece and/or user-group feedback will be elements of the evaluative process.

Prerequisites: Completion of a minimum of 21 required and/or elective specialized credits in either the minor or BCom specialized stream in Entrepreneurship and Innovation with a minimum overall cumulative GPA of 3.0 or higher.

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4995 1.5 Mobilizing entrepreneurial knowledge

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: NIL**

**E-Reserve Reading List: NIL**

Supplemental Texts: TBD

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## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4920

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Entrepreneurial strategy

**5. Short Course Title:** Entrepreneurial strategy

**6. Effective Session:** Winter 2025

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

This course builds on the foundation established in Management Policy Part I and emphasizes strategy formulation and implementation in social and traditional new ventures and small businesses. Students will engage with context-relevant case studies and/or an advanced business simulation program as they integrate functional business knowledge to develop, implement, and adapt their venture's strategy over their lifecycle.

Prerequisite: AP/ADMS 4900

**8. Expanded Course Description:**

This course builds on the foundation established in Management Policy Part I and emphasizes strategy formulation and implementation in social and traditional new ventures and small businesses. Students will engage with context-relevant case studies and/or an advanced business simulation program as they integrate functional business knowledge to develop, implement, and adapt their venture's strategy over their lifecycle.

Prerequisite: AP/ADMS 4900

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

Participation	20%
Individual case analysis	20%
Exam	20%
Group project/simulation	<u>40%</u>
	100%

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4920 3.0 Entrepreneurial strategy

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4925

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Family business

**5. Short Course Title:** Family business

**6. Effective Session:** Fall 2024

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

Interplay between the business, the family, and the ownership structure creates a unique entrepreneurial context and a set of challenges explored in this course. Students will develop an understanding of the advantages and disadvantages of the family firm and how the performance of those firms might be improved. Topics will include intergenerational and sibling relationships, family conflict resolution, traditions, the professionalization and strategic management of the family firm, founder relinquishment, and estate planning.

Prerequisite: AP/ADMS 3920

**8. Expanded Course Description:**

Interplay between the business, the family, and the ownership structure creates a unique entrepreneurial context and a set of challenges explored in this course. This course is not only for students from entrepreneurial families, but also for those who may engage with such firms in a support or advisory capacity. Issues associated with planning, succession, and control will be explored as they relate to family business in Canada and other cultural settings. Students will develop an understanding of the advantages and disadvantages of the family firm and how the performance of those firms might be improved. Topics will include intergenerational and sibling relationships, family conflict resolution, traditions, the professionalization and strategic management of the family firm, founder relinquishment, and estate planning. Engagement will primarily be by way of assigned readings, lectures, case studies, guest speakers, and/or a field project.

Prerequisite: AP/ADMS 3920

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4925 3.0 Family business

**13. Faculty Resources:**

TBD

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4945

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Technology entrepreneurship

**5. Short Course Title:** Technology entrepreneurship

**6. Effective Session:** Winter 2025

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

This course explores the role of technology in entrepreneurship from two perspectives. First, students will evaluate certain emerging technologies and consider how they might impact product development, operations, and competitive positioning. Second, it will provide hands-on exposure to starting a technology venture by way of an engaging simulation exercise that allows teams to compete while establishing strategies to overcome the uncertainty and complexity associated with new technology venture. Students will interact with 'real-life' technology entrepreneurs and with members of entrepreneurial ecosystems who support the development of technology ventures.

Prerequisite: AP/ENTP 2920, AP/ADMS 3920, plus a minimum of 3.0 credits in IT

**8. Expanded Course Description:**

This course explores the role of technology in entrepreneurship from two perspectives. First, students will evaluate certain emerging technologies and consider how they might impact product development, operations, and the competitive positioning of new and existing ventures. Second, this course will provide hands-on exposure to starting a technology venture by way of an engaging simulation exercise. The simulation allows students teams to compete with one another while establishing strategies to overcome the uncertainty and complexity associated with starting a new technology venture. Students will have the opportunity to interact with 'real-life' technology entrepreneurs and with members of entrepreneurial ecosystems who support the development of technology ventures.

Prerequisite: AP/ENTP 2920, AP/ADMS 3920, plus a minimum of 3.0 credits in IT

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4945 3.0 Technology entrepreneurship

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## New Course Proposal Form

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**1. Program: Bachelor of Commerce – Entrepreneurship and Innovation stream**  
(Core Course)

**2. Course Number:** AP/ENTP 4990

**3. Credit Value:** 3.0 Cr

**4. Long Course Title:** Special topics in entrepreneurship and innovation

**5. Short Course Title:** Special topics in entrepreneurship and innovation

**6. Effective Session:** Winter 2025

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

This seminar course will explore current topics and issues identified from the academic literature and popular press as they relate to entrepreneurship and innovation. Students will engage with members of the entrepreneurial ecosystem as they seek to understand these issues more fully and identify practical implications.

Prerequisites: Completion of a minimum of 21 required and/or elective specialized credits specific to either the minor or BCom specialized stream in Entrepreneurship and innovation with a minimum overall cumulative GPA of 3.0 or higher.

**8. Expanded Course Description:**

This seminar course will explore current topics and issues identified from the academic literature and popular press as they relate to entrepreneurship and Innovation. Students will engage with members of the entrepreneurial ecosystem as they seek to understand these issues more fully and identify practical implications.

Prerequisites: Completion of a minimum of 21 required and/or elective specialized credits specific to either the minor or BCom specialized stream in Entrepreneurship and Innovation with a minimum overall cumulative GPA of 3.0 or higher.

**9. Rationale:**

**Objectives**

- TBA

**10. Evaluation:**

TBA

**11. Integrated Courses:**

N/A

**12. Cross listed Courses:**

AP/ADMS 4990 3.0 Special topics in entrepreneurship and innovation

**13. Faculty Resources:**

TBA

**14. Physical Resources:**

No physical requirements are envisioned beyond suitable creative/classroom space.

**15. Bibliography**

**Required Texts: TBD**

**E-Reserve Reading List: TBD**

**Supplemental Texts: TBD**

## **APPENDIX 6**

### **STATEMENT OF CONSULTATION AND SUPPORT**

#### **To be obtained**

- **Librarian**
- **Registrar**



**Schulich**  
School of Business  
York University

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Moren Lévesque  
CPA Ontario Chair in International  
Entrepreneurship  
Professor, Operations Management &  
Information Systems  
Co-director, Entrepreneurial Studies  
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## Memorandum

To: Dr. Jonathan Kerr  
CC: Dr. Marcia Annisette, SSB AD Academic  
Dr. Detlev Zwick, SSB Dean  
Chris Carder, CD Entrepreneurial Studies  
From: Dr. Moren Lévesque

Date: 13 September 2021

**Subject:** SAS Proposal for a Major Modification to an Existing Program – addition of a BCom (honours) specialization in Entrepreneurship and Innovation and a Minor in Entrepreneurship and Innovation

On behalf of both the Associate Dean Academic and the Dean of the Schulich School of Business, I am pleased to support the above-mentioned program modification put forth by our colleagues in the School of Administrative Studies that would see both a specialized stream and a minor in entrepreneurship and innovation added to their program offering.

While the programs overlap with some of the Schulich School of Business's programs, they are sufficiently different from our Entrepreneurial Studies & Family Business specialization and are also targeted towards a different student audience. We have also been assured that the BCom (honours) in Entrepreneurship and Innovation will be offered only at York University's new Markham Centre Campus. As a result, we are of the opinion that the new programming will compete only marginally with existing undergraduate management programs at York University.

We thank our colleagues at the School of Administrative Studies for their collegiality in the process of preparing and approving these proposals, including sharing earlier drafts of the proposal with us, the Entrepreneurial Studies & Family Business specialization co-directors. We look forward to continued cooperation with our colleagues.

September 20, 2021

**Subject:** SAS Proposal for a Major Modification to an Existing Program – addition of a BCom (honours) specialization in Entrepreneurship and Innovation and a Minor in Entrepreneurship and Innovation

Dear Colleagues,

On behalf of the Bergeron Entrepreneurs in Science and Technology at the Lassonde School of Engineering, I am delighted to support the program modification in the SAS Proposal that would see both a specialized stream and a minor in entrepreneurship and innovation added to the programs offered by the School of Administrative Studies. We are committed to encouraging more entrepreneurial activities at York, and increasingly recognize the demand for these types of programs in our student population. We have seen substantive student interest at Lassonde in our entrepreneurship electives and hackathons, and are excited about new initiatives that could allow us to offer more multi-disciplinary experiences and experiential learning opportunities at York.

Growing interest in the BEST Certificate confirms the need to offer courses and programs geared to the needs and interests of our students, who are increasingly exploring a broader range of career options. Rather than competing with the current BEST certificate, we see the availability of SAS courses proposed in the new program as a means of offering students a broader range of options within the certificate itself.

We are also excited about the minor as we believe that with this options, Lassonde and LAPS can collaborate to encourage students to take degrees in engineering and computer science with a minor in entrepreneurship, something we have always wanted. Indeed, we feel there are further opportunities for collaboration in both course development and degree offerings based on the proposal, as well as exploring opportunities for more expansive course cross-listings than is already provided for in the proposal. Indeed, as we expand our computer science offerings in Markham and launch our first year engineering there, further opportunities for collaboration with LAPS will evolve.

We appreciate the work our colleagues at the School of Administrative Studies have put into developing these programs and thank them for their collegiality in the process of preparing and approving these proposals. I look forward to being able to find further opportunities to collaborate with LAPS, and enhance the entrepreneurial education of students coming to York.

Best regards,



Andrew Maxwell P.Eng, PhD. MBA  
Associate Professor, Bergeron Chair in Technology Entrepreneurship  
Lassonde School of Engineering.  
Email: [Andrew.maxwell@lassonde.yorku.ca](mailto:Andrew.maxwell@lassonde.yorku.ca)

cc. Dean, Lassonde School of Engineering  
Vice Dean, Academic, Lassonde School of Engineering



22 September 2021

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To whom it may concern,

It is my pleasure to write this letter of support to the proposed new stream in the Bachelor of Commerce and new minor in Entrepreneurship and Innovation at the School of Administrative Studies.

The Department of International Studies at the Glendon campus offers a dual degree program in International Studies and Business Administration in conjunction with emlyon in France. Our program offers courses in entrepreneurship (GL/ILST 4320) and innovation (GL/ILST 4520) by Professor Angelo Dossou-Yovo, an expert in the area. Affiliated also with our department is the GENIAL incubator (<https://www.glendon.yorku.ca/genial/en/>) where potential collaborations with the proposed programs exist. The proposed programs represent an opportunity for our students who are interested in entrepreneurship and innovation to expand their knowledge by taking one or more of the proposed courses. They could also get the opportunity to receive a minor in Entrepreneurship and Innovation, a valuable combination with their International Studies degree. For this, we would support cross-listing some of the course offerings with our program and we would propose cross-listing one or more of our courses with the new program.

In summary, we believe that the proposed programs in Entrepreneurship and Innovation at the School of Administrative Studies would provide valuable and interesting courses and potentially a minor degree for our students. They are a potential source for collaboration for students and faculty. For this, the Department of International Studies supports the proposed programs without reservation.

Yours truly,

Hossam Ali-Hassan  
Associate Professor and Chair  
Department of International Studies  
York University, Glendon Campus

October 7, 2021

FACULTY OF  
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PROFESSIONAL STUDIES

Jon Kerr  
School of Administrative Studies  
268A Atkinson College

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Dear Professor Kerr:

**Re: Decanal Support for the Major Modification to the (Honours) Bachelor of Commerce- Innovation and Entrepreneurship Stream and Minor**

I am pleased to provide you with a letter of support for the major modification to introduce a new stream (at Markham Centre Campus) and minor (at Keele and Markham) in innovation and entrepreneurship to the existing (Honours) Bachelor of Commerce in the School of Administrative Studies.

The proposal aligns to the principles of the University Academic Plan, 2020-25. Specifically, the two credential options—the stream for students within the existing degree and the minor for students who are completing majors in other programs at York—align to the principles of “twenty-first century learning” (offer a wider range of credentials and flexible delivery options, from in-person to virtual, to expand access to learning for diverse individuals at multiple stages of their lives and careers); and, “working in partnership” (connecting our entrepreneurship and innovation activities to the broader innovation ecosystem of Ontario).

The proposed options in innovation and entrepreneurship also align to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. In establishing the stream to be offered fully at Markham, the proposal aligns to the principles to “promote collaborations with Toronto, Peel Region, and York Region (including Markham) to make a positive local impact on the communities we serve;” and, “offer a broad range of rigorous curricular programs that engage with emerging and longstanding local and global concerns and needs, including education for sustainable development.”

I note that the projected enrolment of new students annually for the stream is expected to be 60 in 2023 and scaled up annually to a steady state of 120 new students (with a total of 400 FTEs in the stream) at steady state in 2028. The projected enrolment for the minor is an intake of 40 students in 2023, scaling annually to a steady state of 100 new minors per year from 2027 (with a total FTE of 275 in 2028). To support the delivery of the minor and stream, you are proposing the creation of 15 three-credit courses. Your proposal also states the need to hire one new full-time faculty member with expertise in innovation and entrepreneurship each year in 2022, 2023, and 2024. Rank and areas of sub-specialization will be determined collaboratively between the Dean’s Office and the School during each recruitment cycle of those years. You have noted that it will be of benefit to hire at least one of those candidates into the teaching stream based on a demonstrated record of overseeing experiential learning opportunities. The proposal also identifies the need to hire an entrepreneur-in-

residence to take on service and administrative responsibilities as well as to support and mentor students and their projects. Additionally, you have identified the need to hire at least one full-time administrative staff member as well as the need for an area coordinator (course release), in keeping with the current structure of the other 8 streams.

In short, I support fully the major modification to the (Honours) Bachelor of Commerce- Innovation and Entrepreneurship.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J.J. McMurtry', written in a cursive style.

J.J. McMurtry  
Dean  
Faculty of Liberal Arts & Professional Studies

September 23, 2021

**DIVISION OF THE  
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To Whom it May Concern,

**Re. Support for the School of Administrative Studies Proposal for Major Modifications to the Bachelor of Commerce**

It is my pleasure, on behalf of the Division of the Vice-President, Research & Innovation, to support the School of Administrative Studies proposal for a major modification to the Bachelor of Commerce with the addition of an Entrepreneurship and Innovation stream, as well as a new minor in Entrepreneurship and Innovation.

As the Assistant Vice-President, Innovation & Research Partnerships, as well as the co-chair of the Strategic Entrepreneurship Council, I have spent the last 11 years leading the development of co-curricular programs to support students in acquiring an entrepreneurial mindset and creating start-up ventures, as well as working with the colleagues across York University to elevate entrepreneurship as an institutional priority. Our efforts are demonstrated through the University Academic Plan, 2020 – 2025 (“UAP”), which prioritizes entrepreneurial innovation for the public good within its six ‘Priorities for Action’, as well as the development of the ‘soon-to-be approved’ five-year Strategic Entrepreneurship Plan: Building an Entrepreneurial Mindset (“SEP”).

The SEP was developed by the Strategic Entrepreneurship Council (“SEC”), a pan-university council launched in 2017 with the goal of bringing representatives from across York to coordinate and communicate key entrepreneurship initiatives broadly, as well as identifying gaps and areas for pan-university collaboration. Throughout the SEP development process, the SEC identified six strategic objectives, which were validated through a series of 52 pan-university consultations. One of the key objectives is to “Develop & deliver purposeful, impactful, & experiential interdisciplinary programming.” The Bachelor of Commerce, Entrepreneurial & Innovation Stream (and minor) directly aligns with this objective and will be a key example of the SEP implementation.

It is essential if we are going to ensure that our students are provided with the opportunity to develop their entrepreneurial mindset, whether that is to create new start-up ventures or act entrepreneurially within larger corporation and community organizations, that we begin to act and implement programs and opportunities that build upon these strategic documents. The proposal from Administrative Studies does just this; building upon the UAP and SEP to create opportunities for students across at the Keele and Markham campuses to access high quality programming complimented by experiential learning opportunities, which leverage existing resources through Innovation York’s YSpace and the C4 Program.

As the lead for Innovation York, we are excited to partner with the School of Administrative Studies and provide complimentary co-curricular offerings such as our Founder Fundamentals program which supports early-stage entrepreneurs in the ideation phase, the Venture Catalyst program which supports technology entrepreneurs in the early stages of building their ventures, ELLA Express which is a bootcamp for women entrepreneurs in who are just entering the market, and many more. We look forward to working together to jointly develop future experiential learning opportunities that compliment and enhance this program.



We truly believe this is a very important program that aligns with the key strategic documents at York University, as well as compliments and leverages resources within other departments and programs. We enthusiastically support the development of this program and look forward to working with faculty members and students alike.

Sincerely,



Sarah Howe, MBA  
Assistant Vice-President, Innovation & Research Partnerships



Dr. Amir Asif  
Vice-President, Research & Innovation



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# Memorandum

To: Prof Jon Kerr  
From: Tom McLagan, Director of Development, LA&PS  
Date: March 17, 2021  
Subject: Report on Entrepreneurship Focus Groups

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In late February and early March, it was a pleasure for our team and Associate Dean Sean Kheraj to meet with three groups of York alumni, to discuss your program proposals for Entrepreneurship streams and courses at the Markham Centre Campus. All the alumni we met are all entrepreneurs. I have summarized the feedback below. The raw meeting minutes and participant profiles are appended if you would like to dig into the details. If you would like to discuss these sessions further, we would be happy to set up a call.

## Summary of feedback:

- Overall, the alumni were supportive of the direction of the programming.
- Theory and practice need to be in balance.
- The program should take a stance of ‘equipping’ and preparing students for the possibility of entrepreneurship with practical skills.
- Key skills that need to be developed:
  - sales/pitch/presentation skills.
  - a robust framework for assessing risk and evaluating opportunities.
  - time management.
  - strategic thinking.
  - resilience.
  - very practical pieces: business plan, building your network, business registration, doing taxes, hiring/firing/management of staff; platforms for work (Trello, Slack, Shopify).
- Several participants characterized experiential elements as “essential”. These include mentorship (advice) & sponsorship (advocating) & even apprenticeship, pitch days, live cases, and speaker series.
- It is important to understand the psychology of entrepreneurship: being flexible, accountability, having your own skin in the game, bootstrapping, 24/7 ‘living the business’, “a person who takes greater than normal financial risks”

- A speaker series would be a key way to expose students to different approaches to entrepreneurship. Case studies also important.
- Differentiate between entrepreneurial thinking and business leadership.
- Entrepreneurial mindset can be useful in any setting, but it is different from being an entrepreneur when the entire enterprise depends on you.
- Maker/Incubator space can be useful for some but needs to be highly flexible.
- Educate about sources of capital and support that are available to entrepreneurs, from government sponsors to banks to angel investors.
- Having access to the next generation of entrepreneurs would be valuable for business owners as a source of ideas and talent. This is part of their incentive for potentially being involved in the programming.
- Students know a lot about their own environment. Set a baseline and don't teach them what they already know.
- Think about how entrepreneurial students can be supported in a venture both before and after graduation (to mirror the support students/alumni receive from the Career Centre for up to two years after graduation). Define where York support ends and other engagements begin – and prepare students as much as we can for those engagements.

As I say, interacting with these alumni on this topic was a real pleasure. I think every one of them would be open to further discussions and involvement as the program comes together.

**From:** Marie-Hélène Budworth <budworth@yorku.ca>

**Sent:** Monday, December 6, 2021 12:26 PM

**To:** Cristobal Sanchez Rodriguez <sanchezc@yorku.ca>; Jonathan G Kerr <jonkerr@yorku.ca>

**Cc:** Mary Jo Ducharme <ducharme@yorku.ca>; SAS Director <sasdir@yorku.ca>

**Subject:** BCom entrepreneurship letter of support

Dear colleagues,

On behalf of the School of Human Resource Management, I would like to express our support for the proposal for a new Bachelor of Commerce in Entrepreneurship and Innovation to be offered at the new Markham Campus.

The UPD and Curriculum Committee in SHRM have reviewed the new program proposal and found that there is no significant overlapping curricula between the proposed program and the programs offered at the School of Human Resource Management. SHRM welcomes the opportunity to support the program with AP/HRM 3440 3.0 (Leadership and management skills) or another relevant course that meets the program learning objectives.

We are happy to continue the conversation with the proponents of the BCom Entrepreneurship and Innovation to explore ways in which the School of Human Resource Management can further contribute. We wish our colleagues the best as they prepare to launch this exciting new program.

Kind regards,  
Marie-Hélène Budworth  
Director, SHRM

December 2, 2021

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Re: Support for BCom Entrepreneurship and Innovation Stream and Minor

To Whom It May Concern:

It is my pleasure to write this letter on behalf of the Department of Economics in support of the proposal for a new *Bachelor of Commerce (BCom) stream in Entrepreneurship and Innovation* to be offered at the new Markham Campus at York University along with the addition of a new minor option in the same area to the existing BCom degree.

We have reviewed the new program proposal and there is no significant overlapping of curricula between the proposed program and the programs offered by the Department of Economics. The Department of Economics currently contributes ECON 1000, ECON 1010, and ECON 3120 (cross listed with ADMS3351) courses to the current BCom curriculum requirements, and we would be happy to support their inclusion in the new BCom Entrepreneurship and Innovation program stream and minor. Further, we are excited about this new program stream and minor as we believe this is an exciting and valuable area that a wide variety of students will be interested in, and it will provide a synergistic potential interest for Economics students to add as a minor.

We fully support the School of Administrative Studies in the development of the BCom Entrepreneurship and Innovation at the Markham Campus at York University. We look forward to continued conversations between our two units regarding future opportunities for collaboration.

Sincerely,



Neil J. Buckley, Ph.D.  
Undergraduate Program Director and Associate Professor  
Department of Economics  
Faculty of Liberal Arts and Professional Studies  
York University

## **APPENDIX 7**

### **SCHOOL OF ADMINISTRATIVE STUDIES FACULTY**

Faculty Members SAS – Current teaching staff – **TO BE UPDATED re column 4**

Area	Faculty member	Rank	Teaching (T), research ® and/or interests (I) in innovation and/or entrepreneurship
Auditing	Iacobelli, Sandra	Assist Prof Tch	
	Jones, Joanne C	Assoc Prof	
	Ufodike, Akolisa	Assist Prof	
Decision Science	Bartel, Henry	Full Prof	
	Huang, Rong Bing	Assoc Prof	
	Karakul, Mustafa	Assoc Prof	
	Qudrat-Ullah, Hassan	Full Prof	
	Solis, Adriano O.	Full Prof	
	Toyasaki, Fuminori	Assoc Prof	
DEM	Agrawal, Nirupama	Full Prof	
	Asgary, Ali	Assoc Prof	
	Etkin, David A	Full Prof	
	Kennedy, Eric B.	Assist Prof	
	Mamuji, Aaida	Assoc Prof	
	McBey, Professor Kenneth	Full Prof	
	Rozdilsky, Jack	Assoc Prof	
	Spinney, Jennifer A.	Assist Prof	
Finance	Domian, Dale L	Full Prof	
	Ho, Kwok Sum	Assoc Prof	
	Lee, Sunwoo	Assist Prof	
	Letkiewicz, Jodi C.	Assoc Prof	
	Li, Xiaofei	Assoc Prof	
	Lim, William W	Assoc Prof	
	Nguyen, Anh	Assist Prof	
	Richards, Daniel W	Assist Prof	
	Tahani, Nabil	Assoc Prof	
	Yildirim, Semih	Assoc Prof	
Financial Accounting	Evans, K. Paul	Assist Prof	
	Gelinas, Patrice	Assoc Prof	
	Kwon, Sung S	Full Prof	
	Lai, Liona	Assoc Prof	
	Ma, Li Zhi	Assoc Prof	
	Peng, Stella	Assoc Prof	
	Wang, Haiping	Assoc Prof	
	Li, Na	Assist Prof	
Law, Governance &	Lai, Po Land	Assist Prof	

Accountability	Leblanc, Richard W.J.	Full Prof	
	Samuels-Jones, Tameka	Assist Prof	
Management	Deutsch Salamon, Sabrina	Assoc Prof	
	Karakowsky, Len	Full Prof	
	Kerr, Jon	Assist Prof	R, T, I
	Kusyk, Sophia	Ses Assit Prof	
	Liang, Zhixiang	Assist Prof	
	Ogata, Ken*	Assoc Prof	
	Ophir, Ron	Assist Prof Tch	
	Schwartz, Mark Stephen	Assoc Prof	
	Tsasis, Peter*	Assoc Prof	
	Thomson, Kelly	Assoc Prof	I
	Weitzner, David	Assist Prof	I
	Chuang, You-Ta	Full Prof	T, I
	Lehrer, Keith	Assist Prof	
	Marcus, Joel	Assoc Prof	I
Managerial Accounting	Maharaj, Gajindra	Assist Prof	
	Porporato, Marcela M	Full Prof	
	Waweru, Nelson	Full Prof	
	Kwan, Amy	Assist Prof Tch	
Marketing	Carbonell-Foulquie, Pilar	Assoc Prof	R, T, I
	Li, Lee Zhixiong	Full Prof	
	Maute, Manfred F	Full Prof	
	Rusetski, Aliaksandr I	Assoc Prof	I
	Sharma, Isha	Assist Prof	
	Snow, Kim	Assoc Prof	
	Strebinger, Andreas	Assoc Prof	I
	Whelan, Jodie G.	Assoc Prof	
	Lim, Hyunwoo	Assist Prof	
MIS	Ebrahimi, Sepideh	Assist Prof	
	Sanchez-Rodriguez, Cristobal	Assoc Prof	
	Spletstoesser, Ingrid	Assoc Prof	
Tax	Fleming, Jason	Assist Prof Tch	
	Hwong, Thaddeus	Assoc Prof	
	Magee, Joanne E	Assoc Prof	

Note: \* Cross-appointed to another unit.