

**Faculty of Business**  
**Undergraduate Curriculum Report to Undergraduate Council**  
**FOR THE 2023-2024 UNDERGRADUATE CALENDAR**

**Approved by the Faculty of Business Faculty Council November 3rd, 2022.**

**FACULTY OF BUSINESS  
REPORT TO SENATE  
SUMMARY OF MAJOR CURRICULUM CHANGES FOR 2023-2024  
ACADEMIC CALENDAR**

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2023-2024 Undergraduate Calendar, located electronically at:

<http://ug.degrootemcmaster.ca/curriculum-report/>

**New Programs**

- N/A

**Program Closures**

- N/A

**Major Revisions**

- N/A

# **FACULTY OF BUSINESS REPORT TO UNDERGRADUATE COUNCIL SUMMARY OF CURRICULUM CHANGES FOR 2023-2024 ACADEMIC CALENDAR**

This report highlights substantive changes being proposed to the Undergraduate curriculum. For a complete review of all changes, please refer to the Faculty of Business Curriculum Report for Changes to the 2023-2024 Undergraduate Calendar, located electronically at:

<http://ug.degroote.mcmaster.ca/curriculum-report/>

Below is a summary of the proposed changes for approval by the Undergraduate Council. Full proposals and course outlines can be found in the appendices beginning on page 17.

## **REVISIONS TO DEGROOTE SCHOOL OF BUSINESS (FACULTY OF BUSINESS) – ACADEMIC REGULATIONS**

- Office Location
- Staff List
- Note discouraging double enrolment
- Note restricting Business as a Second Undergraduate Degree

## **REVISIONS TO EXISTING MINORS**

- Specialized Minor in Commerce for Students Completing an Honours B.A. in Humanities

## **REVISIONS TO EXISTING CERTIFICATES**

- N/A

## **NEW COURSES**

- Commerce 1TS0 – Orientation for New Transfer Students
- Commerce 3FN3 – Big Data in Finance
- Commerce 4SI3 – Innovation for Social Impact

## **REVISIONS TO EXISTING COURSES**

- Commerce 1DA3 – Business Data Analytics
- Commerce 2BC3 - Human Resource Management and Labour Relations
- Commerce 3DA3 – Predictive Analytics
- Commerce 3FD3 – Financial Modelling
- Commerce 3KD3 - Database Design Management and Applications
- Commerce 4BC3 – Collective Bargaining
- Commerce 4MH3 – Electronic Marketing
- IBH 1BA3 – Leadership Coaching 1

- IBH 1BC3 – Fundamentals of Ethics
- IBH 2AE3 – Critical Thinking
- IBH 3AA3 – Relationship Management
- IBH 3BC3 - Poverty, Privilege and Protest in Canadian History

### **COURSE DELETION**

- N/A

**REVISIONS TO DEGROOTE SCHOOL OF BUSINESS (FACULTY OF BUSINESS) –  
ACADEMIC REGULATIONS**

**1. Programs - Business**  
**DeGroote School of Business**

DeGroote School of Business, Room H2A102, ext. 24433

**1. Programs - Business**  
**DeGroote School of Business**

ACADEMIC ADVISORS

**K. Almeida/B.A.**

**A. Bassi/B.Com**

**E. Blanchard/B.A.**

**A. Fortino/B.A.**

**L. Hill**

**L. Johnston/B.Sc.**

ADMISSIONS AND RECRUITMENT OFFICER

**V. Doidge/B.A.**

ACADEMIC SUPPORT SPECIALIST

**K. Almeida/B.A.**

B.COM. STUDENT EXPERIENCE ASSOCIATE

**E. Wagner**

**1. Programs - Business**  
**Academic Regulations**  
**- Access to Courses**

All undergraduate courses at McMaster have an enrolment capacity. The University is committed to making every effort to accommodate students in required courses so that their program of study is not extended. Unless otherwise specified, registration is on a first-come basis and in some cases priority is given to students from particular programs or Faculties. To ensure the greatest access to courses, students may not have active enrolment in the same course in more than one term. Students will be informed of their enrolment periods and are encouraged to enroll as soon as online enrolment is available to them in the Student Centre in Mosaic.

*Rationale:* Prevent students from double enrolment

## 1. Programs - Business

### International/Cross-Cultural/Language Menu for Students in the Honours Bachelor of Commerce and Bachelor of Commerce Programs

The menu for ~~2022-2023~~ 2023-24 is as follows:

*Rationale:* Updating the date for the active list of eligible courses

## Credit Towards Professional Designations

Educational requirements toward professional designations can be met in varying degrees within the Honours and non-Honours Bachelor of Commerce programs, as well as the Engineering and Management programs. The professional accounting designation Chartered Professional Accountant (C.P.A.) is awarded by the Chartered Professional Accountants of Ontario. The designation C.H.R.P. is awarded by the Human Resources Professionals Association. The Certified Financial Planner (C.F.P) designation is awarded by FP Canada. Further opportunities for meeting educational requirements for professional designations are available to students in all Business and Engineering and Management programs. Additional course work may be taken while in the program provided the student is satisfying all course requirements for their degree. Further units of credit may also be taken after graduation (See *Continuing Students* above.). Information concerning credit towards these professional designations can be obtained from the Student Experience - Academic Office in the School of Business (DSB A102).

*Rationale:* Updating text to reflect a new partnership with CP Canada.

## 1. Programs - Business

### D. Programs for Students who Entered the Integrated Business & Humanities Program (IBH Program) in 2022 or Later

Level I: 30 Units

1 course

- IBH 1LD0 - Leadership Development - Self Awareness

24 units

- IBH 1AA3 - Financial Accounting
- IBH 1AB3 - Perspectives on Canadian Business
- IBH 1AC3 - Introduction to Language and Society
- IBH 1AD3 - IBH in the Community
- IBH 1BA3 - Leadership Coaching - Organizational Behaviour
- IBH 1BB3 - Insight and Inquiry: Questions to Change the World
- IBH 1BC3 - Fundamentals of Ethics
- IBH 1BD3 - Introduction to Peace Studies for IBH

*Rationale:* Reflecting course name change as part of the same package

## **1. Programs - Business**

### **Integrated Business and Humanities with Internship Program Program Notes**

<b>Work Term</b>	<b>Spring/Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
<b>16-month</b>	COMMERCE 4IA0	COMMERCE 4IB0	COMMERCE 4IC0	COMMERCE 4ID0
<b>12-month beginning Spring term</b>	COMMERCE 4IA0	COMMERCE 4IB0	COMMERCE 4IC04ID0	-
<b>12-month beginning Fall term</b>	-	COMMERCE 4IA0	COMMERCE 4IB0	COMMERCE 4ID0

*Rationale:* Correcting a typo in one of several versions of this table across our cohorts.

## **Degree and Programs: Duration in Years**

### **Second Undergraduate Degree**

Provision exists for a university graduate to take a second bachelor's degree. This program is normally shortened (except for the B.H.Sc. Midwifery program). The DeGroote School of Business does not accept second degree students and encourages them to investigate an MBA program instead. An application for admission is necessary for entry to a second degree program, and it should be submitted by the application deadlines. (See *Application Procedures* and *General Academic Regulations* sections of this Calendar.)

*Rationale:* Updating this section of the calendar for consistency with other sections.

## **Academic Advising Contact Information**

### **Degroote School of Business**

DeGroote School of Business (DSB), ~~Room 112~~ A102  
buscom@mcmaster.ca  
<http://ug.degroote.mcmaster.ca/contact/>  
(905) 525-9140, ext. 24433

## REVISIONS TO EXISTING MINORS

### 1. Programs - Business

#### **Specialized Minor in Commerce for Students Completing a Single Honours B.A. in Humanities**

The Specialized Minor in Commerce for Humanities students is administered by the DeGroote School of Business. A maximum of 30 students will be admitted each year to this Specialized Minor.

##### Notes

1. For admission, Humanities students (Level 1) must complete an application for admission to the Minor by using the Service Request function in the Student Centre in Mosaic during the Program/Plan Selection process in April.
2. Students must also be admitted to a Single Honours B.A. in one of the following programs: Art History, ~~Classics~~, Cognitive Science of Language, Communication Studies, English and Cultural Studies, French, ~~Greek and Roman Studies~~, History, ~~Integrated Arts (iARTS)~~, Justice, Political Philosophy and Law, Linguistics, ~~Media Arts~~ ~~Multimedia~~, Philosophy, or Theatre & Film Studies.
3. Students seeking the Specialized Minor in Commerce for Humanities must have completed ECON 1B03, and one of MATH 1MM3 (or 1M03), ~~or~~ ECON 1BB3, ~~COMMERCE 1AA3, 1BA3, 1DA3 or 1MA3.~~
4. Students must have a Grade Point Average of at least 6.0 to be considered for entry into the Minor.
5. Students planning to apply to the accelerated MBA program at McMaster are strongly encouraged to consult with MBA Admissions at the Ron Joyce Centre regarding admission requirements. In addition to meeting all other admission criteria students must complete, with a minimum grade of B-, the following courses:
  - all three of ECON 1B03, 1BB3, and MATH 1MM3 (or 1M03);
  - all level 1 and 2 Commerce courses listed below, with the exception of COMMERCE 2DA3;
  - COMMERCE 3MC3

##### Requirements

~~33 units total~~

~~6~~ 24 units

from

- COMMERCE 1AA3 - Introductory Financial Accounting
- COMMERCE 1BA3 - Organizational Behaviour
- COMMERCE 1DA3 - Business Data Analytics
- COMMERCE 1MA3 - Introduction to Marketing

~~18 units~~

from

- COMMERCE 2AB3 - Managerial Accounting I
- COMMERCE 2BC3 - Human Resource Management and Labour Relations
- COMMERCE 2DA3 - Decision Making with Analytics
- COMMERCE 2FA3 - Introduction to Finance
- COMMERCE 2FB3 - Managerial Finance
- COMMERCE 2KA3 - Information Systems in Management
- COMMERCE 2MA3
- COMMERCE 2QA3
- COMMERCE 2OC3 - Operations Management
- COMMERCE 3MC3 - Applied Marketing Management



- COMMERCE 3S03 - Management Skills Development
- ECON 1B03 – Introductory Microeconomics

*3 units*

from

- HUMAN 3LM3 - Foundations of Ethical Leadership  
or
- HUMAN 3CM3 - Leadership: Cross-Cultural Mentoring Lab

*6 units*

Level III or IV Commerce courses

*Rationale:* Updating requirements for Specialized Minor to be consistent with changes made to the Minor in Business. Updating admission requirements to admit students from additional programs as well as expand the courses required for admission to the Specialized Minor.

## **NEW COURSES**

### **Commerce 1TS0 – Orientation for New Transfer Students**

0 unit(s)

A series of workshops designed to equip students with the tools necessary to successfully navigate the rules and resources of the Commerce program. Topics include: program requirements, student services, areas of focus, minors, internship, and international exchange.

Lectures (one hour)

**Prerequisite(s):** Registration in Business I or an Honours Bachelor of Commerce Program

*Rationale:* Incoming transfer students will not have participated in the orientation sessions we hold over the summer preceding their first year nor will they have participated in Commerce 1GR0 where we invest time describing the rules and resources of the program. This course will be offered as a workshop where we can work with new students to ensure they are prepared for the program ahead.

### **Commerce 3FN3 – Big Data in Finance**

3 unit(s)

This course introduces business students to the applications of data science, its key statistical tools, and the underlying technology to large datasets in the finance area. Students gain a deeper understanding of how finance, technology, and statistics intersect in an applied setting to solve big data problems in innovative ways. The course is intended to equip students with skills in solving problems requiring large datasets.

Lecture (3 hours) and Project Work

**Prerequisite(s):** [COMMERCE 2FB3](#) (or [3FA3](#)) or [IBH 3AC3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

**Antirequisite(s):** STATS 2DA3

*Rationale:* The course has been offered in the current academic year as a special topics course and generated healthy student interest. The course provides data science training using big datasets to the students in the finance area, as well as in the business program.

### **Commerce 4SI3 – Innovation for Social Impact**

3 unit(s)

This course provides students from Humanities, Social Sciences, and Business the opportunity to learn and apply social innovation skills in the non-profit sector. In the classroom, students will gain an understanding of key social innovation concepts including impact assessment, systems mapping, design thinking, collective impact, and theory of change while also learning about the unique characteristics and work environment of the non-profit sector. In the community, students will engage with a non-profit partner to help them conceptualize, develop, and/or implement a social innovation.

Lectures, Group work, Cases, Guest lectures

**Prerequisite(s):** Registration in Level IV or above in any Bachelor of Commerce, Social Science, or Humanities program. Please note: Spaces are limited.

*Rationale:* This course fills a number of critical gaps in courses being offered at McMaster. First, it builds on McMaster's emphasis on interdisciplinarity being designed from the ground up for Humanities, Social Science and Business students. Second, this course is one of the few courses that are specifically designed to educate students on the non-profit sector; key partners of today's businesses and important organizational

actors in their own right in regard to our shared mission to “transform business and society”. Finally, this course is at the forefront of exploring high value community engagement activities for our community partners. Managers from non-profits sit in the class learning about social innovation alongside undergraduate students, sharing their expertise, and offering their organization up as a context for community-based experiential learning.

This course will be cross-listed with Humanities and Social Sciences to ensure enrolment and diversity

### **REVISIONS TO EXISTING COURSES**

#### **COMMERCE 1DA3 - Business Data Analytics**

3 unit(s)

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The main emphasis will be on the applications of statistical data analysis in business. Students learn different aspects of working with and making sense of data and learn how to use data to provide insight into different business problems. Some examples include the application of visualization, probabilities, confidence intervals, hypothesis testing, simple and multiple regressions, etc. Application of data analysis techniques in business problems will be introduced and practiced using software (through a course project).

Lectures (three hours), tutorials (one hour)

**Antirequisite(s):** ARTSSCI 2R03, COMMERCE 2QA3, ECON 2B03, IBEHS 4C03, HTHSCI 1F03, HTHSCI 2GG3, IBH 2AD3, NURSING 2R03, SOCSCI 2J03, STATS 2B03, 2MB3, 3J04, 3N03, 3Y03

*Rationale:* Antireqs are being updated to recognize similar courses offered at McMaster as antirequisite. These anti-reqs will also serve as the prereqs for the Level II 2DA3 and 2OC3 courses.

#### **COMMERCE 2BC3 - Human Resource Management and Labour Relations**

3 unit(s)

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This course builds on COMMERCE 1BA3, focusing on human resource management and labour relations issues and practices from a general management education perspective.

Lectures (three hours)

**Prerequisite(s):** **One of** COMMERCE 1BA3, WORKLBR 1A03, or WORKLBR 1E03; and registration in any four or five level program or applicable minor (see *Faculty Note 2*.)

**Antirequisite(s):** IBH 2AC3

*Rationale:* This course will be included a new Concurrent Certificate in Work and Labour Relations. This change will promote enrolment from students in Labour Studies. The Area has determined that these new prerequisite courses will properly prepare students to be successful in 2BC3.

#### **COMMERCE 3DA3 – Predictive Analytics**

3 unit(s)

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##### **Strikethrough Edit:**

This course is designed to introduce the basics of predictive analytics to undergraduate students. The course takes a computational approach to address the concept of prediction and forecasting within business problems. Students will learn about the most commonly used predictive analytics tools and methodologies and get to apply them to a series of problems to gain hands-on experience. In this process,

students also learn the basics of predictive data analytics using state of the art analytics computational platforms and tools such as Anaconda and Jupyter Notebook. Upon the completion of the course, students are expected to have gained a basic but broad understanding of predictive data analytics methods and algorithms (including some machine learning algorithms), and are able to use Python the R programming language to perform a preliminary predictive analyses on a given data set. The course does not require any prior programming experience.

Lectures (three hours)

**Prerequisite(s):** [COMMERCE 2DA3](#) (or [3QA3](#)); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*).

*Rationale:* As a result of a series of meetings to discuss Data Analytics at DeGroote in Winter and Summer 2022, and based on feedback received from colleagues from other departments with recommendations about the course, we are updating the description of the course to address the recommendations.

### **COMMERCE 3FD3 - Financial Modelling**

3 unit(s)

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What is the difference between making a purpose built spread sheet and financial modeling? Financial modeling is much more flexible and can be easily modified to solve a wide array of problems. This course will examine the tools built into Excel and VBA and their use in financial modeling. A basic knowledge of Excel is assumed with no prior experience with VBA required.

This course provides an introduction to financial modelling with MS-Excel and Python. The main focus is on configuring and solving real-world applications in corporate finance and investments. By the end of this course, students will be able to use quantitative tools (such as spreadsheets and financial libraries/functions) to model problems on topics such as capital budgeting, firm valuation, portfolio management, and option pricing. Strong knowledge of statistics is highly recommended. Working knowledge of MS Excel is assumed, but no prior experience with Python is required.

Lectures (three hours)

**Prerequisite(s):** [COMMERCE 2FA3](#) or [IBH 2BB3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

*Rationale:* The description is being updated to better reflect the content and learning outcomes for the course.

### **COMMERCE 3KD3 - Database Design Management and Applications**

3 unit(s)

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This course is designed to introduce the basic concepts of database design, implementation and management. Students will gain hands on experience through assignments and a team project.

Lectures (three hours), tutorial (one hour)

**Prerequisite(s):** [COMMERCE 2KA3](#) or [ENGINEER 1D04](#) or [IBH 2AB3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

*Rationale:* No longer necessary

### **COMMERCE 4BC3 – Collective Bargaining**

3 unit(s)

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A survey of the nature, determinants, and impact of collective bargaining in Canada. Both the procedural and substantive aspects of collective bargaining will be studied.

Lectures (three hours)

**Prerequisite(s):** One of COMMERCE 2BC3, COMMERCE 2NG3, IBH 2AC3, or LABRST 2A03; and registration in Level 3 or above in any four or five level program and registration in any Bachelor of Commerce, Labour Studies or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

*Rationale:* This course will be included a new Concurrent Certificate in Work and Labour Relations. This change will promote enrolment from students in Labour Studies. The Area has determined that these new prerequisite courses will properly prepare students to be successful in 4BC3.

### **COMMERCE 4MH3 – Electronic Marketing**

3 unit(s)

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#### COMMERCE 4MH3 - ~~Electronic~~ Digital Marketing

3 unit(s)

The purpose of this course is to explore cutting edge marketing strategies and tactics in a dynamic e-commerce environment. ~~Students~~ The course will cover a wide range of issues including online consumer behaviours, website analytics, search engine marketing, online CRM, online channel and pricing strategies, social media marketing, and mobile marketing. This course is taught primarily through the case method and lectures but also includes readings, videos, workshops, guest speakers and assignments lectures, case studies, a field project, and guest talks.

Lectures (three hours)

**Prerequisite(s):** COMMERCE 1MA3 (or 2MA3) or IBH 2AA3; and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

*Rationale:* 4MH3 (currently Electronic Marketing) focuses on marketing communication and promotion strategy and tactics in the e-commerce economy. The course was launched in 2010, when a few other universities offered similar courses named as “electronic marketing” or “internet marketing.” In recent years, more universities started courses and programs on training in this field. Most of these courses and training programs used the terminology “digital marketing” in their titles. For examples, the University of Alberta, University of Guelph, University of Toronto, Western University, and York University provide “digital marketing” courses. The University of Toronto, and Western University have digital marketing programs. McMaster Continuing Education offers a digital marketing certificate program, and in 2021 we launched a similar course in the MBA program named digital marketing (M752). As “electronic marketing” has been less used in industry and academic programs, we propose changing the course title of 4MH3 to “digital marketing.”

### **IBH 1BA3 – Leadership Coaching 1–Organizational Behaviour**

3 unit(s)

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This course provides the foundations for building the critical competencies in Managing (“Doing things Right”) to Leading (“Doing the Right Things”). Through in-class group coaching, students will develop and practice the successful thinking and associated behaviours required to grow Emotional Intelligence in the four primary components of Self-Awareness, Self-Management, Social Awareness, Social Management. The coaching model of “What?” (Understanding the critical theoretical foundations), “So What?” (Specific meaning/impacts for individual students), “Now What?” (action steps for application to self and other), provides the format for teaching and learning.

As a core course in the Integrated Business Humanities, this course provides the foundations for building critical competencies in Understanding Behaviour (“Why We Act”) and Managing Behaviour (“Motivating the Right Actions”). It is designed to (1) facilitate students’ learning of key principles and concepts of human behaviour in organizations; (2) develop students’ awareness of skills and tools needed to successfully manage and lead organizations; and (3) provide students with the opportunity to apply these knowledge and skills to tackle contemporary management concerns (sustainability, SME, ethical leadership).

Lectures (three hours)

**Prerequisite(s):** Registration in Level 1 of the Integrated Business and Humanities Program

**Antirequisite(s):** Not open to students with credit or enrolment in COMMERCE 1BA3

*Rationale:* The original purpose of this course was to present organizational behaviour and leadership frameworks and act as a vehicle through which leadership coaching could be provided. This leadership coaching component is now formalized within the IBH LD0 courses (1LD0, 2LD0, 3LD0, 4LD0). This course will now focus on providing an organizational behaviour course that is appropriate for IBH students.

### **IBH 1BC3 – Fundamentals of Ethics**

3 unit(s)

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An introduction to ethical theory and to its application to contemporary moral problems. Topics covered may include the nature of morality and its relationship to culture, religion, and self-interest; the strengths and weaknesses of normative ethical theories, including utilitarianism, Kantianism, virtue ethics and social contract theory; and ethical issues raised by war, torture, world hunger, assisted dying, affirmative action, corporations, and the environment.

Lectures (three hours), ~~tutorial (one hour)~~

**Prerequisite(s):** Registration in Level 1 of the Integrated Business and Humanities Program

**Antirequisite(s):** Not open to students with credit or enrolment in PHILOS 2YY3

*Rationale:* No longer necessary.

### **IBH 2AE3 – Critical Thinking**

3 unit(s)

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This course aims to develop students' skills in identifying and evaluating various kinds of reasoning frequently encountered in everyday life. Likely topics covered in the course include typical reasoning patterns, methods for identifying and classifying reasoning when reading, methods for assessing the quality of reasoning, and fallacies or cognitive biases that can negatively impact reasoning.

Lectures (three hours), ~~tutorial (one hour)~~

**Prerequisite(s):** Registration in Level II of the Integrated Business and Humanities Program.

*Rationale:* No longer necessary.

### **IBH 3AA3 – Relationship Management**

3 unit(s)

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Team work, conflict management, negotiation, giving and receiving feedback, communicating vision and expectations these are all key elements of leadership. Ultimately, succeeding in these areas is about managing relationships. Building upon the foundational elements of leadership already acquired, students will gain a deeper awareness of their own and others motivations, strengths, filters, and responses to conflict, of and how to apply this knowledge to communicate effectively.

Lectures (3 hours), ~~tutorial (1 hour)~~

Prerequisite(s): Registration in Level III of the Integrated Business and Humanities Program

*Rationale:* No longer necessary.

### **IBH 3BC3 – Poverty, Privilege and Protest in Canadian History**

3 unit(s)

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An examination of the political, economic, and social factors shaping the persistence of poverty in Canada in the 1800s and 1900s, together with an analysis of reactions to such inequality. This includes investigation of ideological divisions, ethnic relations, and gender dynamics within the working class and within the labour movement.

Lectures (3 hours), ~~tutorial (1 hour)~~

**Prerequisite(s):** Registration in Level III or above in the Integrated Business and Humanities Program

*Rationale:* No longer necessary.

## Appendix



### **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

#### **DeGroote School of Business McMaster University**

1. All sections of this form must be completed.
2. This form must be completed for all course changes.
3. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: **Behrouz Bakhtiari**  
Extension: x **23998**

4. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.



**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☒ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☒ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: **Business Data Analytics**

Course Code: **Commerce  
1DA3**

**Rationale:** Explain briefly the reasons behind the recommendation for change.

Antireqs are being updated to recognize similar courses offered at McMaster as antirequisite. These anti-reqs will also serve as the prereqs for the Level II 2DA3 and 2OC3 courses.

**Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.**

COMMERCE 1DA3 - Business Data Analytics

3 unit(s)

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The main emphasis will be on the applications of statistical data analysis in business. Students learn different aspects of working with and making sense of data and learn how to use data to provide insight into different business problems. Some examples include the application of visualization, probabilities, confidence intervals, hypothesis testing, simple and multiple regressions, etc. Application of data analysis techniques in business problems will be introduced and practiced using software (through a course project).

Lectures (three hours), tutorials (one hour)

**Antirequisite(s):** ARTSCI 2R03, COMMERCE 2QA3, ECON 2B03, IBEHS 4C03, HTHSCI 1F03, HTHSCI 2GG3, IBH 2AD3, NURSING 2R03, SOCSCI 2J03, STATS 2B03, 2D03, 2MB3, 3J04, 3N03, 3Y03



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

5. All sections of this form must be completed.
6. This form must be completed for all course changes.
7. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Aaron Schat  
Extension: x 23946

8. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☒ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☒ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: Human Resource Management and Labour Relations      Course Code: Commerce 2BC3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

This course will be included a new Concurrent Certificate in Work and Labour Relations. This change will promote enrolment from students in Labour Studies.

The Area has determined that these new prerequisite courses will properly prepare students to be successful in 2BC3.

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

This course builds on [COMMERCE 1BA3](#), focusing on human resource management and labour relations issues and practices from a general management education perspective.

Lectures (three hours)

**Prerequisite(s):** One of [COMMERCE 1BA3](#), [WORKLBR 1A03](#), or [WORKLBR 1E03](#); and registration in any four or five level program or applicable minor (see *Faculty Note 2.*)

**Antirequisite(s):** [IBH 2AC3](#)



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form

**DeGroote School of Business  
McMaster University**

9. All sections of this form must be completed.
10. This form must be completed for all course changes.
11. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: **Behrouz Bakhtiari**  
Extension: x **23998**

12. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☒ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☒ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: **Predictive Analytics**

Course Code: **Commerce  
3DA3**

**Rationale:** Explain briefly the reasons behind the recommendation for change.

As a result of a series of meetings to discuss Data Analytics at DeGroote in Winter and Summer 2022, and based on feedback received from colleagues from other departments with recommendations about the course, we are updating the description of the course to address the recommendations.

**Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.**

**Current Text:**

This course is designed to introduce the basics of predictive analytics to undergraduate students. The course takes a computational approach to address the concept of prediction and forecasting within business problems. Students will learn about the most commonly used predictive analytics tools and methodologies and get to apply them to a series of problems to gain hands-on experience. In this process, students also learn the basics of predictive data analytics using state of the art analytics computational platforms and tools such as Anaconda and Jupyter Notebook.

Upon the completion of the course, students are expected to have gained a basic but broad understanding of predictive data analytics, and are able to use the R programming language to perform a preliminary predictive analysis on a given data set.

**Strikethrough Edit:**

This course is designed to introduce the basics of predictive analytics to undergraduate students. The course takes a computational approach to address the concept of prediction and forecasting within business problems. Students will learn about the most commonly used predictive analytics tools and methodologies and get to apply them to a series of problems to gain hands-on experience. In this process, students ~~also~~ learn the basics of predictive data analytics using state of the art analytics computational platforms and tools ~~such as Anaconda and Jupyter Notebook~~. Upon ~~the~~ completion of the course, students are expected to have gained a ~~basic but~~ broad understanding of predictive data analytics methods and algorithms (including some machine learning algorithms), and are able to use Python ~~the R programming language~~ to perform a preliminary predictive analyses on a given data set. The course does not require any prior programming experience.

**Proposed Text (without strikethroughs):**

This course is designed to introduce the basics of predictive analytics to undergraduate students. The course takes a computational approach to address the concept of prediction and forecasting within business problems. Students will learn about the most commonly used predictive analytics tools and methodologies and get to apply them to a series of problems to gain hands-on experience. In this process, students learn the basics of predictive data analytics using state of the art analytics computational platforms and tools. Upon completion of the course, students are expected to have gained a broad understanding of predictive data analytics methods and algorithms (including some machine learning algorithms), and are able to use Python to perform a preliminary predictive analyses on a given data set. The course does not require any prior programming experience.



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 13. All sections of this form must be completed.
- 14. This form must be completed for all course changes.
- 15. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: **Amir Akbari**  
Extension: **x 23625**

- 16. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☒ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☒ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: **Financial Modelling**

Course Code: Commerce  
3FD3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

The description is being updated to better reflect the content and learning outcomes for the course.

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

COMMERCE 3FD3 - Financial Modelling  
3 unit(s)

---

~~What is the difference between making a purpose built spread sheet and financial modeling?~~  
~~Financial modeling is much more flexible and can be easily modified to solve a wide array of~~



~~problems. This course will examine the tools built into Excel and VBA and their use in financial modeling. A basic knowledge of Excel is assumed with no prior experience with VBA required.~~

This course provides an introduction to financial modelling with MS-Excel and Python. The main focus is on configuring and solving real-world applications in corporate finance and investments. By the end of this course, students will be able to use quantitative tools (such as spreadsheets and financial libraries/functions) to model problems on topics such as capital budgeting, firm valuation, portfolio management, and option pricing. Strong knowledge of statistics is highly recommended. Working knowledge of MS Excel is assumed, but no prior experience with Python is required.

Lectures (three hours)

**Prerequisite(s):** [COMMERCE 2FA3](#) or [IBH 2BB3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form

### DeGroote School of Business McMaster University

17. All sections of this form must be completed.
18. This form must be completed for all course changes.
19. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Dr. Yufei Yuan  
Extension: x23982

20. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☒ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☒ Other: Remove Tutorial

**Current Course Description**

Course Title: Database Design Management and Applications

Course Code: Commerce 3KD3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

No longer necessary

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

This course is designed to introduce the basic concepts of database design, implementation and management. Students will gain hands on experience through assignments and a team project. Lectures (three hours), ~~tutorial (one hour)~~

**Prerequisite(s):** [COMMERCE 2KA3](#) or ENGINEER 1D04 or [IBH 2AB3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 21. All sections of this form must be completed.
- 22. This form must be completed for all course changes.
- 23. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Sean O'Brady  
Extension: x 24540

- 24. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☒ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☒ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: Collective Bargaining

Course Code: Commerce 4BC3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

This course will be included a new Concurrent Certificate in Work and Labour Relations. This change will promote enrolment from students in Labour Studies.

The Area has determined that these new prerequisite courses will properly prepare students to be successful in 4BC3.

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

A survey of the nature, determinants, and impact of collective bargaining in Canada. Both the procedural and substantive aspects of collective bargaining will be studied.

Lectures (three hours)

**Prerequisite(s):** One of COMMERCE 2BC3, COMMERCE 2NG3, IBH 2AC3, or LABRST 2A03; and registration in Level 3 or above in any four or five level program and registration in any Bachelor of Commerce, Labour Studies or Engineering and Management program or relevant minor (see *Faculty Note 2.*)



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form

**DeGroote School of Business  
McMaster University**

- 25. All sections of this form must be completed.
- 26. This form must be completed for all course changes.
- 27. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: **Ruhai Wu**  
Extension: **x 23048**

- 28. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management  
☒ Marketing  
☐ Health Policy and Management  
☐ Accounting and Financial Management Services  
☐ Finance and Business Economics  
☐ Human Resources and Management  
☐ Information Systems  
☐ Operations Management  
☐ Student Experience Office  
☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation  
☐ Change in delivery (blended/online/etc)  
☐ Change in prerequisites / corequisites  
☒ Change in course title  
☐ Change in credit value: from  credits to  credits  
☐ Change in Academic Calendar Text  
☐ Other:

**Current Course Description**

Course Title: **Electronic Marketing**

Course Code: **4MH3**

**Rationale:** Explain briefly the reasons behind the recommendation for change.

4MH3 (currently Electronic Marketing) focuses on marketing communication and promotion strategy and tactics in the e-commerce economy. The course was launched in 2010, when a few other universities offered similar courses named as “electronic marketing” or “internet marketing.” In recent years, more universities started courses and programs on training in this field. Most of these courses and training programs used the terminology “digital marketing” in their titles. For examples, the University of Alberta, University of Guelph, University of Toronto, Western University, and York University provide “digital marketing” courses. The University of Toronto, and Western University have digital marketing programs. McMaster Continuing Education offers a digital marketing certificate program, and in 2021 we launched a similar course in the MBA program named digital marketing (M752). As “electronic marketing” has been less used in industry and academic programs, we propose changing the course title of 4MH3 to “digital marketing.”

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

### **Current course description in the calendar**

COMMERCE 4MH3 - Electronic Marketing

3 unit(s)

The purpose of this course is to explore cutting edge marketing strategies in a dynamic e-commerce environment. Students will cover a wide range of issues including online consumer behaviours, website analytics, search engine marketing, online CRM, online channel and pricing strategies, social media marketing, and mobile marketing. This course is taught primarily through the case method and lectures but also includes readings, videos, workshops, guest speakers and assignments.

Lectures (three hours)

Prerequisite(s): COMMERCE 1MA3 (or 2MA3) or IBH 2AA3; and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see Faculty Note 2.)

### **Suggested revised course description in the calendar**

COMMERCE 4MH3 - ~~Electronic~~ Digital Marketing

3 unit(s)

The purpose of this course is to explore cutting edge marketing strategies **and tactics** in a dynamic e-commerce environment. ~~Students~~ **The course** will cover a wide range of issues including online consumer behaviours, website analytics, search engine marketing, online CRM, online channel and pricing strategies, social media marketing, and mobile marketing. This course is taught ~~primarily~~ through ~~the case method and lectures but also includes readings, videos, workshops, guest speakers and assignments~~ **lectures, case studies, a field project, and guest talks.**

Lectures (three hours)

Prerequisite(s): COMMERCE 1MA3 (or 2MA3) or IBH 2AA3; and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see Faculty Note 2.)



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 29. All sections of this form must be completed.
- 30. This form must be completed for all course changes.
- 31. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: **Dr Teal McAteer**  
Extension: 23999

- 32. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.



**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☒ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☐ Joint Areas (please specify):

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☒ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☒ Change in Academic Calendar Text
- ☐ Other:

**Current Course Description**

Course Title: **Leadership coaching 1**

Course Code: IBH 1BA3

**Rationale:** Briefly explain the reasons behind the recommendation for change.

The original purpose of this course was to present organizational behaviour and leadership frameworks and act as a vehicle through which leadership coaching could be provided. This leadership coaching component is now formalized within the IBH LD0 courses (1LD0, 2LD0, 3LD0, 4LD0). This course will now focus on providing an organizational behaviour course that is appropriate for IBH students.

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

**Proposed Changes:**

**IBH 1BA3 - Leadership Coaching 1** Organizational Behaviour

3 unit(s)

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~~This course provides the foundations for building the critical competencies in Managing (“Doing things Right”) to Leading (“Doing the Right Things”). Through in-class group coaching, students will develop and practice the successful thinking and associated behaviours required to grow Emotional Intelligence in the four primary components of Self-Awareness, Self-Management, Social Awareness, Social Management. The coaching model of “What?” (Understanding the critical theoretical foundations), “So-What?” (Specific meaning/impacts for individual students), “Now-What?” (action steps for application to self and other), provides the format for teaching and learning.~~

As a core course in the Integrated Business Humanities, this course provides the foundations for building critical competencies in Understanding Behaviour (“Why We Act”) and Managing Behaviour (“Motivating the Right Actions”). It is designed to (1) facilitate students’ learning of key principles and concepts of human behaviour in organizations; (2) develop students’ awareness of skills and tools needed to successfully manage and lead organizations; and (3) provide students with the opportunity to apply these knowledge and skills to tackle contemporary management concerns (sustainability, SME, ethical leadership).

Lectures (three hours)

**Prerequisite(s):** Registration in Level 1 of the Integrated Business and Humanities Program

**Antirequisite(s):** Not open to students with credit or enrolment in [COMMERCE 1BA3](#)



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 33. All sections of this form must be completed.
- 34. This form must be completed for all course changes.
- 35. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Dr. Brent McKnight  
Extension: x24704

- 36. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☒ Joint Areas (please specify): IBH

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☒ Other: Remove Tutorial

**Current Course Description**

Course Title: Fundamentals of Ethics

Course Code: 1BC3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

No longer necessary

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

An introduction to ethical theory and to its application to contemporary moral problems. Topics covered may include the nature of morality and its relationship to culture, religion, and self-interest; the strengths and weaknesses of normative ethical theories, including utilitarianism, Kantianism, virtue ethics and social contract theory; and ethical issues raised by war, torture, world hunger, assisted dying, affirmative action, corporations, and the environment.

Lectures (three hours), ~~tutorial (one hour)~~

**Prerequisite(s):** Registration in Level 1 of the Integrated Business and Humanities Program

**Antirequisite(s):** Not open to students with credit or enrolment in [PHILOS 2YY3](#)



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 37. All sections of this form must be completed.
- 38. This form must be completed for all course changes.
- 39. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Dr. Brent McKnight  
Extension: x24704

- 40. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☒ Joint Areas (please specify): IBH

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☒ Other: Remove Tutorial

**Current Course Description**

Course Title: Critical Thinking

Course Code: 2AE3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

No longer necessary

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

This course aims to develop students' skills in identifying and evaluating various kinds of reasoning frequently encountered in everyday life. Likely topics covered in the course include typical reasoning patterns, methods for identifying and classifying reasoning when reading, methods for assessing the quality of reasoning, and fallacies or cognitive biases that can negatively impact reasoning.

Lectures (three hours), ~~tutorial (one hour)~~

**Prerequisite(s):** Registration in Level II of the Integrated Business and Humanities Program.



## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 41. All sections of this form must be completed.
- 42. This form must be completed for all course changes.
- 43. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Dr. Brent McKnight  
Extension: x24704

- 44. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☒ Joint Areas (please specify): IBH

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☒ Other: Remove Tutorial

**Current Course Description**

Course Title: Relationship Management

Course Code: 3AA3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

No longer necessary

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

Team work, conflict management, negotiation, giving and receiving feedback, communicating vision and expectations these are all key elements of leadership. Ultimately, succeeding in these areas is about managing relationships. Building upon the foundational elements of leadership already acquired, students will gain a deeper awareness of their own and others motivations, strengths, filters, and responses to conflict, of and how to apply this knowledge to communicate effectively.

Lectures (3 hours), ~~tutorial (1 hour)~~

Prerequisite(s): Registration in Level III of the Integrated Business and Humanities Program





## **RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 Course and Calendar Change Proposal Form**

### **DeGroote School of Business McMaster University**

- 45. All sections of this form must be completed.
- 46. This form must be completed for all course changes.
- 47. If the committee has any questions regarding this proposal, who should be contacted?

Instructor's Name: Dr. Brent McKnight  
Extension: x24704

- 48. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☐ Student Experience Office
- ☒ Joint Areas (please specify): IBH

**Nature of recommendation (check whichever is applicable):**

- ☐ Course cancellation
- ☐ Change in delivery (blended/online/etc)
- ☐ Change in prerequisites / corequisites
- ☐ Change in course title
- ☐ Change in credit value: from  credits to  credits
- ☐ Change in Academic Calendar Text
- ☒ Other: Remove Tutorial

**Current Course Description**

Course Title: Poverty, Privilege and Protest in Canadian History

Course Code: 3BC3

**Rationale:** Explain briefly the reasons behind the recommendation for change.

No longer necessary

Please copy and paste the text as it appears now in the calendar, and then provide a strikethrough edit as proposed. Please visit <http://academiccalendars.romcmaster.ca> for the most complete version of this calendar.

An examination of the political, economic, and social factors shaping the persistence of poverty in Canada in the 1800s and 1900s, together with an analysis of reactions to such inequality. This includes investigation of ideological divisions, ethnic relations, and gender dynamics within the working class and within the labour movement.

Lectures (3 hours), ~~tutorial (1 hour)~~

**Prerequisite(s):** Registration in Level III or above in the Integrated Business and Humanities Program



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 New Course Proposal

**DeGroote School of Business  
McMaster University**

- 49. All sections of this form must be completed.
- 50. This form must be completed for all course changes.
- 51. If the committee has any questions regarding this proposal, who should be contacted?

Instructor or Chair Name: **Sue McCracken**  
Extension: **x 23993**

- 52. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

**Submitted by which area group (select one):**

- ☐ Strategic Management
- ☐ Marketing
- ☐ Health Policy and Management
- ☐ Accounting and Financial Management Services
- ☐ Finance and Business Economics
- ☐ Human Resources and Management
- ☐ Information Systems
- ☐ Operations Management
- ☒ Joint Areas (please specify): Student Experience

**Proposed Course Details:**

Course Title: Orientation for New Transfer Students

Course Code: **Commerce**

Instructor(s): **Greg Rombough**

**1TS0**

Prerequisites: Registration in Business I or an Honours Bachelor of Commerce Program

Credit Value: **0 units**

**Rationale:** Explain briefly the reasons behind the recommendation. If the course is being re-named, give the old and new titles, and old and new course numbers. If the course is to be cancelled, state the rationale.

Incoming transfer students will not have participated in the orientation sessions we hold over the summer preceding their first year nor will they have participated in Commerce 1GR0 where we invest time describing the rules and resources of the program. This course will be offered as a workshop where we can work with new students to ensure they are prepared for the program ahead.

**Course Description:** Provide a brief description to be included in the Undergraduate Calendar (max. 6 lines).

A series of workshops designed to equip students with the tools necessary to successfully navigate the rules and resources of the Commerce program. Topics include: program requirements, student services, areas of focus, minors, internship, and international exchange.  
Lectures (one hour)

**Statement of purpose** (How does the course fit into the Faculty's programme?):

This course will only be taken by incoming transfer students and will replace the requirement to take Commerce 1GR0.

**Class size (please provide context if below standard class-size: 100 students)**

**Method of presentation of course material:**

**The course will be delivered virtually.**

**Method of evaluation** (exams, essays, assignments, group projects, class participation, etc.):

**There will be no evaluations for the course.**

**To prevent overlap**, is a similar course being offered elsewhere on campus? If so, please attach any relevant correspondence with the other area(s) or department(s)? ☐ not offered elsewhere

**This condensed orientation is not available otherwise.**

If the proposed course is to be **cross-listed** in another department/faculty, please attach relevant correspondence with the department/faculty. ☐ not cross-listed elsewhere

If this course is intended primarily for students **outside the DeGroote School of Business**, have you the support of the department concerned? ☐ not intended for students outside the faculty

**N/A**

A **draft course outline** is attached to this form. ☐ Yes it is included.

Configuration for Mosaic Course Catalog

**Class Component(s) required for Scheduling:**

*Check all that apply to a maximum of 3. All components used in the catalog **must be scheduled** or students won't be able to enrol in the course. For example, if a course is approved with lecture and tutorial components and the tutorial is not scheduled, students will not be able to enrol into the course.*

*The components configured in Mosaic should also match the calendar description (i.e. if the phrase "Three hours (lectures, tutorials); one term" is used, then lectures and tutorials should be used in Mosaic.)*

☒ **Lecture** ☐ Tutorial ☐ Lab ☐ Seminar ☐ Field Study ☐ Independent Study ☐ Placement

☐ Project ☐ Thesis ☐ Work Experience

**Default section size:**

**100**

(For the primary component, how many seats per section would an average offering of this course have? This can be adjusted later.)

**Note regarding Personal Interest Courses (PIC):**

All undergraduate courses will be eligible for PIC unless they use a field study, independent study, placement or thesis component. Additionally, students are not eligible to use the PIC option for required (program) courses.

Is a Registrar-scheduled exam required?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
What is the grading basis for the course?	<input type="checkbox"/> Standard (A+ to F) <input checked="" type="checkbox"/> Pass/Fail <input type="checkbox"/> Other (specify):
Is this course repeatable for credit?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, to a maximum of      units.
Is permission required to enrol in the course?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes; department permission <input type="checkbox"/> Yes; instructor permission
Is this a multi-term (A/B) course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 New Course Proposal

### DeGroote School of Business McMaster University

53. All sections of this form must be completed.  
54. This form must be completed for all course changes.  
55. If the committee has any questions regarding this proposal, who should be contacted?

Instructor or Chair Name: **Adeel Mahmood**  
Extension: x **6477223362**

56. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

#### Submitted by which area group (select one):

- ☐ Strategic Management  
☐ Marketing  
☐ Health Policy and Management  
☐ Accounting and Financial Management Services  
☒ Finance and Business Economics  
☐ Human Resources and Management  
☐ Information Systems  
☐ Operations Management  
☐ Joint Areas (please specify):

#### Proposed Course Details:

Course Title: **Big Data in Finance**  
Instructor(s): **Adeel Mahmood**  
Prerequisites: [COMMERCE 2FB3](#) (or [3FA3](#)) or [IBH 3AC3](#); and registration in any Bachelor of Commerce or Engineering and Management program or relevant minor (see *Faculty Note 2.*)

Course Code: **Commerce  
3FN3**  
Credit Value: **3.0**

**Rationale:** Explain briefly the reasons behind the recommendation. If the course is being re-named, give the old and new titles, and old and new course numbers. If the course is to be cancelled, state the rationale.

**The course has been offered in the current academic year as a special topics course and generated healthy student interest. The course provides data science training using big datasets to the students in the finance area, as well as in the business program.**

**Course Description:** Provide a brief description to be included in the Undergraduate Calendar (max. 6 lines).

**This course introduces business students to the applications of data science, its key statistical tools, and the underlying technology to large datasets in the finance area. Students gain a deeper understanding of how finance, technology, and statistics intersect in an applied setting to solve big data problems in innovative ways. The course is intended to equip students with skills in solving problems requiring large datasets.**

**Statement of purpose** (How does the course fit into the Faculty's programme?):

**The importance of learning how to analyze and use large datasets cannot be overstated. While the current finance courses deal with the domain knowledge, there is a need for students to use modern data science tools to enrich this knowledge.**

**With its audience being business students in general, and finance students in particular, the course bridges the gap between the finance and business domain knowledge and the technological and statistical solutions available using big data.**

**Class size** (please provide context if below standard class-size: **Standard**

**Method of presentation of course material:**

**Lecture, real-life project work**

**Method of evaluation** (exams, essays, assignments, group projects, class participation, etc.):

**Term tests, topical presentations, and a final group project**

**To prevent overlap**, is a similar course being offered elsewhere on campus? If so, please attach any relevant correspondence with the other area(s) or department(s)? ☒ not offered elsewhere

If the proposed course is to be **cross-listed** in another department/faculty, please attach relevant correspondence with the department/faculty. ☒ not cross-listed elsewhere



If this course is intended primarily for students **outside the DeGroote School of Business**, have you the support of the department concerned? ☒ not intended for students outside the faculty

A **draft course outline** is attached to this form. ☒ Yes it is included.

### Configuration for Mosaic Course Catalog

<b>Class Component(s) required for Scheduling:</b>  <i>Check all that apply to a maximum of 3. All components used in the catalog <b>must be scheduled</b> or students won't be able to enrol in the course. For example, if a course is approved with lecture and tutorial components and the tutorial is not scheduled, students will not be able to enrol into the course.</i> <i>The components configured in Mosaic should also match the calendar description (i.e. if the phrase "Three hours (lectures, tutorials); one term" is used, then lectures and tutorials should be used in Mosaic.)</i>	
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Tutorial <input type="checkbox"/> Lab <input type="checkbox"/> Seminar <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Placement  <input type="checkbox"/> Project <input type="checkbox"/> Thesis <input type="checkbox"/> Work Experience	
<b>Default section size:</b>  <i>(For the primary component, how many seats per section would an average offering of this course have? This can be adjusted later.)</i>	<b>30</b>
<b><u>Note regarding Personal Interest Courses (PIC):</u></b>  <i>All undergraduate courses will be eligible for PIC unless they use a field study, independent study, placement or thesis component. Additionally, students are not eligible to use the PIC option for required (program) courses.</i>	
<b>Is a Registrar-scheduled exam required?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>What is the grading basis for the course?</b>	<input checked="" type="checkbox"/> Standard (A+ to F) <input type="checkbox"/> Pass/Fail  <input type="checkbox"/> Other (specify):
<b>Is this course repeatable for credit?</b>	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, to a maximum of 6 units.
<b>Is permission required to enrol in the course?</b>	<input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes; department permission  <input type="checkbox"/> Yes; instructor permission
<b>Is this a multi-term (A/B) course?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



**COMMERCE 3FN3**  
**Big Data in Finance**  
**Course Outline**

**Finance and Business Economics Area**  
**DeGroote School of Business**  
**McMaster University**

### Course Description

This course introduces business students to the applications of data science, its key statistical tools, and the underlying technology to large datasets in the finance area. Students gain a deeper understanding of how finance, technology, and statistics intersect in an applied setting to solve big data problems in innovative ways. The course is intended to equip students with skills in solving problems requiring acquisition, management, and analysis of very large datasets.

### Instructor and Contact Information

**Adeel Mahmood**

Instructor

*Office Hours:* Before or after class, or by appointment

### Course Elements

Credit Value:	3	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Avenue:	Yes	Ethics:	No	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group Work:	Yes	Oral skills:	Yes

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### Course Prerequisites and Complements

Students should have the academic credit of Comm 2FB3 – or equivalent preparation – prior to the start of this course.

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## Course Overview

*“The world is swimming in data.”*

According to an IBM estimate, the world is generating more than 2.5 quintillion bytes of data every day, and the pace continues to rise as more technology reaches farther corners of the planet. Financial services data is of particular interest and value because of the high quality quotient of its content. Deeper and more effective analysis of the financial services data can result in improvement in such high-value decisions as economic policy, capital markets investments, credit scores and lending, and financial fraud, among others.

The course is divided into two segments: (1) skills and (2) applications.

The **skills** segment focuses on lectures, lab work, out-of-class research, and self-directed content to deliver the requisite learning. This section is designed to equip a business student with key data science skills. We begin with framing the problem and soon move into acquiring and managing the underlying data. The statistical tools and the technology infrastructure needed to analyse this data are discussed next. The higher cognitive business (esp. finance) insights are then applied to the problem.

The **applications** segment is centred around a real-life big data project that students complete in teams with an institutional user such as a financial services firm. The project allows students to work on an actual problem being faced by an institution in North America and apply the skills learned in the first segment to help solve the problem. This segment uses group work, instructor-to-group meetings, institution-to-group meetings, continued lab work, and periodic progress reports with feedback to deliver the learning components.

## Learning Outcomes

Upon completion of the skills segment of this course, students will be able to:

- Identify and frame a big data problem in a finance function or in the financial services industry;
- Acquire, manage, and analyze very large datasets associated with the problem or potential solutions to the problem;
- Understand and use modern applied statistics in analyzing and solving the problem systematically, including classification, clustering, regression, dimension reduction, modelling, and estimation;
- Understand and use the necessary technology infrastructure needed to solve the problem with very large datasets, including basic business programming, analytics infrastructure, operational infrastructure, and data management infrastructure.
- Learn how to apply higher cognitive skills in business and economics (esp. finance) to the solution and, in the process, add substantial value to any organization facing such a problem.

Upon completion of the applications segment, students will be able to apply the learning outcomes of the skills section in an applied institutional setting. Some examples of potential applications include:

- Predictive analytics in investments and trading
- Economic policy making, including interest rate decisions

- Credit scores and ratings used in lending decisions
- Financial fraud (incl. cybercrime)
- Customer segmentation and targeting

## Required Course Materials and Readings

Course content and class communication available on Avenue:

- <http://avenue.mcmaster.ca>

## Evaluation

This course will be delivered in a virtual classroom environment, comprising pre-recorded and live lectures, virtual office hours, group work, and online activities. The final student grade will be calculated as follows:

### Components and Weights

Two Term Tests	Written online (individual)	2 x 25%
Presentations	Conducted in the last set of classes (group)	15%
Big Data Project	Due at the end of the term (group)	35%
<b>Total</b>		<b>100%</b>

### Presentations

Students will form groups for this component. Each group will be assigned a **Presentation** topic to present in one of the weeks. Refer to the course website for a list of past topics.

The group will also complete the **Big Data Project** referred to in this document. *The group members will be assigned individual grades relative to the group grade based on the peer assessments completed towards the end of the course.* More details of the format, structure, and length of the project will be provided during the term.

### Term Tests

Two (2) term tests will be **written on specific dates and times**. More details of the format, structure, and content coverage will be provided in the first week of classes.

A student **missing a Term Test** is required to contact the 'Student Experience – Academic Office' and obtain an official approval of relief if wishing to avoid getting a zero (0) grade for the test. If 'Student

Experience – Academic Office’ adjudicates that relief be provided, the student will be able to write **an alternate test, in lieu of the missed test, in the final exam period of the term.**

## Big Data Project

The project allows students to work on a data analytics problem faced by an institution and apply key skills such as the analysis of large datasets, application of modern machine learning, and use of the necessary technology infrastructure. The project will culminate in presenting a management-level solution to the proposed problem.

Examples of projects include:

- *Predictive analytics in ecommerce and retail*: Which products or categories to market to a customer given the customer profile?
- *Predictive analytics in investments and trading*: Which stocks or securities to purchase following a sequence of events?
- *Pricing for new technology products or services*: How to price a new tech product given competitive, customer, and transactional data?
- *Credit scores and ratings*: How to assess the credit risk of a borrower given the borrower profile and meta data?
- *Financial fraud*: What is the likelihood of fraud for a user attempting to access your personal finance solution?
- *Customer segmentation and targeting*: What value to assign to a customer based on the past purchase and/or transactional data and customer profile?

Students will work in the same groups for this component as for ***Presentations***. *The group members will be assigned individual grades relative to the group grade based on the peer assessments completed towards the end of the course.* More details of the format, structure, and length of the project will be provided during the term.

Any student missing the submission deadline will be subject to a marks deduction equal to 25% of the project grade for each day rounded **up** that the submission is late.

## Course Schedule

CL.	CONTENT	DUE
1	<b>Introduction</b> Intro to Data Science, Example Applications	-
2	<b>Programming for Business Students</b> Review of Python and Object-Oriented Languages	-
3	<b>Programming for Big Data I</b> Big data programming principles, Big data libraries	<i>Group information</i>
4	<b>Programming for Big Data II</b> Classes, mapping, multi-threading	-
5	<b>Term Test 1</b>	

CL.	CONTENT	DUE
6	<b>Machine Learning for Business Students</b> Statistical background, data visualization, regression / classification algorithms for big datasets	-
7	<b>Machine Learning for Big Data I</b> Clustering and dimension reduction for big datasets	-
8	<b>Machine Learning for Big Data II</b> Boosting and pipelines for big datasets	-
9	<b>Term Test 2</b>	
10	<b>Big Data Ecosystem I</b> Intro to big data infrastructure	<b>Presentations</b>
11	<b>Big Data Ecosystem II</b> Apache Hadoop and Spark, Programming in Scala	<b>Presentations</b>
12	<b>Big Data Ecosystem III</b> Databricks and cloud-based big data platforms	<b>Presentations</b>
13	<b>Big Data Ecosystem IV</b> TensorFlow and deep learning using GPUs	<b>Presentations</b>
-	<b>Big Data Project</b>	



## RECOMMENDATION FOR CHANGE IN UNDERGRADUATE CURRICULUM FOR 2023-2024 New Course Proposal

### DeGroote School of Business McMaster University

57. All sections of this form must be completed.  
58. This form must be completed for all course changes.  
59. If the committee has any questions regarding this proposal, who should be contacted?

Instructor or Chair Name: **Dr. Brent McKnight**  
Extension: x **24704**

60. A faculty representative will be required to attend the DeGroote Undergraduate Curriculum & Calendar Committee meeting and the DeGroote Faculty of Business meeting at which this recommendation for change in undergraduate curriculum is to be discussed.

#### Submitted by which area group (select one):

- ☒ Strategic Management  
☐ Marketing  
☐ Health Policy and Management  
☐ Accounting and Financial Management Services  
☐ Finance and Business Economics  
☐ Human Resources and Management  
☐ Information Systems  
☐ Operations Management  
☐ Joint Areas (please specify):

#### Proposed Course Details:

Course Title: **Innovation for Social Impact**  
Instructor(s): **Sessional**

Prerequisites: Registration in level IV or above in any Bachelor of Commerce, Social Science, or Humanities program. Please note: Spaces are limited.

Course Code: COMMERCE  
4S13  
Credit Value: **3**

**Rationale:** Explain briefly the reasons behind the recommendation. If the course is being re-named, give the old and new titles, and old and new course numbers. If the course is to be cancelled, state the rationale.

This course fills a number of critical gaps in courses being offered at McMaster. First, it builds on McMaster's emphasis on interdisciplinarity being designed from the ground up for Humanities, Social Science and Business students. Second, this course is one of the few courses that are specifically designed to educate students on the non-profit sector; key partners of today's businesses and important organizational actors in their own right in regard to our shared mission to "transform business and society". Finally, this course is at the forefront of exploring high value community engagement activities for our community partners. Managers from non-profits sit in the class learning about social innovation alongside undergraduate students, sharing their expertise, and offering their organization up as a context for community-based experiential learning.

**Course Description:** Provide a brief description to be included in the Undergraduate Calendar (max. 6 lines).

This course provides students from Humanities, Social Sciences, and Business the opportunity to learn and apply social innovation skills in the non-profit sector. In the classroom, students will gain an understanding of key social innovation concepts including impact assessment, systems mapping, design thinking, collective impact, and theory of change while also learning about the unique characteristics and work environment of the non-profit sector. In the community, students will engage with a non-profit partner to help them conceptualize, develop, and/or implement a social innovation.

**Statement of purpose** (How does the course fit into the Faculty's programme?):

**This course is an elective that rounds out our student's understanding of organizational life. It enhances their understanding of a new sector, the non-profit sector, and provides an opportunity to explore our local communities in an interdisciplinary setting.**

**Class size** (please provide context if below standard class-size: 35

**Method of presentation of course material:**

Lectures, Group work, Cases, Guest lectures

**Method of evaluation** (exams, essays, assignments, group projects, class participation, etc.):

Midterm exam, writing assignments, Classroom engagement and participation, group project



**To prevent overlap**, is a similar course being offered elsewhere on campus? If so, please attach any relevant correspondence with the other area(s) or department(s)? ☒ not offered elsewhere

If the proposed course is to be **cross-listed** in another department/faculty, please attach relevant correspondence with the department/faculty.

This course will be cross-listed with the faculties of Humanities as well as Social Sciences. We have our course code as Commerce 4S13 is being offered this year on Dean's Permission. We do not yet have the details regarding course code for the other two faculties at this time.

If this course is intended primarily for students **outside the DeGroote School of Business**, have you the support of the department concerned? ☐ not intended for students outside the faculty  
**This is intended for students in Commerce, Humanities and Social Sciences.**

A **draft course outline** is attached to this form. ☒ Yes it is included.

#### Configuration for Mosaic Course Catalog

<b>Class Component(s) required for Scheduling:</b>	
<i>Check all that apply to a maximum of 3. All components used in the catalog <b>must be scheduled</b> or students won't be able to enrol in the course. For example, if a course is approved with lecture and tutorial components and the tutorial is not scheduled, students will not be able to enrol into the course. The components configured in Mosaic should also match the calendar description (i.e. if the phrase "Three hours (lectures, tutorials); one term" is used, then lectures and tutorials should be used in Mosaic.)</i>	
<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Tutorial <input type="checkbox"/> Lab <input type="checkbox"/> Seminar <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Placement	
<input checked="" type="checkbox"/> Project <input type="checkbox"/> Thesis <input type="checkbox"/> Work Experience	
<b>Default section size:</b>	<b>35</b>
<i>(For the primary component, how many seats per section would an average offering of this course have? This can be adjusted later.)</i>	
<b><u>Note regarding Personal Interest Courses (PIC):</u></b>	
<i>All undergraduate courses will be eligible for PIC unless they use a field study, independent study, placement or thesis component. Additionally, students are not eligible to use the PIC option for required (program) courses.</i>	
<b>Is a Registrar-scheduled exam required?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>What is the grading basis for the course?</b>	<input checked="" type="checkbox"/> Standard (A+ to F) <input type="checkbox"/> Pass/Fail  <input type="checkbox"/> Other (specify):
<b>Is this course repeatable for credit?</b>	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, to a maximum of      units.

Is permission required to enrol in the course?	<input checked="" type="checkbox"/> No  <input type="checkbox"/> Yes; department permission  <input type="checkbox"/> Yes; instructor permission
Is this a multi-term (A/B) course?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No



**4SI3 –Innovation for Social Impact**  
*find it under Commerce 4SI3*  
**Winter 2022 Short Syllabus**

## **COURSE OBJECTIVE**

The course is designed to introduce students from across academic disciplines to the concept of social innovation and how systems change. The course will use a blend of in-class and experiential learning in partnership with local non-profit agencies to ensure students can relate their lessons to a real-world context. In understanding how systems change in our world, students will begin to identify the role they might play in addressing the many complex social and environmental challenges we face in society today.

The course will be taught by non-profit industry professionals, with extensive experience fostering social innovation within the social purpose sectors.

## **COURSE DESCRIPTION**

The course will provide an introductory understanding of social innovation and related concepts; as well as an understanding of methods of creating change, including social enterprise, social finance, policy, and activism. Classes will include a mix of case presentations, panel discussions with the non-profit community, exercises, and reflection activities.

A key component of the course is for students to work with non-profit organizations on a particular area of need. Engaging in this way will support the course content and students will be asked to reflect on how and why their contribution is or is not useful. Elements of the course the collaboration will reinforce include:

- Understanding cross-sector contributions in change efforts
- Leadership development for social change
- Systemic approaches to addressing complexity • Practices and approaches to change efforts.

The course will use guest speakers, in-class activities, discussion, and a major engaged project with nonprofit partners

## **EVALUATION (SUBJECT TO CHANGE)**

Midterm	Multiple Choice (individual)	20%
Writing Assignment	Research Writing assignment (individual)	15%

Engagement	Classroom participation (individual)	10%
	Journals (individual)	10%
Major Project	Major Group Project with non-profit agency	45%

### Research/Writing Assignment

You will be asked to research a program or strategy that can be characterised as socially innovative. It could be a social enterprise, social financing, or social policy. It is important that it has produced transformative outcomes. In 1500-2000 words, using evidence from the course readings to support your claim, articulate why it is a social innovation, what strategies they deployed to achieve positive outcomes, how they measured their outcomes and what were any unintended side effects (good or bad) that may have resulted.

### Reflection Journals

Each class in this course focuses on a topic important for understanding social innovation in theory and eventually in practice. To guide your learning, during class you will be presented with a reflection prompt during the last 20 minutes of class. This prompt will relate to the week's assigned readings and lecture. You will have the opportunity to refine your reflection at home before submitting it at the following week's class.

### Major Project

The major project will consist of 2 sub-projects in which students will apply leading social purpose tools in collaboration with partner non-profit organizations. These projects will leverage tools that are at the forefront of social innovation in today's non-profit organizations. The exact projects will be determined in collaboration with our non-profit partners but will be drawn from the following 5:

1. **Theory of Change:** Helps you to hone the core idea at the heart of your change efforts.
2. **Stakeholder Map:** Mapping the people in your ecosystem looking at their levels of influence, proximity, size etc.
3. **Asset Maps:** Helps you understand context to identify resources available from within the community and a process for connecting and engaging the community. Helps to identify latent assets.
4. **User Journey:** Allows a mapping of organizations interactions with a stakeholder along a timeline. User journey maps help understand how best to manage these interactions.
5. **Evaluation:** Evaluation design is fundamental to intervention design. Dashboarding exercises help organizations understand what to measure and how to measure it.

WEEK AND TOPICS	LEARNING OUTCOMES	Classroom Activities
<b>MODULE 1: UNDERSTANDING THE SITUATION</b>		
<p>1: Jan 10</p> <p>Introduction to Social Innovation</p> <p>Simple, complicated and complex problems</p>	<p>Demonstrate understanding of the difference between types of problems and how social innovation is identified.</p> <p>Demonstrate understanding of the difference between invention and innovation</p>	<p><b>Discussion:</b> What does social innovation look like?</p> <p><b>Activity:</b> Working in teams to identify different types of problems amenable to social innovation approaches.</p>
<p>2: Jan 17</p> <p>An introduction to systems and systems thinking.</p> <p>Introduction to system scale.</p>	<p>Demonstrate ability to recognize systems and their component parts</p> <p>Demonstrate an understanding of how complexity shows up in real life</p>	<p><b>Activity:</b> Creating a system diagram</p> <p><b>Panel:</b> Non-profits present their understanding of a problem they are trying to address</p>
<p>3: Jan 24</p> <p>Where am I in the system?</p> <p>Where is my idea, enterprise or issue in the system?</p> <p>Resilience: stuckness and snapback</p>	<p>Demonstrate understanding of the Adaptive Cycle</p> <p>Describe how resilience supports or hinders social innovation</p>	<p><b>Presentation:</b> Local social entrepreneur to discuss system “stuckness” and overcoming barriers to development?</p> <p><b>Activity:</b> Iceberg Exercise</p>
<p>4: Jan 31</p> <p>Introduction to Collaborating in Complex Systems</p> <p>Introduction to Partnership</p> <p>Brokering: power is a fluid resource</p>	<p>The Collaboration Continuum and bringing your best self to working on change efforts.</p> <p>Understanding how power flows through a system.</p>	<p><b>Activity:</b> Generative Star - a complexity tool</p>

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**MODULE 2: UNDERSTANDING HOW CHANGE HAPPENS** - Removing barriers is easier than forcing someone to change.

<p>5: Feb 7</p> <p>My role in a complex system: Entrepreneurship, Intrapreneurship, and Policy Advocacy</p>	<p>Describe the interconnections between intention, involvement, invention and innovation that are central to social innovation.</p>	<p><b>Lens Exercise:</b> What you see differently from different perspectives</p> <p><b>In-Class Quiz:</b> Testing vocabulary and concepts</p>
<p>6: Feb 14</p> <p>Introductions to social finance, social enterprise.</p>	<p>Define social enterprise and social finance. Demonstrate understanding of how innovations can be facilitated by social enterprises and social finance mechanisms.</p>	<p><b>Case:</b> Registered Disability Savings Plan, a transformation decades in the making</p>
<p><b>Mid-term break Feb 21-27</b></p>		
<p>7: Feb 28</p> <p>Role of advocacy and activism</p> <p>Concept of bricolage: rearrange available assets rather than create new ones.</p>	<p>Introduce Berkana Institute TOC - another heuristic for understanding change in systems. Use it to talk through Activism and Advocacy</p> <p>Reading: <u>The Revolution Will Not be Funded</u></p>	<p><b>Case study on referenda.</b> Policy can be a likely development from activism, but with support from inside.</p>

<p>8: Mar 7</p> <p>Shadow Side of Social Innovation:</p> <p>Connect understanding of social enterprise, finance, advocacy to nonprofit experience.</p>	<p>Demonstrate an understanding of how our intentions do not always produce positive outcomes.</p> <p>Introduce Asset and Stakeholder Mapping</p>	<p><b>Panel:</b> Non-profits share how they have tried to deploy entrepreneurship, finance, policy advocacy in their work.</p> <p><b>Discussion:</b> when good intentions aren't enough. Non-profits cite examples of lessons from the field for the class to discuss.</p> <p><b>Project:</b> Working with your nonprofit team, develop an Asset and Stakeholder Map.</p>
<p><b>MODULE 3: HOW TO AFFECT CHANGE</b></p>		
<p>9: Mar 14</p> <p>Introduction to Design processes for systems change</p>	<p>Introductory understanding of design processes and ways of working collaboratively on change projects. These may include:</p> <ul style="list-style-type: none"> <li>• Design Thinking</li> <li>• Theory U: a way of working on complex problems</li> <li>• Co-production</li> <li>• Advocacy Strategy Framework</li> </ul>	<p><b>Exercise:</b> Students practice design thinking approach by working on a strategy to pilot in a local community setting.</p> <p><b>Group Activity:</b> Examine a movement for change and discuss how they developed a will to act.</p>
<p>10: Mar 21</p> <p>Working in teams.</p>	<p>Demonstrated understanding of effective ways to collaborate</p> <p>Understanding of how power dynamics affect collaboration</p>	<p><b>Guest Speaker:</b> Collaborating in Community - 10 Keys to a Connected Community</p> <p><b>Exercise:</b> Thomas-Kilman Conflict Mode Instrument</p>

<p>11: Mar 28</p> <p>Evaluating Change Efforts</p>	<p>Understanding the parts of a theory of change.</p> <p>Understanding the why, what and how of evaluation.</p>	<p><b>Project:</b> Working with your nonprofit team, develop a Theory of Change.</p>
<p>12. Apr 4</p> <p>Scaling Up, Out and Deep</p> <p>Identifying windows of opportunity.</p>	<p>Demonstrate an understanding of where contributions towards positive outcomes can be made at various levels of a system.</p> <p>Reflect on learning from coursework, collaboration and reading.</p>	<p><b>Exercise:</b> Using a social innovation discussed in class, map out the changes that took place across different scales of the system to see the outcomes realized.</p> <p><b>Discussion:</b> Students and non-profit participants discuss their projects and reflect on the types of change explored through their collaboration together.</p>