OFFICE OF THE CAMPUS COUNCIL

University of Toronto Mississauga Campus Council
ACADEMIC AFFAIRS COMMITTEE

Thursday, September 18, 2014 at 4:10 p.m.

Council Chamber, Room 3130, William G. Davis Building

AGENDA

1. **Chair's Remarks**

2. **Orientation*** (for information)

3. **Calendar of Business, 2014-15*** (for information)

4. **Highlighting Faculty Research: Professor Bryan Stewart, Vice-Principal, Research** (for information)

5. **Committee to Review the UTM and UTSC Campus Council: Consultation*** (for information)

6. **Major Modification: Master of Management & Professional Accounting (MMPA) 12 Month Program*** (for approval)

   Be it Resolved,

   THAT the proposal from the Institute for Management and Innovation (IMI,) to revise the 16-month advanced standing option for the Master of Management & Professional Accounting (MMPA) program, including reducing it to 12 months, which flows from the recently approved revisions to the MMPA, as described in the proposal dated September 8, 2014 and recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, be approved effective September 1, 2015.

7. **New Minor: Forensic Science*** (for approval)

   Be it Resolved,

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* Documentation included

** Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a members so

requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee

Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at mariam.ali@utoronto.ca

Office of the Campus Council, Room 3216A - William G. Davis Building
3359 Mississauga Road Mississauga, ON L5L 1C6 Canada
E-mail: council.utm@utoronto.ca   •   Web: www.utm.utoronto.ca/governance

1

THAT the proposed New Minor in Forensic Science, offered by the Forensic Science Program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated September 8, 2014, be approved, effective September 1, 2015.

8. Other Business

_____

CONSENT AGENDA**

9. Date of Next Meeting – Wednesday, November 12, 2014, 4:10 p.m.

10. Report of the Previous Meeting: Report 6 – April 30, 2014

11. Business Arising from the Report of the Previous Meeting

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* Documentation included

** Documentation for consent item included. This item will be given individual consideration by the Academic Affairs Committee only if a members so requests. Members with questions or who would like a consent item to be discussed by the Academic Affairs Committee are invited to notify the Committee Secretary Mariam Ali at least 24 hours in advance of the meeting by telephone at 905-569-4358 or by email at mariam.ali@utoronto.ca

Council Chamber - William G. Davis Building
3359 Mississauga Road N. Mississauga, ON L5L 1C6 Canada
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2

OFFICE OF THE CAMPUS COUNCIL

Campus Council and Standing Committees Orientation

UTM Academic Affairs Committee
Thursday, September 18, 2014

AGENDA

1. **Chair's remarks and introductions**

   - Orientation Resources (http://uoft.me/OrientationResources)

2. **Mandate, Terms of Reference and Conducting Business**

   - Role of Governance
   - Organizational chart of the Governing Council
   - Key elements of the Terms of Reference
   - Agendas
   - Effective Participation of Committee Members
   - Tools
   - Responsibilities of Members
   - Decisions and Meetings
   - Approval Pathways
   - Role of the Secretariat
   - Agenda Planning
   - Role of the Administration and Assessors

3. **Overview of the Campus and Portfolios of Voting Assessors** [Professor Amy Mullin, Vice-Principal, Academic and Dean, & Professor Bryan Stewart, Vice-Principal, Research]

   - Priorities for the 2014-15 governance year in reference to the Calendar of business
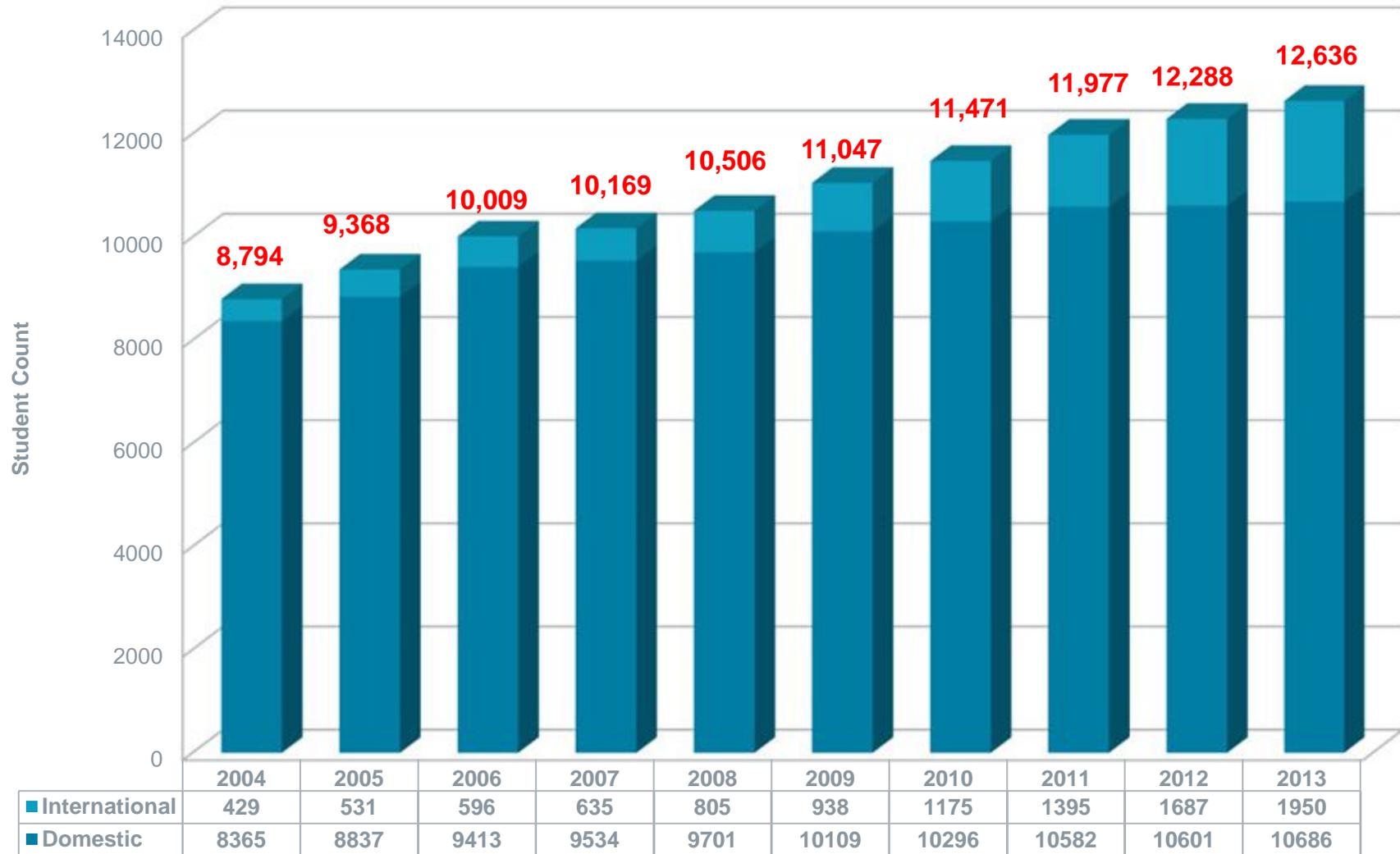
UNIVERSITY OF TORONTO MISSISSAUGA

Campus Snapshot

Academic Affairs Committee
Inaugural Meeting: September 18, 2014

UNIVERSITY OF
TORONTO
MISSISSAUGA

BOUNDLESS

TOTAL HEAD COUNT (INTERNATIONAL & DOMESTIC) 2004-2013

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
■ International	429	531	596	635	805	938	1175	1395	1687	1950
■ Domestic	8365	8837	9413	9534	9701	10109	10296	10582	10601	10686

*2014 DATA AS OF 2014/09/09 TO BE UPDATED

UNIVERSITY OF TORONTO MISSISSAUGA

INTERNATIONAL STUDENT NEW INTAKE AT UTM 2007-2012
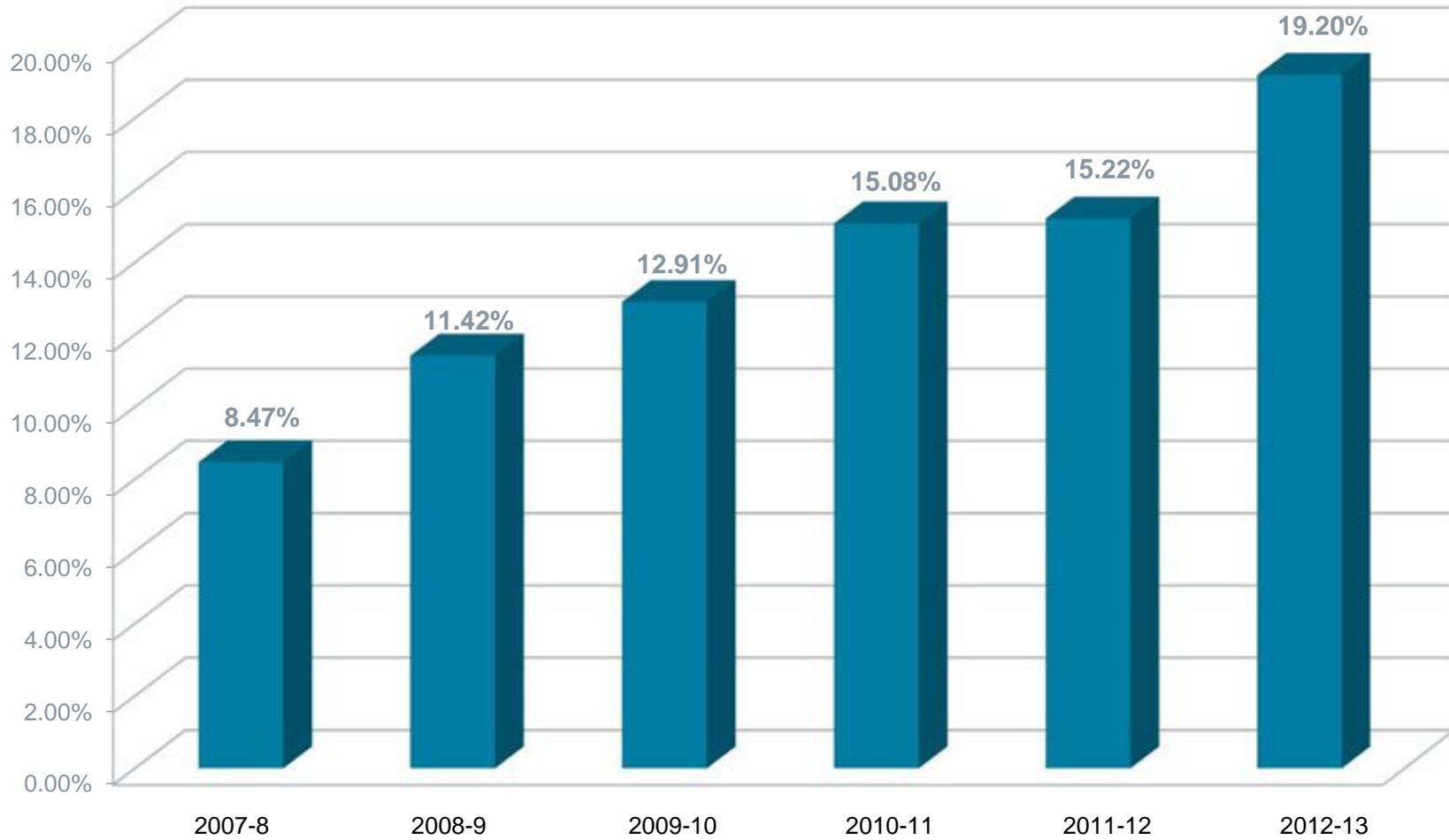
*2014 DATA AS OF 2014/09/09 TO BE UPDATED

FACTS & FIGURES

15 DISTINCT ACADEMIC DEPARTMENTS
AN INSTITUTE OF COMMUNICATION, CULTURE AND INFORMATION
TECHNOLOGY & AN INSTITUTE FOR MANAGEMENT AND
INNOVATION

OFFERING 145 PROGRAMS AND 88 AREAS OF STUDY

OVER 13900 STUDENTS (UNDERGRADUATE + GRADUATE)
OVER 2000 FULL-TIME & PART-TIME EMPLOYEES, INCLUDING 857
FACULTY & STAFF OVER 47000 ALUMNI

U OF TORONTO IS RANKED FIRST IN CANADA FOR ITS RESEARCH
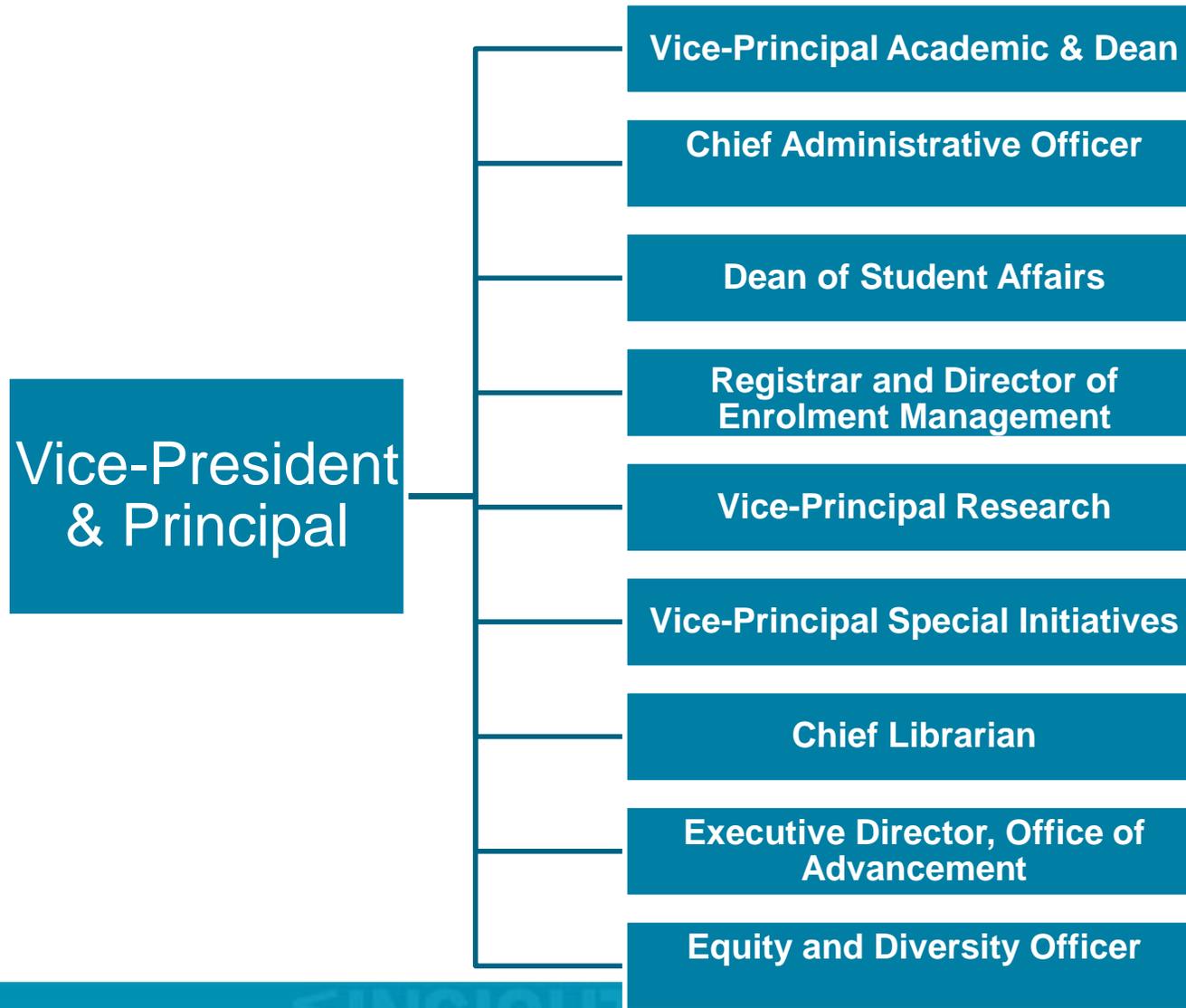- UTM IS A VITAL PART OF THAT SUCCESS

4

UNIVERSITY OF
TORONTO
MISSISSAUGA

VISION INSIGHT ENERGY BOUNDLESS

RESEARCH AT UTM

$200,000 A WEEK IN RESEARCH

600 RESEARCH PROJECTS

$10 MILLION IN EXTERNAL GRANTS

UNIVERSITY OF
TORONTO
MISSISSAUGA

VISION INSIGHT ENERGY BOUNDLESS

Senior Administrative Structure

Vice-President & Principal

- Vice-Principal Academic & Dean
- Chief Administrative Officer
- Dean of Student Affairs
- Registrar and Director of Enrolment Management
- Vice-Principal Research
- Vice-Principal Special Initiatives
- Chief Librarian
- Executive Director, Office of Advancement
- Equity and Diversity Officer

UNIVERSITY OF **TORONTO** MISSISSAUGA

ADMINISTRATIVE STRUCTURE: OFFICE OF THE DEAN

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                    ┌─────────────────────┐
                    │   Vice-Principal     │
                    │   Academic &         │
                    │   Dean               │
                    └─────────────────────┘
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| Vice-Dean Graduate | Vice-Dean Undergraduate | Academic Integrity | Academic Departments (15 Departments + 2 Institutes) |

UNIVERSITY OF TORONTO MISSISSAUGA

VISION INSIGHT ENERGY BOUNDLESS
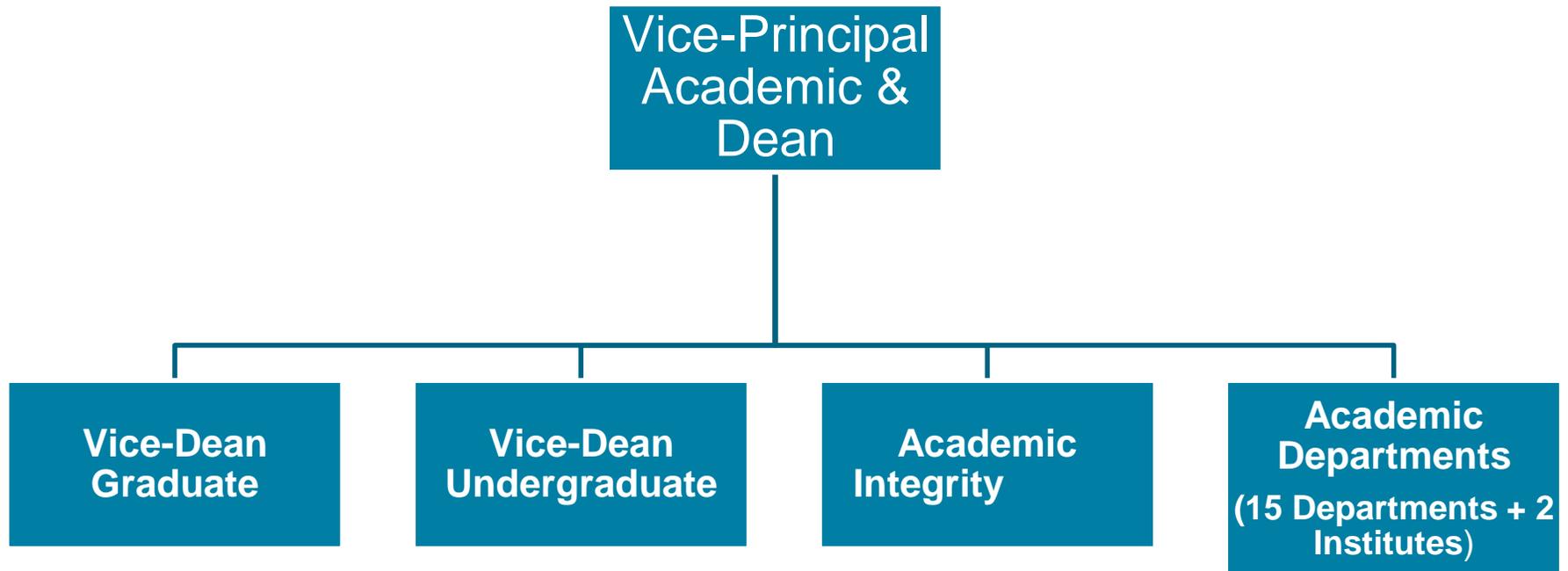
ACADEMIC PLAN
VISION OF THE VPA

UTM Academic Plan developed consultatively and approved in the fall of 2012

Information about the plan and the complete text is available at: http://www.utm.utoronto.ca/academic-planning/home

Overall goal – maintaining and improving quality of teaching and research, vigilant review of existing programs, development of new courses and programs to meet student interest and community needs, investment in new faculty to enhance teaching and research

8

UNIVERSITY OF
TORONTO
MISSISSAUGA

PORTFOLIOS OF ADMINISTRATIVE ASSESSORS TO AAC

DEAN AND VICE PRINICPAL ACADEMIC

VICE PRINCIPAL RESEARCH

VICE PRINCIPAL SPECIAL INITIATIVES

9

UNIVERSITY OF TORONTO MISSISSAUGA

ADMINISTRATIVE ASSESSORS: SUMMARY OF RESPONSIBILITIES AND HIGHLIGHTS FOR 2014-15

ACADEMIC AFFAIRS COMMITTEE:

Prof. Amy Mullin, Vice-Principal, Academic and Dean (VPA)

- The role of the Vice Principal and Academic with respect to campus governance includes oversight of the academic departments, engaging in periodic external review of those departments, and evaluating and supporting their plans for curricular innovations, along with developing initiatives that support the research, teaching and learning on our campus.
- In the 2014-15 academic year, the Office of the Dean will sponsor new programs, program closures, development of additional combined programs, and the introduction of new courses to serve our existing programs. Most of these items sponsored by the Office of the Dean will be submitted for Academic Affairs Committee consideration. The planning and resource implications of the establishment, termination or restructuring of academic units and proposals for Extra-Departmental Units are within the responsibility of the Campus Affairs Committee and will be submitted to this committee.

Prof. Bryan Stewart, Vice-Principal, Research (VPR)

- Broadly responsible to promote, enhance, and facilitate research and scholarly activity at UTM. The VPR aims to inspire a strong sense of shared research vision within the UTM research community and he/she represents and promotes UTM research locally, nationally, and internationally.
- Works closely with the Vice-President and Principal, UTM and the senior administrative team to develop strategic research plans and direction for the campus;
- Interacts with the Vice-Principal, Academic and Dean on matters of research that are integral to the academic mission of UTM.
- Since research activity cuts across undergraduate and graduate programs, involves postdoctoral fellows, research associates, and faculty, and in many cases requires significant research infrastructure and finances, the VPR interacts closely with the administrative teams associated with each of these groups.
- Coordinates with the Vice-President, Research & Innovation of the university and with the Vice-Principal Research, UTSC to ensure the alignment of strategic research activities within the wider University of Toronto context.

- Work closely with the Division of Research and Innovation and its offices, on matters relating to research services, innovation & partnerships, research compliance & oversight, and research ethics.
- Collaborates with Departmental Chairs and faculty on long-term research plans and initiatives, and on the development of research funding opportunities.

Prof. Ulrich Krull, Vice-Principal, Special Initiatives (VPSP)

- On behalf of the Vice-President and Principal (VP&P), oversees major new initiatives of UTM-wide scope and significance ("major projects"), as determined from time to time by the UTM's senior administration. Examples include the development of: the *Institute for Management and Innovation*; academic programs at UTM in partnership with the Faculty of Applied Science and Engineering; a new laboratory science building; integration of UTM activities with the local health sciences community.
- Working with the Vice-Principal Academic & Dean, engages with appropriate academic units at UTM, and when necessary, across the University's tri-campus system, to develop and execute inter-disciplinary initiatives comprising the major projects.
- Works collaboratively with the VP&P and members of UTM's senior administration ("Principal's Table") to engage external stakeholders in the public and private sectors to forge alliances and partnerships as required for the success of the major projects.
- Works closely with the VP&P, Vice-Principal Academic & Dean, the Chief Administrative Officer, and others to help develop financing and business plans for the major projects.
- Participates, with the VP&P and the Executive Director of Advancement, in developing external-funding proposals to philanthropists, agencies, foundations, and governments for selected projects.
- Represents the interests of the University of Toronto Mississauga at selected external organizations such as the Research Innovation Commercialization Centre, Advantage Mississauga, and the Healthy City Stewardship Centre, as well as internal committees.
- As a member of the Principal's Table, participates in the day-to-day administration of the University of Toronto Mississauga.

3

UTM Campus Council and Standing Committees
Consolidated Calendar of Business 2014-15

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
GC Cycle 2 (UTM Cycle 1)								
Strategic Topic CC: Overview of the Office of the Dean	VPA/Dean						Oct. 8	Info.
Strategic Topic AAC: Highlighting Faculty Research Introduced by VPR	VPR			Sept. 18	Info.			
Member Orientation	OCC	Sept. 15	Info.	Sept. 18	Info.		Oct. 8	Info.
Calendar of Business	OCC	Sept. 15	Info.	Sept. 18	Info.		Oct. 8	Info.
Major Modification: Master of Management & Professional Accounting (MMPA) 12 Month Program	VPA/Dean			Sept. 18	Approval			
New Minor: Forensic Science	VPA/Dean			Sept. 18	Approval			
Presentation: Current Year Campus and Institutional Operating Budget	CAO & VP University Operations	Sept. 15	Info.					
Presentation: Current Year Campus and Institutional Operating Budget	CAO						Oct. 8	Info.
GC Cycle 3 (UTM Cycle 2)								
Strategic Topic AAC/CC: Accommodations for Students w/ Disabilities	DSA & VPA/Dean			Nov. 12	Info.		Dec. 8	Info.
Strategic Topic AAC: First Year Academic and Transition Support (RGASC and utmONE)	RGASC & VPA/Dean			Nov. 12	Info.			
Strategic Topic CAC: Student Housing and Residence Life and Academic Supports	DSA	Nov. 10	Info.					
Presentation: UTM Operating Budget, Themes and Priorities	CAO & VPA/Dean	Nov. 10	Info.				Dec. 8	Info.
Undergraduate Curriculum Changes (minor)	VPA/Dean			Nov. 12	Approval			
New Minor: Education Studies	VPA/Dean			Nov. 12	Approval			
New Combined Program: Masters of Science in Sustainability Management (MScSM) & BSc/ BA, UTM Geography	VPA/Dean			Nov. 12	Approval			

Updated: 09-05-2014

3

UTM Campus Council and Standing Committees
Consolidated Calendar of Business 2014-15

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
GC Cycle 3 (UTM Cycle 2) *cont.*								
Capital Project	CAO	Nov. 10	Approval				Dec. 8	Approval/GC EX confirmation
Presentation: Food Services at UTM	CAO	Nov. 10	Info.					
GC Cycle 4 (UTM Cycle 3)								
Strategic Topic CAC/CC: Health Promotion Initiatives	DSA	Jan. 8	Info.				Feb. 5	Info.
Strategic Topic AAC: First Year Academic and Transition Support (RGASC and utmONE)	VPA/Dean			Jan. 7	Info.			
Presentation: Student Financial Aid	Vice-Provost, Students	Jan. 8	Info.					
Ancillary Operating Plan, 2015-16	CAO	Jan. 8	Recomm. to CC				Feb. 5	Approval/GC EX confirmation
New Combined Program: Master of Teaching (MT) Ontario Institute for Studies in Education (OISE) & BA/ BSc UTM	VPA/Dean			Jan. 7	Approval			
New Combined Program: Master of Child Study & Education (CSE MA), Ontario Institute for Studies in Education (OISE) & BSc UTM (Pyshology)	VPA/Dean			Jan. 7	Approval			
New Minor: Human Health	VPA/Dean			Jan. 7	Approval			
GC Cycle 5 (UTM Cycle 4)								
Strategic Topic AAC: Interim Report from the Director, Institute for Management and Innovation (IMI)	Director, IMI			Feb. 11	Info.			
Strategic Topic AAC: Student Academic Societies	VPA/Dean			Feb. 11	Info.			
Strategic Topic CAC: Student Affairs & Services and QSS Overview	DSA	Feb. 12	Info.					

Updated: 09-05-2014

3

UTM Campus Council and Standing Committees
Consolidated Calendar of Business 2014-15

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
GC Cycle 5 (UTM Cycle 4) *cont.*								
External Reviews	VPA/Dean			Feb. 11	Info.			
Presentation: Admissions & Enrolment Report	Registrar			Feb. 11	Info.			
Appointments – UTM Nominating Committee (additional members to Agenda Committee)	Chair					Feb. 19	Mar. 5	Approval
Operating Plans - Student Affairs and Services / Compulsory non-academic incidental fees	DSA	Feb. 12	Recomm. to CC				Mar. 5	Approval/GC EX confirmation
Student Societies: Requests for Fee Increases	DSA	Feb. 12	Recomm. to CC				Mar. 5	Approval/GC EX confirmation
Closure of Human Resources & Industrial Relations (HRIR) Program	VPA/Dean			Feb. 11	Recomm. To AP&P			
Closure of Human Resources Specialist Program	VPA/Dean			Feb. 11	Recomm. To AP&P			
GC Cycle 6A (UTM Cycle 5)								
Strategic Topic CC: International Academic Opportunities	DSA						Apr. 22	Info.
Strategic Topic AAC: Highlighting Faculty Research Introduced by VPR	VPR			Mar. 26	Info.			
Strategic Topic CAC: Capital Project Report (Level 1)	CAO	Mar. 23	Info.					
Apointments - 2015-16 UTM CC and Standing Committee Community Members	Chair					Apr. 8	Apr. 22	Approval
New Combined/ Joint Specialist Program in Economics & Quantitative Methods	VPA/Dean			Mar. 26	Approval			
New Stream: Social Policy, Department of Sociology	VPA/Dean			Mar. 26	Approval			
Presentation: The University's Operating Budget and UTM's Operating Budget Envelope	VP University Operations	Mar. 23	Info.				Apr. 22	Info.

Updated: 09-05-2014

3

UTM Campus Council and Standing Committees
Consolidated Calendar of Business 2014-15

Item	Originating Portfolio	Campus Affairs Committee	Action	Academic Affairs Committee	Action	Agenda Committee	Campus Council	Action
GC Cycle 6B (UTM Cycle 6)								
Strategic Topic CC: Fundraising Priorities	VPA/Dean, Exec Dir. Advancement						May. 28	Info.
Strategic Topic AAC: Highlighting Faculty Research Introduced by VPR	VPR			Apr. 30	Info.			
Strategic Topic CAC: UTM Peer Opportunities	DSA	Apr. 27	Info.					
Annual Reports: Appeals, Committee On Standing, Library	VPA/Dean/Library/Gov./Reg. Office			Apr. 30	Info.			
Annual Reports: Campus Police, Recognized Campus Groups, Equity & Diversity	CAO/DSA	Apr. 27	Info.					
Appointments - 2015-16 UTM CC and Standing Committee membership	Chair					May. 14	May. 28	Approval
Appointments - 2015-16 UTM UTM Agenda Committee Membership	Chair					May. 14	May. 28	Approval
Reserve Date								
Strategic Topic CC: TBA							Jun. 18	Info.

Updated: 09-05-2014

UNIVERSITY OF TORONTO

OFFICE OF THE GOVERNING COUNCIL

July 3, 2014

5

Committee to Review the UTM and UTSC Campus Councils

Terms of Reference

Background

When the Governing Council approved the Terms of Reference for the UTM and UTSC Campus Councils and their Standing Committees in June, 2012, the resolution included a provision which mandated a review of the new governance model at the end of the first year of operation:

> "THAT, following the first year of operation, the Governing Council conduct a review of the new model to determine its effectiveness and any changes that might be necessary."[1]

The Committee to Review the UTM and UTSC Campus Councils (CRCC) is established to fulfill the Governing Council's requirement. Appendices to this document provide detailed context and background for undertaking such a review, including an overview of the governance structures; a summary of the identification, election / selection, orientation and education of members of the Campus Councils and their Standing Committees; and background on the development of the structures.

Mandate

The Committee to Review the UTM and UTSC Campus Councils is charged with conducting a review of the manner in which the Campus Councils and their Standing Committees operated in the 2013-14 academic year. The tasks of the CRCC are to:

- evaluate the efficacy of the model and the manner in which it has been implemented,
- report its findings, and
- recommend refinements which would enhance the ability of the Campus Councils and their Committees to execute their respective mandates.

It is expected that the CRCC's recommendations will be considered by the Governing Council at its meeting in December, 2014.

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

5

Areas for Consideration

The Committee is to consider the following issues, and use these areas to define the parameters of its work. The Committee will also make recommendations for modifications, if any, to the Councils' and their Standing Committees' Terms of Reference and/or procedures as appropriate.

1. The Efficacy of the Governance Model

a) The CRCC is to provide its assessment of the effectiveness of the UTM and UTSC Campus Council and Standing Committee structure in the context of the overall Governing Council system. To the extent possible with one year of experience upon which to base a finding, the CRCC is asked to comment on the degree to which these bodies, with responsibility for specific campus matters, have been and are understood to be effectively integrated into institutional governance.

2. Terms of Reference of the Academic Affairs Committees (AACs)

a) In consideration of the Academic Affairs Committees' (AACs) assigned responsibilities previously in the purview of the Erindale College Council (UTM) and the Council of UTSC, to what extent has this transition been successful? Those responsibilities include curricular matters and academic regulations, as well as responsibilities pursuant to the *University of Toronto Quality Assurance Process*.[2] Since few matters considered by the AACs proceed to the Campus Councils, how might the links between the AACs and their respective Campus Councils be refined and strengthened?

b) The AACs' Terms of Reference also include provisions related to research, the consideration of academic plans, academic priorities for fundraising, and academic reviews. The CRCC is asked to advise on the execution of these responsibilities and the appropriate governance paths for such matters.

3. Terms of Reference of the Campus Affairs Committees (CACs)

a) The Terms of Reference of the Campus Affairs Committees (CACs) and the Campus Councils provide for a role for these bodies in considering the campuses' operating budgets. Following discussions between leaders in governance and in the administration, the implementation of these provisions was deferred until 2014-15. How might the Terms of Reference provision be implemented to incorporate the appropriate hand-offs with the campus and institutional administrations, and between the administrations and governance? The CRCC is to provide advice on any clarification or adjustments to the Terms of Reference that might be necessary to define the appropriate role of this body in budget-related matters.[*]

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[*] Discussions are currently underway among the Secretariat, the institutional administration, and the campus administrations, with respect to a process by which the current Terms of Reference can be honoured while also meeting the appropriate timelines for the current institutional administrative processes leading to the presentation of the University's Operating Budget to governance.

Page 2 of 14

5

b) In addition to their roles in the campus operating budget in 3.a) above, the CACs' Terms of Reference include responsibilities related to consideration of establishment of Extra-Departmental Units (EDUs).[†] Based on one year's experience, more specific language on this element of the Committee's mandate may be helpful. The CRCC is also asked to review other matters brought to the CACs to advise on whether other clarifications should also be considered.[‡]

c) In consideration of the CACs' roles and responsibilities, the number of teaching staff, student, and administrative staff members of the Committees was determined by reviewing the composition of the University Affairs Board (UAB) and the Planning and Budget Committee (PB). UAB includes a large proportion of students and a relatively small number of teaching staff, while the reverse is true for PB. Using the business considered by both CACs in 2013-14 as guide, and balancing this with other responsibilities listed in the Terms of Reference, does the current balance among the internal (academic; non-academic) groups appropriately reflect the responsibilities assigned to the CACs?

4. **Identification, Recruitment, Election and Selection of Members**

a) The Task Force on Governance[3] recommended that there should be active recruitment of potential candidates, initiated and coordinated by the governance leadership, whether individuals are to be elected or appointed. It also noted that good governance should ensure that, whether elected or appointed, each estate's recruitment process should take into account a number of elements:

- Identification or nomination of potential candidates based on identified skill preferences and experience,
- Clear information to potential candidates on University governance and expectations,
- Assessment of qualifications relative to the Governing Council's needs,
- A well-constructed interview or similar opportunity for selectors / electors to understand the candidate and his/her qualifications more fully,
- Election or appointment, and
- Timely communication to successful candidates and feedback to those who are not successful.

These basic features of a recruitment process ensure participants' and observers' understanding of the processes overall, as well as of their individual components; and allow the processes to be seen to have a high level of professionalism and careful thought throughout the identification and selection processes.

[†] It was determined in 2013-14 that as it would normally be a faculty council decision, the Campus Councils shall approve the establishment of EDU-Cs upon the recommendation of the CACs.
[‡] The Terms of Reference do not explicitly provide for the consideration and approval of "Strategic Plans" – nor do the Terms of Reference of any body of the Governing Council. As a foundational plan that would guide future capital and academic planning, the governance path taken for the 2014 UTSC Strategic Plan was CAC→CC→EX.

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

Incorporating these and other relevant recommendations and principles from the *Report of the Task Force on Governance*, how might the processes related to the identification, recruitment, election and selection of Campus Council and Standing Committee members be enhanced – for example, with respect to expanding and fostering the pools of interested and eligible candidates?

5. **Orientation, Awareness, and On-Going Education of Members**

   a) The CRCC is asked to provide advice on refinements to initial orientation offered to members of the UTM and UTSC Campus Councils and their Standing Committees. Such advice will inform and be integrated with the Governing Council's ongoing efforts to enrich and strengthen orientation and education across all of its bodies.

   b) In order to continue to assist members and Assessors in fulfilling their roles and to raise awareness of the Campus Councils and their work, what advice might the Committee provide with respect to:

   - ongoing education on particular topics for members, and
   - ongoing communication with the campus communities with respect to the role and function of the Campus Councils?

Resources

In order to assist the Committee in its work, data and information regarding the experience of the 2013-14 year shall be provided, including, but not limited to: lists of matters considered and decisions made therefrom as well as those presented for information; summary attendance data; feedback provided by members through orientation and year-end surveys; and other relevant information.

The Governing Council Secretariat shall provide secretariat support to the Committee.

Consultation

The CRCC will issue a broad call for submissions to the University of Toronto community, which will include targeted communications to UTM and UTSC faculty, staff and students, the relevant bodies and student societies on the UTM and UTSC campuses, and University-wide associations and Representative Student Committees.[§] As part of its deliberations, the CRCC Committee will also consider in-person consultations.

[§] The Representative Student Committees are the Students' Administrative Council (operating as the University of Toronto Students Union, UTSU), the Association of Part-time Undergraduate Students (APUS), the Graduate Students' Union (GSU), and the Scarborough Campus Students' Union (SCSU). For the purposes of the Review, the Erindale College Student Union (operating as the University of Toronto Mississauga Students' Union, UTMSU) is treated as if it is a Representative Student Committee.

Page 4 of 14

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

Membership

The CRCC will comprise twelve members, in addition to the Chair, drawn from the Governing Council and from the UTM and UTSC Campus Councils. The proposed membership attempts to balance among the estates, the two campuses, Governors and Campus Council members. Two members shall be from each of the three internal estates having served in the 2013-14 academic year, or serving for 2014-15 year. For the purposes of this Review Committee, Alumni, Lieutenant-Governor-in-Council (LGIC) appointees to the Governing Council, and individuals from the broader community appointed to the Campus Councils are considered members of the same estate, and four members shall be drawn from this group. The Vice-President and Principal of each campus may serve, or designate a Presidential Assessor from one of the Campus Councils' Standing Committees to serve as members of the Committee on their behalf.

The proposed membership is as follows:

>Ms Shirley Hoy (LGIC Governor, Vice-Chair of the Governing Council) – Chair
>
>Ms Sara Allain (Administrative Staff Member, UTSC Campus Council; Special Collections Librarian, UTSC)
>
>Mr. Andrew Arifuzzaman (Chief Administrative Officer, UTSC; Assessor, UTSC Campus Affairs Committee)
>
>Ms Melissa Berger (Administrative Staff Member, UTM Campus Council; Coordinator for Community Outreach and Experiential Education, UTM)
>
>Mr. Simon Gilmartin (Community Member, UTM Campus Council)
>
>Professor William Gough (Teaching Staff Governor; Chair, UTSC Campus Council; Vice-Dean, Graduate Education, UTSC)
>
>Ms Sue Graham-Nutter (Community Member, UTSC Campus Council; Chair, UTSC Campus Affairs Committee)
>
>Ms Nancy Lee (Alumni Governor; Member, UTSC Campus Council)
>
>Ms Alice Li (Undergraduate Student Member, UTM Campus Council)
>
>Mr. Hussain Masoom (Graduate Student Member, UTSC Campus Council)
>
>Ms Judith Poë (Teaching Staff Member, UTM Campus Council; Chair, UTM Academic Affairs Committee)
>
>Professor Deep Saini (Presidential Appointee Governor; Vice-President and Principal, UTM)
>
>Mr. John Switzer (Alumni Governor; Chair, UTM Campus Council)

The Secretary of the Governing Council, Mr. Louis Charpentier, will serve as Secretary of the Committee.

Appendix A

5

Overview of the Role and Membership of the Campus Councils and their Standing Committees

On behalf of Governing Council, with responsibilities delegated to them by the Governing Council, the **Campus Councils** (CCs) exercise governance oversight of campus-specific matters arising from their Standing Committees (the Academic Affairs Committees, the Campus Affairs Committees, and the Agenda Committees), as well as any other matters assigned to them by Governing Council. The Campus Councils are comparable to the Boards of the Governing Council and, as such, comprise representatives of the five estates: administrative staff, alumni, students, teaching staff, and Lieutenant-Governor-in-Council appointees or members of the external community.

Responsible for academic matters, the **Academic Affairs Committees** (AACs) reflect the structure of the Academic Board and the former faculty councils and their academic sub-committees. Essentially, the AACs replace the academic program and regulatory functions of the former Faculty Councils (i.e., the Council of the University of Toronto Scarborough, and the Erindale College Council). The AACs are relatively large bodies, with membership mirroring the distribution of estates on the Academic Board and which is intended to ensure a majority representation for teaching staff. While there are a few areas of business which may be recommended to the CCs for approval, the vast majority of proposals brought to the AACs either have final approval at the Committees themselves (as was formerly the case with the Faculty Councils), or would be recommended for approval directly to other bodies of the Governing Council (such as the Committee on Academic Policy and Programs) without being considered by the CCs.

In respect of the UTM and UTSC campuses, the **Campus Affairs Committees** (CACs) have taken on many of the responsibilities related to business previously brought forward to the University Affairs Board (UAB) and the Planning and Budget Committee (PB). The CACs include approximately two dozen members and, consistent with the composition of UAB and PB, the majority of members are drawn from the internal campus community. Some matters brought forward to the CACs are recommended for approval to the CCs (subject to confirmation by the Executive Committee). Other proposals are then recommended by the CCs to the Boards and then possibly the Governing Council itself.

The **Agenda Committees** (ACs) are smaller bodies and, in addition to having a formal agenda setting role for meetings of the CCs, serve, in slightly expanded form, as the Nominating Committees for community members on the CCs.

For an authoritative and detailed list of the responsibilities of the each of the bodies, refer to the Terms of Reference of the UTM Campus Council[4] and the UTSC Campus Council.[5]

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

Appendix B

5

A Brief History of the Development of the UTM and UTSC Campus Councils and Their Standing Committees

The design of the UTM and UTSC Campus Councils and their Standing Committees arose from an iterative series of consultative steps.

1. Task Force on Governance, Phase One

As part of the University's Towards 2030[6] planning exercise, a Task Force on Governance[7] was established in 2007. During the first phase of its work, the Task Force was charged with identification of problems in order to clarify what worked well in governance and what did not. The Task Force concluded that there was no compelling reason to move away from the University's unicameral system of governance and that representation of the five key estates (administrative staff, alumni, students, teaching staff and Lieutenant-Governor-in-Council appointees) should be preserved. A core belief articulated by the Task Force was that the essential role of governance is to provide guidance on the University's long-term strategic directions and to provide active oversight of the University's management and that its role is not to duplicate that of the University's administration. Among many principles of good governance, the University's model needed to be compatible with the University's mission and it needed to be multi-dimensional, given the various and complex characteristics of the University. Following from this, a key outcome of the first phase was the conclusion that the University's governance must address the complexity of decision-making and improve governance oversight of all three campuses.

2. Task Force on Governance, Phase Two

During the second phase, the Task Force focused on determining solutions to concerns identified previously, along with other enhancements to governance. Among the recommendations emerging from phase two of the Task Force on Governance, one spoke explicitly to the creation of governance bodies, as part of the Governing Council structure, related to matters specific to the UTM and UTSC campuses: The Task Force recommended "the establishment of campus affairs committees for each of the three campuses to focus on campus, staff and student life matters specific to those campuses" (Recommendation 20).[3]

The Task Force completed its Report on June 22, 2010.[3] Following a full discussion, and addresses by representatives of two of the four Representative Student Committees,** the Report was approved in principle, and an Implementation Committee was established by the Governing Council on October 28, 2010.[8] The mandate of the Implementation Committee

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** The Representative Student Committees are the Students' Administrative Council (operating as the University of Toronto Students Union, UTSU), the Association of Part-time Undergraduate Students (APUS), the Graduate Students' Union (GSU), and the Scarborough Campus Students' Union (SCSU). For the purposes of the Review, the Erindale College Student Union (operating as the University of Toronto Mississauga Students' Union, UTMSU) is treated as if it is a Representative Student Committee.

5

included oversight and coordination of the implementation of a number of the Task Force's recommendations, including the recommendation for the establishment of campus affairs committees as outlined above.[8]

3. Working Group on Tri-Campus Matters

The Implementation Committee formed an *ad hoc* Working Group on Tri-Campus Matters which was charged with exploring in detail the manner in which Recommendation 20[††] could be realized. The Working Group advanced the idea that the structures and processes developed for the UTM and UTSC campuses should be expected to enhance campus-based decision-making and ensure accountability with respect to that responsibility. It also emphasized that, in future, the governance structure should also be responsive or easily adapted to changes to the institution's administrative organization.

Independently, governance review committees were established at UTM and UTSC, which provided significant and essential input to the Working Group in the formulation of its recommendations.

Ultimately, the proposed structure included a Campus Council and three Standing Committees on each campus: an Academic Affairs Committee; a Campus Affairs Committee; and a formal agenda setting body for each Campus Council (which, with expanded membership, would also serve as a Nominating Committee), the Agenda Committee.

The Working Group consulted widely, and especially within the UTM and UTSC campus communities, with respect to the mandates and design of the governance bodies that would have responsibilities in respect of these two campuses. A summary of the consultation activities and the outcome of these are summarized in the documentation provided to members of the Governing Council on for its meeting held on June 25, 2012.[9] This memorandum which also summarized the proposed Terms of Reference of the Campus Councils (revised as a result of the consultation process) included the following:

> "As with any change process, implementation will highlight the need to refine and re-calibrate – and sometimes re-think – particular elements of a new model or process. Given the scope and importance of the proposed approach, the introduction of Campus Councils will merit a careful review. In this context, we would recommend that there be a review undertaken by the Governing Council after the first full year of operation."

At this meeting, the Governing Council approved the Terms of Reference of the Campus Councils and Standing Committees, a requirement that quorum provisions be reconsidered, and the following:

[††] Note: The Implementation Committee concluded that with respect to the St. George Campus, the campus-specific duties should be included in the Terms of Reference of the University Affairs Board along with the University-wide responsibilities for policy and oversight it would continue to have as recommended by the Task Force.

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

5

THAT, following the first year of operation, the Governing Council conduct a review of the new model to determine its effectiveness and any changes that might be necessary.[10]

4. Further Consultation and Changes to Membership and Quorum Provisions

In the period between June and December, 2012, further consultation took place with respect to the quorum and membership provisions for the UTM and UTSC-related bodies. This series of consultation activities is summarized in the documentation[9] provided to the Governing Council for its meeting held on December 13, 2012 as well as in the minutes for that meeting.[11]

The Governing Council was addressed by representatives of several of Representative Student Committees, and a member of the teaching staff. The Governing Council considered and approved changes to quorum and membership provisions.

The Campus Councils and their Standing Committees came into effect on July 1, 2013, and each of the bodies held their first meetings in the fall of 2013.

Appendix C

Identification, Recruitment, Election and Selection of Members of the Campus Councils

With procedures consistent with the principles underlying Recommendations 5 through 10 of the Task Force on Governance,[3] the identification, election and selection of members of the Campus Councils follows a process similar to, or adapted from, those established elsewhere in governance.

Members of the Governing Council, regardless of estate, are appointed by the Governing Council. The Chairs and Vice-Chairs of the UTM and UTSC Campus Councils are elected annually from among the Governors appointed to the respective Councils. Non-Governing Council student members are elected annually for one-year terms and may be re-elected.[‡‡] Non-Governor teaching staff and administrative staff members are elected for three-year terms and may also be re-elected.[‡‡]

Following a broad call for applications, alumni and individuals from the broader community with close relationships to UTM or UTSC are nominated or put their names forward to become members for the eight positions available on the Campus Councils, and the two positions available on the CACs. Using the principles established by the Task Force on Governance, the Nominating Committees take into account the knowledge, skills, and experience of each applicant. Efforts are made to ensure diverse representation from campus communities, the broader communities, as well as from among key stakeholder groups, so that the governance bodies may benefit from the varied views of community and alumni members. The Nominating Committees also consider involvement in, and contributions to, the campus communities; and experience in governance, especially in not-for-profit or public sector organizations.

[‡‡] Non-Governing Council members may serve for a maximum of nine consecutive years.

Appendix D

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The Requirement for a Review

The memorandum summarizing the proposed Terms of Reference of the Campus Councils and their Standing Committees presented to the Governing Council on June 25, 2012 included the following recommendation:

> "As with any change process, implementation will highlight the need to refine and re-calibrate – and sometimes re-think – particular elements of a new model or process. Given the scope and importance of the proposed approach, the introduction of Campus Councils will merit a careful review. In this context, we would recommend that there a review be undertaken by the Governing Council after the first full year of operation."[12]

Accordingly, the resolution approving the Terms of Reference included the following provision:

> "THAT, following the first year of operation, the Governing Council conduct a review of the new model to determine its effectiveness and any changes that might be necessary."[1]

During the course of the first year of operation, the Secretariat has compiled a short list of issues identified by Chairs, Vice-Chairs, and members of various bodies, Assessors and other members of the Administration, as well as issues recognized within the Secretariat itself.

Matters of substance which require careful analysis and consideration are reflected in the proposed Terms of Reference for a Review Committee. These include the primary mandate of the review (i.e., determining the efficacy of the model), issues related to the Terms of Reference of the Standing Committees, and issues related to orientation and on-going education.

Other issues are simply operational and will be addressed within the Secretariat during the summer of 2014, or as soon as practical. These issues include, but are not limited to, expansion of the Calendar of Business system/database; the workflow of proposals which enter governance at UTM or UTSC with governance paths leading to the Boards, the Executive Committee, and the Governing Council; and other workflow processes.

As a review conducted by the Governing Council, the Committee is proposed to comprise Governors and members of the Campus Councils and their Standing Committees, and will be supported by the Secretariat. However, the Committee may, and it is proposed to, actively seek the advice and input of members of the University of Toronto community, including various associations, the Representative Student Committees[§§] and Student Societies, and relevant members of the Administration.

[§§] These are the Students' Administrative Council (operating as the University of Toronto Students Union, UTSU), the Association of Part-time Undergraduate Students (APUS), the Graduate Students' Union (GSU), and the Scarborough Campus Students' Union (SCSU). For the purposes of the Review, the Erindale College Student Union (operating as the University of Toronto Mississauga Students' Union, UTMSU) will be treated as if it is a Representative Student Committee.

Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

It is suggested that a broad (tri-campus) call for submissions would be distributed, with targeted communications for members of the UTM and UTSC communities, including the relevant associations and student societies. It is also suggested that the Committee consider in-person consultations.

In addition, other information would be provided in order to assist the proposed Committee in its work (including, but not limited to: feedback provided by members through orientation and year-end surveys; lists of matters considered and the decisions therefor as well as those presented for information; attendance data; and other relevant information).

CONFIDENTIAL CONSULTATION DRAFT
Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

Appendix E

Organizational Chart of the Governing Council
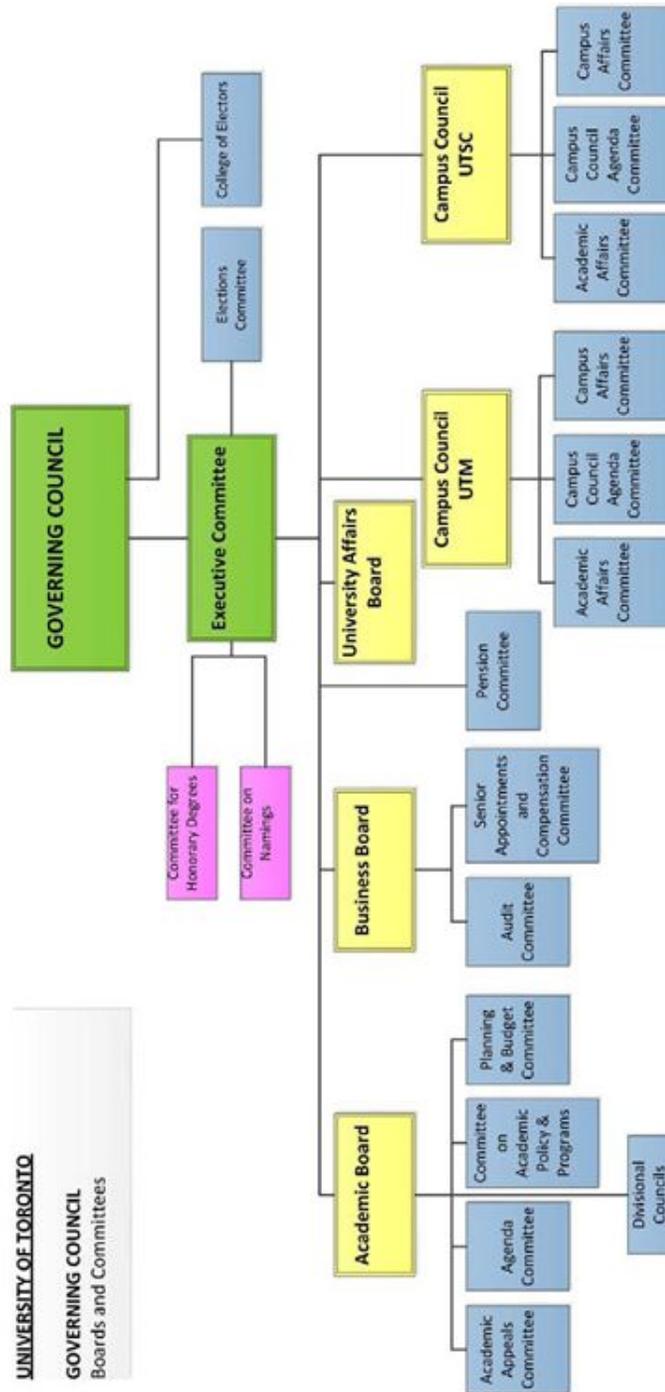
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CONFIDENTIAL CONSULTATION DRAFT
Committee to Review the UTM and UTSC Campus Councils: Terms of Reference

Endnotes

[1] http://uoft.me/GC2012Jun25
[2] http://www.vpacademic.utoronto.ca/Quality_Assurance/UTQAP.htm
[3] http://uoft.me/ReportTaskForce
[4] http://uoft.me/utmcctor
[5] http://uoft.me/utsccctor
[6] http://www.towards2030.utoronto.ca
[7] http://www.towards2030.utoronto.ca/gov-terms_of_ref.html
[8] http://uoft.me/GC2010Oct28
[9] http://uoft.me/CCsProposedQuorum
[10] http://uoft.me/GC2012Jun25
[11] http://uoft.me/GC2012Dec13
[12] http://uoft.me/CCsProposedTOR

UNIVERSITY OF TORONTO
MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

6

FOR APPROVAL	**PUBLIC** **OPEN SESSION**

TO:　　　　　　　　Academic Affairs Committee

SPONSOR:　　　　　Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO:　　905-828-3719, vpdean.utm@utoronto.ca

PRESENTER:　　　　Robert Reisz, Vice-Dean Graduate
CONTACT INFO:　　905-828-3981, robert.reisz@utoronto.ca

DATE:　　　　　　　September 11, 2014 for September 18, 2014

AGENDA ITEM:　　　6

ITEM IDENTIFICATION:

Major Modification: Masters of Management & Professional Accounting (MMPA)

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing programs.

GOVERNANCE PATH:

1. **Academic Affairs Committee [For approval] (September 18, 2014)**
2. Committee on Academic Policy and Programs [For information] (October 28, 2014)

PREVIOUS ACTION TAKEN:

The course changes required by recent changes in the professional accounting education requirements were the subject of another proposal, which was approved on April 30, 2014 by UTM's Academic Affairs Committee.

HIGHLIGHTS:

This is a proposal to revise the current 16-month advanced standing option within the Master of Management and Professional Accounting (MMPA) Program and reduce this to a 12-month advanced standing option effective September 1, 2015.

In 2013, the Chartered Professional Accountants (CPA) Educational Program released new curriculum guidelines for professional training and education in the field of accounting. The Institute for Management and Innovation (IMI) responded with corresponding updates and revisions to the MMPA program (outlined in the April 7, 2014 proposal approved by the UTM Academic Affairs Committee on April 30, 2014). This proposal to revise the current 16-month

Page 1 of 2

Academic Affairs Committee – Major Modification: Masters of Management & Professional Accounting (MMPA)

6

advanced standing option, which includes a reduction to 12-months, is a natural result of these updates.

Several factors have combined to enable and recommend this transition to a 12-month advanced standing option. Changes to the MMPA courses and programs as well as updated undergraduate commerce programs (due to the new professional accounting education requirements) now enable students entering the MMPA with advanced standing to complete program requirements and achieve the learning outcomes in a 12-month (i.e. 3 sessions) period. The expectation is that the 12-month advanced standing option co-hort will have an upper limit of 45 students who will be enrolled as a separate section within the MMPA Program. Admission will only be offered to applicants with excellent records and have a specific commerce and accounting background.

12-month MMPA students will join MMPA students from the 27-month Program and the 24-month advanced standing option in key workshops and non-course learning experiences during their final academic session to ensure commonality of experiences.

Several measures have been taken to enable and facilitate the shift from the 16-month advanced standing option to the 12-month advanced standing option, as detailed in section 2 of the proposal.

Extensive consultation occurred with faculty and administrators from IMI, the MMPA Program, Rotman School of Management, as well as other relevant academic departments and administrative offices. Students currently enrolled in the MMPA program along with undergraduate commerce students were also consulted. All were in strong support of this change.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be it Resolved,

THAT the proposal from the Institute for Management and Innovation (IMI,) to revise the 16-month advanced standing option for the Master of Management & Professional Accounting (MMPA) program, including reducing it to 12 months, which flows from the recently approved revisions to the MMPA, as described in the proposal dated September 8, 2014 and recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, be approved effective September 1, 2015.

DOCUMENTATION PROVIDED:
AAC 2014 09 18 Item Major Modification: Masters of Management & Professional Accounting (MMPA)

UNIVERSITY OF TORONTO

6

University of Toronto
Major Modification Proposal – Type A:
Significant Modifications to Existing Graduate
and Undergraduate Programs

Program being modified:	Master of Management & Professional Accounting Program (MMPA)
Nature of the Major Modification:	This proposal is to transition the 16-month MMPA advanced standing option to a 12-month advanced standing option following from revisions to the requirements of the MMPA approved in 2013-2014.
Department / Unit (if applicable) where the program will reside:	The MMPA Program is offered by the Institute for Management and Innovation (IMI), at UTM
Faculty / Academic Division:	University of Toronto Mississauga
Faculty / Academic Division contact:	**Yen Du** **Program and Curriculum Officer** **Office of the Dean, UTM** **yen.du@utoronto.ca**
Department / Unit contact:	Hugh Gunz, Professor & Director IMI hugh.gunz@utoronto.ca Leonard Brooks, Professor & Director, MMPA len.brooks@utoronto.ca
Anticipated Effective date:	September 1, 2015
Version Date:	September 8th, 2014

Developed by the Office of the Vice-Provost, Academic Programs

1 Executive Summary

The MMPA Program is a 27-month program designed for students who have no formal business background or training. Applicants with an undergraduate background in business are accepted with advanced standing[1] for a number of MMPA courses (see Appendices D & E) and shorten their program to either 24-months (a 24-month advanced standing option) or 16-months (16-month advanced standing option). Students admitted to the 16-month advanced standing option will have already completed the equivalent of the courses offered[2] in the first two academic sessions[3] of the MMPA with a 70% standing at a School of Graduate Studies (SGS) qualified, North American university.

This proposal recommends that the 16-month advanced standing option become a 12-month advanced standing option, commencing in 2015. The proposal is the result of changes made over the last few years to undergraduate degrees in Commerce/ Business and to the MMPA Program, which itself was in response to recent changes to professional accounting education requirements. The expectation is that the 12-month advanced standing option co-hort will have an upper limit of 45 students who will be enrolled as a separate section within the MMPA Program. Admission will only be offered to applicants with excellent records and have a specific commerce and accounting background.[4]

Initially, the majority of the class of 45 students will be drawn from the following UofT programs: UTM's B.Com (Accounting Specialist); the Rotman Commerce B.Com (Accounting Specialist); and UTSC's Bachelor of Business Administration (BBA) (Specialist in Management and Accounting). In aggregate, these three UofT programs graduate over 450 accounting specialist students annually, of which over 150 attain an average GPA of 3.3 or stronger (i.e. B+ or better) in their final year of studies. Students from other qualified universities and programs may also be eligible for the 12-month advanced standing option if they can show that they have completed an equivalent set of courses with a min. 70% standing. Assessment of the equivalency of the courses submitted for advanced standing review is performed by the MMPA Director and is based on the current content of MMPA courses.The course changes required by recent changes in the professional accounting education requirements were the subject of another proposal which was approved on April 30, 2014 by UTM's Academic Affairs Committee. This proposal to transition the 16-month to a 12-month advanced standing option makes use of the newly approved courses.

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[1] Advanced standing refers to the status of a student granted credit (based on previous courses completed) in particular program courses at the commencement of the program.
[2] Applicants can make up one missing course.
[3] A session means a semester or term (i.e. winter, summer, and fall).
[4] Such as those at UofT, Queens, U. of Alberta, UBC, McGill and Dalhousie, which have been updated through comparison with the new CPA Canada educational program. At UTSC, the equivalent program is the BBA, Specialist in Management and Accounting.

Developed by the Office of the Vice-Provost, Academic Programs

2 Academic Rationale

Several factors have combined to enable and recommend this transition to a 12-month advanced standing option.

Recent changes to the professional accounting education requirements have resulted in changes to MMPA courses and program requirements (approved in Spring 2014) and also updating of our undergraduate commerce programs. These changes have resulted in graduates of these undergraduate programs being better prepared to meet the Learning Outcomes of the MMPA than before. As a result, this proposal recommends increasing the amount of advanced standing given to these students and decreasing this option from 16 to 12 months. The remaining 12 months of study has been carefully assessed and will be sufficient to ensure that students in the 12-month option fully attain the Learning Outcomes of the degree program.

The Chartered Professional Accountants of Canada (CPA Canada)[5] has launched a new educational program, which puts a much stronger emphasis on the integration of subject-oriented learning into the development of practical multi-discipline, case-based solutions. This has been a focus of the MMPA Program for many years, but has not been developed to the same extent in the B. Com Degree Program because its 4-year, 20-course structure limits the addition of more courses. Consequently, B.Com graduates will need the newly required integrative education through graduate education, such as the MMPA or CPA training programs, to continue to compete effectively in the marketplace.

Fortunately, because recent MMPA Program changes focus on the integration of subject matter learning, particularly during the last two academic sessions, an excellent learning experience can be given in a 12-month framework to elite[6] B. Com graduates who already have the technical knowledge provided in the first year of the MMPA program. The MMPA curriculum was updated according to a proposal approved on April 30, 2014 by UTM's Academic Affairs Committee in order to crystalize integration workshops, case competitions, and plans for new integration sessions into specific courses, and to introduce or expand courses that respond to the Association to Advance Collegiate Schools of Business (AACSB) or CPA Canada subject guidelines. Appendices D and E show that, for example, the UTM B.Com Accounting Specialist program covers equivalent material to MMPA courses in the first year of the program (11.5 FCE); students with this background may consequently be exempted from the equivalent courses and will be required to complete only the remaining 6.5 FCE to complete the degree.

The 12-month MMPA advanced standing option will include case competitions, workshops

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[5] Created by the merger of the CA, CMA and CGA professions in Canada.
[6] GPAs of B+ or higher.

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(leadership, global mindset, etc.), and key learning experiences that make an MMPA learning experience distinctive, including a co-op work[7] term. 12-month MMPA students will join MMPA students from the 27-month Program and the 24-month advanced standing option in key workshops and non-course learning experiences during their final academic session to ensure commonality of experiences.

Several measures have been taken to enable and facilitate the shift from the 16-month advanced standing option to the 12-month advanced standing option, including:

1. Since the 16-month advanced standing option began in 1997, two important courses have been introduced at the undergraduate level to improve the readiness of B.Com graduates to join the MMPA Program. These courses are required by all B.Com Accounting Specialist students and are designed to increase specific knowledge and understanding, thereby preparing them to enter a shorter MMPA program. The courses are:
    - MGT 420H (Critical Thinking, Analysis and Decision Making) – originally introduced as MGT 419H but changed in 2013 to MGT 420H. It exposes students to the approach used in the MMPA, which is further developed in the recently approved new integrative courses MMPA advanced standing option.
    - MGT 437H (Strategy and Governance) was introduced in 2013/2014 to introduce students to subjects featured in the MMPA and favoured in the new CPA Educational Program.
2. During 2013, curriculum guidelines were released for the new CPA Educational Program. B.Com courses have been compared to these guidelines, and content differences have been identified and are being addressed in subsequent offerings. Faculty are working as a team to refine and add content. It is noteworthy that there has been a program of continuous and steady improvement in B.Com courses during the interval since the original introduction of the 16-month MMPA in 1997 and 2014.
3. As stated above, the proposed 12-month MMPA advanced standing option involves keeping the 45 students in a separate section. This will allow for slight adjustments in courses to integrate content that may not have been provided through the undergraduate curriculum, ensuring that students in the 12 month options have the background needed to achieve the course learning outcomes.
4. Several course changes were approved by UTM's Academic Affairs Committee for the MMPA Program on April 30, 2014, which enhance the ability of the MMPA Program to educate its students to integrate subject specific technical knowledge into comprehensive solutions for complex, real-world technical problems. All of these integration courses are included in the 12-month option. The ability to integrate, and to respond effectively to real-

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[7] Use of the term "co-op work term" is common in management programs where students are paid. Unpaid work terms are commonly called internships.

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6

world problems with appropriate organizational, interpersonal, communication, and other skills has been, and will continue to be the essence of the MMPA learning experience. At the end of the 12-month MMPA advanced standing option, students will be as well-prepared as those in the 27-month Program and the 24-month MMPA advanced standing option.

In sum, the proposed 12-month MMPA advanced standing option is intended for students who already have a strong undergraduate background in business. Changes since the original introduction of the 16-month advanced standing option (including new content and approach courses, in-course content enhancement, make-up learning, and new MMPA courses), have enabled a shift to a 12-month MMPA advanced standing option for students with the appropriate background. These students have strong technical subject knowledge which has been assessed as equal to a number of courses within the MMPA Program (11.5 FCE). The remainder of the MMPA requirements are, however, very important to this student cohort. The degree program will provide them with the integration and skills development and key learning experiences, including a co-op work term, to become excellent professional accountants.

3 Description of the Proposed Major Modification(s)

The 12-month MMPA advanced standing option will cover 3 terms, beginning on September 1, and concluding one year later on August 31. Courses differ in duration. A 0.25 FCE course (i.e. a quarter course, or a one module course) involves 5 meetings of 3 hours each. Courses may also be of 0.5 FCE (a half-course, 2 modules) and 0.75 FCE (3 modules) duration.

Students will cover the required material, beginning with an academic Fall session, followed by a Winter co-op term, and then a Summer academic session. While the focus would be on the integration of subject matter learning, and the study of additional important management courses (e.g. strategy, marketing, organizational behaviour and others), 12-month advanced standing option students will be in a separate 45-student section for course work. However, they will participate with students from both the 27-month standard program pathway and 24-month advanced standing option in important workshops and non-course learning experiences so that their overall graduate experience will be comparable. The expected course coverage for the 12-month advanced standing option would be as follows:

Fall Session 1 (3.5 FCE)
    MGT 1202H – Ethics & Governance (0.5 FCE)
    MGT 1160H – Communications (0.25 FCE)
    MGT 1301H – Strategic Management (0.75 FCE)

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6

MGT 1250H – Marketing (0.5 FCE)
MGT 1362H – Managing People in Organizations (.75 FCE)
MGT 2281H – Mergers, Acquisitions & Valuations (0.25 FCE)
MGT 1181H – Introduction to Integration & Professional Decision-Making (0.25 FCE)
MGT 2282H – Integration and Professional Decision-Making Initiatives I (0.25 FCE)

Winter Session 2
MGT 2090H – Co-op work term

Summer Session 3 (3.0 FCE)
MGT 1241H – Operations Management (0.5 FCE)
MGT 2200H – Government and Not for Profit Organizations (0.25 FCE)
MGT 2004H – Advanced Strategic Management (0.5 FCE)
MGT 2208H – Taxation 3 (0.25 FCE)
MGT 2280H – Accounting Theory and Research (0.5 FCE)
MGT 2282H – Integration and Professional Decision-Making Initiatives I (0.25 FCE)
MGT 2283H – Integration and Professional Decision-Making Initiatives II (0.5 FCE)
MGT 2284H – Capstone Integrative Board Report (0.25 FCE)

To provide an understanding of how the proposed 12-month MMPA Program bridges from a typical B.Com Accounting Specialist Program to the newly revised MMPA Program, a schedule comparing the courses (based on the UTM B.Com Accounting Specialist Program) and workshops offered is included as Appendix D.

In order to ensure clarity, a comparison of existing 27-month, 16-month, and proposed 12-month MMPA Program course coverage is included in Appendix E. New MMPA courses that were approved by UTM's Academic Affairs Committee on April 30, 2014 are included, as are the B.Com advanced standing courses in which applicants would have to achieve a grade of 70% or higher.

Current and proposed calendar descriptions are included as Appendices A and B.

There is one update to the learning outcomes and degree level expectations from those approved by UTM's Academic Affairs Committee on April 30, 2014 in the proposal for MMPA Program course changes. This is to reflect the June 2014 approval of the accreditation of the MMPA curriculum by the Chartered Professional Accountants (CPA). The new degree level expectations and learning outcomes have been outlined in Appendix C.

To facilitate the transition from the 16-month to a 12-month advanced standing option, two 100% FTE administrative staff will be required in addition to the current staff complement – one administrator will oversee registrarial and administrative duties; the second administrator will be responsible for recruitment and co-op placement. With the introduction of a separate section of 45 students, an additional 6.5 FCE will need to be taught, which will require the addition of 1.5 research faculty members (1.0 from the accounting/ audit stream; 0.5 in

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6

marketing/ strategy[8]) and 1.0 teaching stream lecturer (in the audit/ accounting area). One 45-seat classroom has been identified in close proximity to other MMPA classes, so that the new students can share the same experience as other MMPA students.

4 Impact of the Change on Students

The introduction of a new 45-student section of 12-month MMPA advanced standing option will not impact negatively on existing 27- and 24-month MMPA students. Combined workshops and learning sessions will not take place until Summer Session 3, at which time additional facilities and expert instructors will be provided.

Students in the 27-month MMPA Program and 24-month advanced standing option have been consulted on plans since October 2013, and they welcome the possibility of additional MMPA graduates from the 12-month advanced standing option.

5 Consultation

The introduction of the 12-month MMPA advanced standing option will be of considerable value to B.Com (Accounting Specialist) students, and many are waiting impatiently for the approval of the proposed program. No other existing programs will be impacted.

Extensive consultation has been undertaken during the development of this proposal, with the Director of IMI, and with the Dean and Vice-Dean, Graduate at UTM. The Chair of the Department of Management at UTM has also been consulted, as has the Director of the B. Com Program at UTM. All of those consulted have indicated support for this proposal, and their feedback has been incorporated. The Accounting Area Coordinator at the Rotman School has also been advised of the proposed plans, and has provided information updates to interested students at the St. George campus. There is considerable interest, as well, from the faculty and students at UTSC. At the request of the Rotman School and UTSC, arrangements have been made for their B.Com (Accounting Specialist) students to be accepted during the CPAO accreditation process as substantially equivalent to UTM's.

6 Resources

In order to mount a new 12-month advanced standing option of the MMPA Program, UTM will provide a budget that affords the new students with resources on an equal basis as for existing

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[8] The other 50% of this research faculty position will funded through other IMI programs. Until this funding is secured, the additional 2.0 HCE's will be taught by sessional lecturers or overload stipends.

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6

MMPA students. Specifically, UTM is committed to provide academic, administrative, and facilities support described above, and to provide per capita operating funds to match that provided for the benefit of the 27 and 24 month advanced standing students.

Because of the current expansion of the IMI/Kaneff Building at UTM, there will be adequate group study and computer facilities in the building, or in close proximity, including the UTM library.

7 Governance Process

	Levels of Approval Required
Dean's Office Sign-Off	
	Unit level approval
	Faculty/ Divisional Council
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Current Calendar Copy (2013-2014)

Master of Management & Professional Accounting

Minimum Admission Requirements

6

27-, 24-, and 16-Month Programs

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below.

An appropriate bachelor's degree with a standing equivalent to at least a University of Toronto mid-B.

Satisfactory Graduate Management Admission Test (GMAT) score.

Proof of English proficiency if the applicant's first language is not English. See details on English language requirements in General Regulations section 5.5.

Eligibility for Admission to the Advanced Standing Program: 24-Month Option

Applicants who have previously completed MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H,

MGT 1350H, and MGT 1382H, or equivalent, with a grade of B- or better, may be eligible for admission to the 24-month option.

Eligibility for Admission to the Advanced Standing Program: 16-Month Option

Applicants who have previously completed MGT 1090H, MGT 1102H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1260H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1350H, MGT 1382H, MGT 2206H, and MGT 2250H, or equivalent, with a grade of B- or better, may be eligible for admission to the 16-month option.

Program Requirements

The program runs for 27 months covering seven sessions of full-time study. The program requires the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed below, and two co-op work-placement sessions in accounting or finance-related areas. The final session of the program will include a professional integrating experience (PIE) consisting of a four-week period in which students will complete one or more of the following:

- attend the professional school of a professional accounting body, or
- write professional accounting examinations, or
- complete a consulting or work term project.

Required Course List

Notations for all courses are indicated in parentheses following the course code and are determined as follows:

Credit Hours	Notation

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6

0	CR/NCR (Credit/No Credit)
1	one module
2	two modules
3	three modules

One module equals five weeks with three contact hours per week. One module equals 0.25 FCE.

MGT 1090H(0)[+] Accounting Work-Term Course I
MGT 1102H(1)   Business and Professional Ethics
MGT 1210H(2)   Managerial Economics
MGT 1211H(2)   Economic Environment of Business
MGT 1221H(2)   Accounting I
MGT 1222H(2)   Managerial Accounting
MGT 1241H(2)   Operations Management
MGT 1260H(2)   Leadership in the Management of Teams
MGT 1272H(2)   Management Information Systems
MGT 1301H(3)   Fundamentals of Strategic Management
MGT 1323H(3)   Auditing and Reporting
MGT 1330H(3)   Business Finance
MGT 1350H(3)   Marketing
MGT 1362H(3)   Managing People in Organizations
MGT 1382H(3)   Statistics for Management
MGT 2004H(2)   Advanced Concepts in Strategic Management
MGT 2014H(2)   The Legal Environment of Professions and Corporations
MGT 2070H(1)   Management Consulting (elective course)
MGT 2090H(0)[+] Accounting Work-Term Course II
MGT 2205H(3)   Advanced Financial Accounting
MGT 2206H(3)   Taxation I
MGT 2207H(3)   Taxation II
MGT 2208H(1)   Taxation III (elective course)
MGT 2224H(2)   Computer Auditing
MGT 2225H(2)   Advanced Auditing Topics
MGT 2250H(3)   Financial Reporting I
MGT 2251H(3)   Financial Reporting II
MGT 2260H(2)   Management Control
MGT 2261H(2)   Advanced Management Accounting
MGT 2273H(2)   Accounting Information Systems
MGT 2280H(2)   Accounting Theory and Research
MGT 2281H(1)   Seminar in Professional Accounting
MGT 2282H(1)   Integrative Cases in Professional Decision Making
MGT 2301H(2)   Financial Management

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Program Length: 7 sessions full-time

Time Limit: 3 years

10

Program Requirements for the Advanced Standing Program: 24-Month Option

6

The program runs for 24 months, covering six sessions of full-time study, and requires:

- the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1350H, and MGT 1382H (advanced-standing students receive credit towards the 17.25 FCE requirement for prior completion of these courses);
- two co-op work-placement sessions in accounting or finance-related areas; and
- a professional integrating experience (PIE), to be completed in the final session, consisting of a four week period in which students will complete one or more of the following:
    - attend the professional school of a professional accounting body, or
    - write professional accounting examinations, or
    - complete a consulting or work-term project.

Program Length: 6 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing Program: 16-Month Option

The program runs for 16 months, covering four sessions of full-time study, and requires:

- the successful completion of 17.25 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1090H, MGT 1102H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1260H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1350H, MGT 1382H, MGT 2206H, and
- MGT 2250H (advanced-standing students receive credit towards the 17.25 FCE requirement for prior completion of these courses);
- one co-op work placement session in accounting or finance-related areas; and
- a professional integrating experience (PIE), to be completed in the final session, consisting of a four week period in which students will complete one or more of the following:
    - attend the professional school of a professional accounting body, or
    - write professional accounting examinations, or
    - complete a consulting or work term project.

Program Length: 4 sessions full-time

Time Limit: 3 years

11

Appendix B: Proposed Calendar Copy (Incorporating proposed course changes and 12-month Advanced Standing Option)

Management & Professional Accounting

Master of Management & Professional Accounting

Minimum Admission Requirements

27-Month Program, and 24- and 12-Month Advanced Standing Options

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Institute for Management and Innovation's additional admission requirements stated below:

- An appropriate bachelor's degree with a standing equivalent to at least a University of Toronto mid-B.

- Satisfactory Graduate Management Admission Test (GMAT) score.

- Proof of English proficiency if the applicant's first language is not English. See details on English language requirements in General Regulations section 5.5.

Eligibility for Admission to the Advanced Standing 24-Month Option

Applicants who have previously completed MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1250H, and MGT 1382H, or equivalent, with a grade of B- or better, may be eligible for admission to the 24-month option.

Eligibility for Admission to the Advanced Standing 12-Month Option

Applicants from a B.Com (Accounting Specialist) program, with a CGPA of B+ or higher, who have previously completed MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1382H, MGT 2014H, MGT 2205H, MGT 2206H, MGT 2207H, MGT 2224H, MGT 2225H, MGT 2250H, MGT 2251H, MGT 2260H, MGT 2261H, MGT 2301H or equivalent, with a grade of B- or better, may be eligible for admission to the 12-month option. Applicants for the 12-month MMPA Program option must have completed the courses listed while in a Program Accredited by the Chartered Professional Accountants of Canada.

Program Requirements

The program runs for 27 months covering seven sessions of full-time study. The program requires the successful completion of 18.0 full-course equivalents (FCEs) in required courses, as listed below, and two co-op work-placement sessions in accounting or finance-related areas.

Required Course List

Notations for credit hours in all courses are indicated in parentheses following the course code and are determined as follows:

Credit Hours	Notation
0	CR/NCR (Credit/No Credit)

12

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1	one module
2	two modules
3	three modules

One module equals five weeks with three contact hours per week. One module equals 0.25 FCE.

MGT 1090H(0)+ Accounting Work-Term Course I
MGT 1160H(1)   Communications
MGT 1181H(1)   Introduction to Integration & Professional Decision Making
MGT 1202H(2)   Ethics & Governance
MGT 1210H(2)   Managerial Economics
MGT 1211H(2)   Economic Environment of Business
MGT 1221H(2)   Financial Accounting I
MGT 1222H(2)   Managerial Accounting
MGT 1241H(2)   Operations Management
MGT 1250H(2)   Marketing
MGT 1272H(2)   Management Information Systems
MGT 1301H(3)   Fundamentals of Strategic Management
MGT 1323H(3)   Auditing and Reporting
MGT 1330H(3)   Business Finance
MGT 1362H(3)   Managing People in Organizations
MGT 1382H(3)   Statistics for Management
MGT 2004H(2)   Advanced Concepts in Strategic Management
MGT 2014H(2)   The Legal Environment of Professions and Corporations
MGT 2070H(1)   Management Consulting (elective course)
MGT 2090H(0)+ Accounting Work-Term Course II
MGT 2200H(1)   Government & Not-for-Profit Accounting, Reporting & Control
MGT 2205H(3)   Advanced Financial Accounting
MGT 2206H(3)   Taxation I
MGT 2207H(3)   Taxation II
MGT 2208H(1)   Taxation III (elective course)
MGT 2224H(2)   Computer Auditing
MGT 2225H(2)   Advanced Auditing Topics
MGT 2250H(3)   Financial Reporting I
MGT 2251H(3)   Financial Reporting II
MGT 2260H(2)   Management Control
MGT 2261H(2)   Advanced Management Accounting
MGT 2280H(2)   Accounting Theory and Research
MGT 2281H(1)   Mergers, Acquisitions & Valuation
MGT 2282H(2)   Integration & Professional Decision Making Initiatives I
MGT 2283H(2)   Integrative & Professional Decision Making Initiatives II
MGT 2284H(1)   Capstone – Integrative Board Report
MGT 2301H(2)   Financial Management

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered.

Program Length: 7 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing 24-Month Option

The program runs for 24 months, covering six sessions of full-time study, and requires:

13

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6

- the successful completion of 18.0 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1250H, and MGT 1382H (advanced-standing students receive credit towards the 18.0 FCE requirement for prior completion of these courses); and

- two co-op work-placement sessions in accounting or finance-related areas.

Program Length: 6 sessions full-time

Time Limit: 3 years

Program Requirements for the Advanced Standing 12-Month Option

- The program runs for 12 months, covering three sessions of full-time study, and requires:

   o the successful completion of 18.0 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1382H, MGT 2014H, MGT 2205H, MGT 2206H, MGT 2207H, MGT 2224H, MGT 2225H, MGT 2250H, MGT 2251H, MGT 2260H, MGT 2261H, and MGT 2301H (advanced standing students receive credit toward the 18.0 FCE requirement for prior completion of these courses), and

   o one co-op work placement session in accounting or finance-related areas.

Program Length: 3 sessions full-time (F/W/S)

Time Limit: 3 years

Course Coverage in the 12-month Option

Fall Session 1 (3.5 FCE)
    MGT 1202H – Ethics & Governance (0.5 FCE)
    MGT 1160H – Communications (0.25 FCE)
    MGT 1301H – Strategic Management (0.75 FCE)
    MGT 1250H – Marketing (0.5 FCE)
    MGT 1362H – Managing People in Organizations (.75 FCE)
    MGT 2281H – Mergers, Acquisitions & Valuations (0.25 FCE)
    MGT 1181H – Introduction to Integration & Professional Decision-Making (0.25 FCE)
    MGT 2282H – Integration and Professional Decision-Making Initiatives I (0.25 FCE)

Winter Session 2
    MGT 2090H – Co-op work term

Summer Session 3 (3.0 FCE)
    MGT 1241H – Operations Management (0.5 FCE)
    MGT 2200H – Government and Not for Profit Organizations (0.25 FCE)
    MGT 2004H – Advanced Strategic Management (0.5 FCE)
    MGT 2208H – Taxation 3 (0.25 FCE)
    MGT 2280H – Accounting Theory and Research (0.5 FCE)
    MGT 2282H – Integration and Professional Decision-Making Initiatives I (0.25 FCE)
    MGT 2283H – Integration and Professional Decision-Making Initiatives II (0.5 FCE)
    MGT 2284H – Capstone Integrative Board Report (0.25 FCE)

14

Appendix C: Learning Outcomes, and Degree Level Expectations – Approved April 2014 (with August 2014 updates)

Newly approved changes are underlined; updates highlighted in yellow.

Degree Level Expectations	Program Learning Outcomes *This degree is awarded to students who have*	MMPA Program Fulfillment *How the program design / structure supports the degree level expectations*
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;	The MMPA Program is designed to provide graduates from any undergraduate discipline with an understanding of issues, objectives and techniques, for management as well as for professional accounting. Consequently our Program has more courses (33=34 less one optional course) taught over 5 academic terms than most MBA Programs (4 sessions). Student skills are developed through 5 developmental courses and 5 specific developmental experiences in addition to the learning provided in 2 co-op work terms. The MMPA curriculum was accredited in June 2014 by the Chartered Professional Accountants (CPA). It is taught by a mix of research stream academics and professional/teaching stream academics. This allows for an optimal balance between the academic and professional research as well as professional decision-making and analysis. Many of our research stream faculty are involved in cutting edge research in their area of expertise. Our professional/teaching stream faculty are involved in shaping the professional body of knowledge and the profession itself through writing texts, cases and sitting on various Boards and Committees that help shape and change the accounting profession. As a result, MMPA courses are a mix of technical and theoretical and allow students to be exposed to and to challenge ideas and practice.
2. Research and Scholarship	A conceptual understanding and methodological competence that: i) Enables a working comprehension of how established techniques of research and inquiry are used to create and	The Program offers a dedicated course on Accounting Theory and Research (MGT 2280). This course exposes students to the various research methodologies. Various senior scholars are invited to share research. In addition, we have a research/professional conference where we invite distinguished speakers to share their research and findings. Many of our professional/teaching stream faculty are

15

	interpret knowledge in the discipline; ii) Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence, and iii) Enables a treatment of complex issues and judgments based on established principles and techniques; **and,** On the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form, or ii) Originality in the application of knowledge.	leaders in the area of accounting education. Two founded and direct the CA/Rotman Centre for Innovation in Accounting Education. Another is the Executive Director of the Clarkson Centre for Business Ethics & Board Effectiveness. Four are authors of leading texts in Taxation, Ethics, Assurance and IFRS. Our faculty are very active in presenting at seminars and conferences and they transmit their knowledge and interest to our students. MMPA students are required to demonstrate their ability to present a sustained argument in both written and verbal form as assignments in many of their courses, and particularly in the Programs' Integrated Case Competitions where presentations must be made to a panel of judges made up of several faculty and external experts. <u>Four courses are devoted to the development of an enhanced understanding of the integration of subject specific learning, research, and analytical techniques with the skills needed for their application to real-life complex problems, and the preparation of written and verbal reports conveying the relevant analysis and recommendations involved.</u>

3. Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	As noted above, our Accounting Theory and research course exposes students to the research process. Most of our courses are anchored in accounting theory and case analysis, through which we encourage critical thinking and the application of basic and advanced concepts and theory in problem solving.
		
		  Through our Integrative Case Competitions, <u>and the four courses identified above,</u> our students integrate knowledge from across various disciplines in order to analyse and solve issues. There are significant references to economic, finance, accounting and strategic theoretical models.
		
		  The Program includes two co-op, 4-month work terms during which students apply the knowledge they have gained.

4. Professional Capacity/Autonomy	a. The qualities and transferable skills necessary for employment requiring: i) The exercise of initiative and of personal responsibility and accountability; and	As mentioned above, <u>the 27- and 24-month programs have 2 co-op work terms (the 12-month program has 1 co-op work term)</u> interspersed throughout the program during which students apply their knowledge in a professional work setting under supervision by professionals. Both students and employers have endorsed this learning experience, and 100% of our MMPA students have been able to secure co-op placements for

6

	ii) Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.	the last 19 years, The use of cases in virtually all MMPA courses, and our integrative case competitions, allow the students to simulate professional decision making in a well-supported academic environment. In addition, the Program has various value-added workshops on developing such professional requisites as: Leadership, a Global Mindset, and Howard Gardner's Multiple Intelligences. In all courses, efforts are made to comment on, illustrate, and build upon the professional capabilities identified by the CPA. Specific mention is made of this in each of the MMPA course outlines to ensure that students are aware of the Program expectations for their development. There is a separate course on business and professional ethics and most courses build on the importance and centrality of ethical decision-making in the professional and academic environment. One of the most important aspects of professional life is the adherence to ethical principles including integrity, objectivity, maintenance of competency, duty to the society, and so on, so that MMPA students are well-schooled in matters of integrity and responsible conduct.
5. Level of Communications Skills	The ability to communicate ideas, issues and conclusions clearly.	The MMPA Program makes continuous and special efforts to ensure that our graduates can communicate effectively. Special developmental experiences and courses are dedicated to communications (i.e. presentation of self and MSD Communications). In addition, there are several integrative case competitions where students must integrate knowledge and be able to work in teams/communicate effectively. The Communications and Team Building professors are part of the judging and grade setting team. Presentations are videotaped and debriefed with individuals. Many of our courses use case analysis with written reports, and we also have several integrative thinking case and capstone courses that reinforce the need for communications skills and competencies expected.
6. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	By design, the Program seeks to integrate knowledge between accounting and other management disciplines. In the second year, we have a research and theory course and in many of our accounting and auditing courses, we look at various perspectives on the body of knowledge including different sets of standards, how they arise and how they are constantly changing (i.e. for new standards such as for IFRS, ASPE, Assurance, or Tax). All courses seek to instill upon the students a deep appreciation for the depth and complexity of the professional accounting bodies of knowledge, and the need to recognize this

17

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52

| | | complexity in proposing analyses or solutions to problems.

   However, students are also cautioned not to exceed their expertise when rendering service. They are taught to rely upon other experts where necessary, but to retain oversight and responsibility for the work done or disclose the use of an expert.

The recent addition of four courses dedicated to the integration of subject learning to develop robust applications for real-life professional dilemmas will, similar to the clerkship and residency requirements in the medical profession, expose MMPA students to the judgement and decision making of experienced professors and professionals. |

6

18

Academic Affairs Committee Meeting - Major Modification: Master of Management & Professional Accounting (MMPA) 12 Month Program

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Appendix D: Comparison of Proposed MMPA Program Courses to Existing B. Com. and Proposed 12-month MMPA Advanced Standing Option Courses

6

Entry points		Revised MMPA Program 2014-15 Courses	FCE	Existing B. Com. Acc. Specialist	Session 1 (Fall)	Session 2 (Winter)	Session 3 (Summer)
			FCE		FCE		
Session 1 (Fall)	1210	Microeconomics	0.5	ECO 100			
27-Mth Standard Program Length	1211	Macroeconomics	0.5	ECO 100			
	1221	Intro Financial Accounting	0.5	MGT 120			
	1222	Intro Managerial Accounting	0.5	MGT 223			
	1250	Marketing	0.5		0.5		
	1382	Statistics	0.75	ECO 220			
		Workshop 1 (bookkeeping/Caseware/Excel)			Workshop		
Session 2 (Winter)	1202	Ethics & Governance	0.5		0.5		
24-Mth Advanced Standing Option	1272	Information Technology	0.5	MGT 422			
	1323	Intro Auditing	0.75	MGT 321			
	1330	Finance	0.75	MGT 338			
	2206	Tax 1	0.75	MGT 423			
	2250	Intermed. Fin. Accounting 1	0.75	MGT220/4			
	1160	Communications	0.25		0.25		
	1181	Intro to Integration & PDM	0.25		0.25		
Session 3 (Summer)	1090	Work term		NA			
Session 4 (Fall)	1241	Operations Management	0.5				0.5

19

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6

16-Mth Advanced Standing Option	1301	Strategy	0.75	MGT 437 - intro only	0.75		
	1362	Mang. People in Organizations	0.75		0.75		
	2251	Intermed. Fin. Accounting 2	0.75	MGT 322			
	2014	Law	0.5	MGT 393			
	2261	Advanced Managerial	0.5	MGT 323			
	2281	Valuations	0.25		0.25		
	2282 A	Integration and Prof Dec-Making I	0.25	MGT 420 - brief intro	0.25		
		Workshop (technical/Caseware/Excel)			Workshop		
Session 5 (Winter)	2207	Tax 2	0.75	MGT 429			
	2205	Advanced Financial Accounting	0.75	MGT 426			
	2224	Computer Auditing	0.5	MGT 422			
	2225	Advanced Auditing	0.5	MGT 421			
	2260	Management Control	0.5	MGT 428			
	2280	Accounting Theory/Research	0.5				0.5
	2282 B	Integrat. & Prof Dec-Making I	0.25				0.25
Session 6 (Summer)	2090	Work term				X	
Session 7 (Fall)	2004	Advanced Strategy	0.5				0.5
	2208	Tax 3	0.25				0.25
	2301	Fin Management 2	0.5	MGT 339			
	2284	Capstone Integr. Board Report	0.25				0.25
	2283	Integrat. & Prof Dec-Making II	0.5				0.5
	2200	Gov't. and NFP Organizations	0.25				0.25
			18		3.5		3.0
							6.5
		reduce/add/remove/move modules for existing courses					
		new courses					
		no/little coverage in Accounting Specialist Program					

20

54

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Appendix E: Comparison of Existing and Proposed MMPA Course Requirements (Changes are highlighted)

6

Course Number	Course Name	Course Weight	24-mth Option	16-mth Option	Proposed 12-mth Option	Advanced Standing B. Com. ≥ 70% grade
27-month program option						
MGT 1090H	Accounting Work-Term Course I	0.00	X			
MGT 1202H	Ethics & Governance	0.50	X		X	
MGT 1181H	Introduction to Integration & Professional Decision Making	0.25	X	X	X	
MGT 1210H	Managerial Economics	0.50				ECO 100
MGT 1211H	Economic Environment of Business	0.50				ECO 100
MGT 1221H	Financial Accounting I	0.50				MGT 120H
MGT 1222H	Managerial Accounting	0.50				MGT 223
MGT 1241H	Operations Management	0.50	X	X	X	
MGT 1160H	Communications	0.25	X		X	
MGT 1272H	Management Information Systems	0.50	X			MGT 422H
MGT 1301H	Fundamentals of Strategic Management	0.75	X	X	X	
MGT 1323H	Auditing and Reporting	0.75	X			MGT 321H
MGT 1330H	Business Finance	0.75	X			MGT 421H
MGT 1250H	Marketing	0.50			X	
MGT 1362H	Managing People in Organizations	0.75	X	X	X	
MGT 1382H	Statistics for Management	0.75				ECO 220H
MGT 2004H	Advanced Concepts in Strategic Management	0.50	X	X	X	
MGT 2014H	The Legal Environment of Professions and Corporations	0.50	X	X		MGT 393H
MGT 2090H	Accounting Work-Term Course II	0.00	X	X	X	
MGT 2200H	Government & Not-for-Profit Accounting, Reporting & Control	0.25	X	X	X	
MGT 2205H	Advanced Financial Accounting	0.75	X	X		MGT 426H
MGT 2206H	Taxation I	0.75	X			MGT 423H
MGT 2207H	Taxation II	0.75	X	X		MGT 429H
MGT 2224H	Computer Auditing	0.50	X	X		MGT 422H
MGT 2225H	Advanced Auditing Topics	0.50	X	X		MGT 421H
MGT 2250H	Financial Reporting I	0.75	X			MGT 220H/224H
MGT 2251H	Financial Reporting II	0.75	X	X		MGT 322H
MGT 2260H	Management Control	0.50	X	X		MGT 428H
MGT 2261H	Advanced Management Accounting	0.50	X	X		MGT 323H
MGT 2280H	Accounting Theory and Research	0.50	X	X	X	
MGT 2281H	Mergers, Acquistions & Valuations	0.25	X	X	X	

21

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56

MGT 2282H	Integration & Professional Decision Making Initiatives I	0.50		X	X	X	
MGT 2283H	Integration & Professional Decision Making Initiatives II	0.50		X	X	X	
MGT 2284H	Capstone - Integrative Board Report	0.25		X	X	X	
MGT 2301H	Financial Management	0.50		X	X		MGT 339H

6

<div align="right">17.75</div>

Plus one of the two electives = program total **18.00**   Also useful   MGT 420H & 437H

Elective Courses		
Course Number	Course Name	Course Weight
MGT 2070H	Management Consulting (elective)	0.25
MGT 2208H	Taxation III (elective)	0.25

(For MGT 2208H row: X in column, X in "useful" column)

8 new courses vs existing

9 more advanced standing courses vs existing

22

UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE CAMPUS COUNCIL

7

FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: Academic Affairs Committee

SPONSOR: Amy Mullin, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: September 11, 2014 for September 18, 2014

AGENDA ITEM: 7

ITEM IDENTIFICATION:

New Minor: Forensic Science

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing programs.

GOVERNANCE PATH:

1. **Academic Affairs Committee [For Approval] (September 18, 2014)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this proposal.

HIGHLIGHTS:

This is a proposal to introduce a new minor program in Forensic Science (FSc) to be offered alongside the existing specialist and major programs currently offered at UTM effective September 1, 2015.

This proposed new FSc Minor will allow students that do not necessarily have the scientific foundation required for a major or specialist to still benefit from the training in the forensic approach. The existing major can only be taken in conjunction with a major program in Anthropology, Biology, Chemistry, or Psychology, which are the current strengths of the FSc program. The intent of the proposed new minor program is to provide students from any major with an introduction to forensic science, which they will be able to apply to their field of study. This will open this field up to students studying in areas not normally associated with Forensic

Academic Affairs Committee – New Minor: Forensic Science

Science. Degree Level Expectations and Program Learning Outcomes are detailed in Section 5 of the proposal.

Faculty and instructors teaching courses that form part of this new proposed minor were consulted and are in full support of this new program. Undergraduate students were also consulted and enthusiastic about a potential FSc Minor program.

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be it Resolved,

THAT the proposed New Minor in Forensic Science, offered by the Forensic Science Program as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated September 8, 2014, be approved, effective September 1, 2015.

DOCUMENTATION PROVIDED:
AAC 2014 09 18 Item New Minor: Forensic Science

UNIVERSITY OF TORONTO

University of Toronto
Minor Modification Proposal[1]

Minor modifications are academic changes to programs that do not change the nature or essence of a program or the learning outcomes. Some examples of minor modifications are changes to program requirements that do not affect the learning outcomes; the creation of a minor where there is an existing specialist or major; the creation of options within an existing program and changes to the name of a stream, field of study or program.[2]

Units are encouraged to discuss changes with their Dean's Office to clarify whether the change meets the threshold for a minor modification. Minor Modifications require Divisional approval only.

Degree Program: i.e., B.A. Hons Specialist in History, MSc in Immunology	B.Sc. Hons in Forensic Science
Change being proposed: Please specify exactly what is being proposed. i.e., A new Minor where there is an existing Specialist or Major in …	A new Minor where there is an existing Major and Specialist in Forensic Science.
Department / Unit and contact:	Tracy Rogers Director, Forensic Science Program tracy.rogers@utoronto.ca
Faculty / Academic Division and contact (if applicable):	**Yen Du** **Program and Curriculum Officer** **Office of the Dean, UTM** **yen.du@utoronto.ca**
Effective date:	September 1, 2015
Unit Approval Date:	
Version Date:	September 8, 2014

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[1] For the creation of free standing minors, please use the Major Modification Proposal – Type B: New Freestanding Minor where there is no Existing Specialist or Major
[2] Please ensure that the Dean's Office consults with the Office of the Vice-Provost, Academic Programs about name changes and new minors and notify the Office of their approval.

Minor Modification Proposal   Page 1 of 14

Developed by the Office of the Vice-Provost, Academic Programs

1 Change Proposed

The Forensic Science (FSc) Program is proposing a new minor program in Forensic Science. This new minor program will be offered within the context of the existing major and specialist programs in Forensic Science. UTM currently offers four Specialist programs in Forensic Anthropology, Forensic Biology, Forensic Chemistry, and Forensic Psychology and a Major program in Forensic Science that can only be taken (as a double major) in combination with one of four cognate programs (Anthropology, Biology, Chemistry, Psychology).

7

2 Academic Rationale

The Forensic Science Program is proposing a Minor in Forensic Science to complement the learning outcomes of our other programs in response to student interest. The Introduction to Forensic Science course (FSC239Y) has an annual enrolment of approximately 280 students, yet the Forensic Science Program admits 40-70 students each year into our specialist and double major programs. The strong enrolment numbers in the introductory course suggests many students would be interested in pursing a minor program of 4.0 FCE, given the opportunity. The specialist programs attract students who plan to pursue a career in the forensic sciences, related professions (lawyer, doctor, dentist, policing, etc.), or who want to continue to graduate school in a cognate field (Anthropology, Biology, Chemistry, Psychology). The major is intended for students with an interest in forensic sciences who may pursue a career in law enforcement/policing. The major can only be taken in conjunction with a major program in Anthropology, Biology, Chemistry, or Psychology, which are the current strengths of the FSc program. The intent of the proposed new minor program is to provide students from any major with an introduction to forensic science which they will be able to apply to their field of study. This will open this field up to students studying in areas not normally associated with Forensic Science (see Program Learning Outcomes in Section 5 of this proposal). It is expected that most of the students opting for the minor will be in related fields (e.g. criminology, sociology) but they need not be. The FSc minor will also be attractive to students in fields that have a forensic career path, but which are not represented by the traditional fields of forensic science (i.e. geography, computer sciences, Communication, Culture, Information and Technology (CCIT). One key difference between the proposed minor and the existing major program is that the major maintains a core of biology, chemistry, and statistics, as these are fundamental to all branches of forensic science. The minor will allow students to benefit from a forensic approach, without requiring them to have the scientific foundation required for the major.

3 Details of Change

Included below is a calendar copy of the program description and requirements. The program is proposed as a Type 2 Subject POSt (which will require specific course(s), GPA and/ or grades but

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7

is not limited by number of spaces). Students will be able to request enrolment in this program on ROSI during stated Subject POSt request periods set out by the Office of the Registrar.

Calendar Copy of Program Description & Requirements:

A minor program that can be taken in combination with any specialist or major program, including from the Social Sciences and Humanities. The minor program introduces students to the core tenets of Forensic Science: evidence recovery; scientific analysis; quality assurance; evidence-based interpretation; peer review; and communication of results as they relate to the Canadian legal system. Students will be exposed to forensic techniques and approaches, helping them to understand how they can be utilized in other fields of study. This program will complement degrees in criminology, sociology, geography, political science, and any other field that intersects with the legal system. Students will learn forensic theory and at least one applied skill set through lectures and labs.

Minor Program ERMINXXXX Forensic Science (Science)

Limited Enrolment – A final grade of 75% is required in FSC239Y

4.0 credits are required

First Year: FSC239Y5

Second Year: FSC271H5 and FSC360H5

Third Year: 1.0 credit from FSC300H5, FSC302H5, FSC311H5, FSC315H5; ANT306H5; PSY344H5

Fourth Year: 1.0 credit from FSC401H5, FSC402H5, FSC406H5, FSC407H5; ANT439H5; HSC403H5, HSC405H5

NOTE: Some 3rd Year and 4th year courses listed above have additional pre-requisites. Students interested in these courses should plan their courses appropriately to ensure that the stated pre-requisites are met. Students without pre- and co-requisites or written permission of the instructor can be de-registered from courses at any time.

See Appendix A for a detailed list of course names and descriptions involved in the FSc Minor program.

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4 Resources

The greatest impact on resources from the proposed new minor program will be a need for additional teaching assistant (TA) support consistent with increased enrolments, primarily in FSC300H5 Forensic Identification and FSC302H5 Advanced Forensic Identification. Our introductory course (FSC239Y5) already services students with an initial interest in forensic science (maximum enrolment 292, typical enrolment approximately 280 by midterm), and it is from this group that we expect to draw the minors. Thus numbers in this course are not expected to increase significantly. Our other 2nd year course that will be part of the minor, FSC271H5 Ethics and Professionalism in Forensic Science, is a lecture based course that can accommodate additional students with a larger room and additional TA marking hours depending on enrolment.

It is expected that the greatest increase in enrolment will occur FSC300H5 Forensic Identification and FSC302H5 Advanced Forensic Identification, the crime scene investigation (CSI) courses, due to the lack of additional prerequisites and the fact that most people interested in forensic science usually want to learn about CSI. If the lecture room is changed to reflect enrolment size, and additional TA support consistent with enrolment size is provided, the course can double or triple in enrolment with little difficulty (current maximum enrolment 40 – 2 labs of maximum 20 students). The number of labs will have to increase to accommodate the number of students, and the additional lab time must be coordinated with the Department of Chemical and Physical Sciences as these courses are taught in the their teaching labs. Course scheduling can be flexible, including holding evening labs as needed.

Due to additional prerequisites for FSC315H5 Forensic Biology and FSC311H5 Forensic Chemistry it is expected that these courses will show only minor enrolment increases that can be accommodated with the current teaching lab space and instructors. The other optional 3rd year courses for the minor are in our cognate departments (Anthropology and Psychology), which will limit enrolment to students with concentrations in those subjects.

The 4th year courses will likely share the effects of increased enrolment, although the FSC401H5 Forensic Pathology and FSC402H5 Forensic Toxicology courses have additional prerequisites that may be self-limiting. The remaining 4th year course options are currently under- enrolled and can easily accommodate additional students, with additional teaching support as needed if the enrolment exceeds current course maximums, e.g. FSC407H5 Introduction to 3D Crime Scene Mapping and Reconstruction has a maximum of 24 students and last year enrolment was 16.

Although the Forensic Science Program does not have a graduate equivalent, there is a sufficient TA pool from which to draw additional TAs through our cognate departments, and in rare cases upper level undergraduate students, or external postings typically filled by former graduates of the program.

Minor increases in supplies will be needed for lab courses consistent with increased enrolment,

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but most supplies are purchased in bulk and actually accommodate more students than we have. These are then shared between courses, e.g. nitrile gloves, common chemicals, etc.

The other major resource impact will be wear and tear on equipment, necessitating regular maintenance and upgrading, such as the digital cameras, alternate light sources, and 3D scanners.

There will be an increase in support staff time that is somewhat difficult to gauge. Drop in traffic with questions about the program is expected to increase, but the main bulk of time spent in administering the minor program will occur during the period that students are requesting to graduate and program checks are required. After careful consideration of the resource implications, the Forensic Science Program believes the minor can be accommodated within the existing revenues (with additional teaching support as noted above based on enrolment).

See Appendix A for a detailed list of course names and descriptions involved in the FSc Minor program.

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Section for creating a minor

5 Program Structure, Learning Outcomes, and Degree Level Expectations

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Program Structure:

Minor Program ERMINXXX Forensic Science (Science)

4.0 credits are required

First Year: FSC239Y5

Second Year: FSC271H5, FSC360H5

Third Year: 1.0 credit FSC300H5, FSC302H5, FSC311H5, FSC315H5; ANT306H5; PSY344H5

Fourth Year: 1.0 credit FSC401H5, FSC402H5, FSC406H5, FSC407H5; ANT439H5; HSC403H5, HSC405H5

NOTE: Currently FSC courses give priority to students in the specialists and major programs. Beginning in the Fall of 2015, these courses will continue to give specialists and majors the chance to enroll first and then open it up to students in the proposed minor before enrolment controls are removed and any student with the pre-requisites are able to register.

Learning Outcomes:

- Students will learn the fundamental tenets of Forensic Science:
    - correct evidence recovery; analysis; quality assurance; evidence-based interpretation; peer review, and communication of results as they relate to the Canadian legal system.
- Students will be able to:
    - explain how a forensic approach can be applied to any discipline
    - discuss the major rulings and judicial inquiries that have defined the current practice of forensic science in Canada and globally
- Students will gain at least one practical lab skill set:
    - forensic biology
    - forensic chemistry
    - crime scene documentation and evidence recovery
    - search and recovery of human remains from clandestine graves
    - 3D crime scene reconstruction
    - 3D facial reproduction

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Degree Level Expectations:

The following are degree level expectations and learning outcomes for the proposed minor program, which are similar to the major and specialist programs in Forensic Science. While the outcomes are similar to the major and specialists, the proposed minor differs in a few key areas:

- The proposed minor requires an *introduction* and *basic* understanding of methodologies (vs. the thorough and more in-depth understanding expected in the major and specialists)
- Practical examples in the proposed minor are limited to 1.0 FCE at the 300-level (vs. a min. 2.0 FCE of practical experience for the major and specialists)
- The current specialist programs include advanced discussion and seminar courses at the 400-level and also include mentored research of publishable quality. This is not part of the proposed minor program.

Degree Level Expectation	Program Learning Outcomes	How the program design/ structure supports the Degree Level Expectations
Depth & Breadth of Knowledge	Introduction to and basic understanding of central concepts, current methodologies, intellectual history, and theoretical approaches and assumptions in Forensic Science. Appreciation of major fields within Forensic Science and their relationship to one another and to other disciplines.	o FSC239Y5 (Introduction to Forensic Science) o FSC271H5 (Ethics and Professionalism in Forensic Science) o FSC360H5 (Evidence, Law, and Forensic Science in Canada) These foundational courses introduce students to the tenets of Forensic Science, its scope, and the major case rulings that have defined the practice of Forensic Science in Canada and around the world.
Knowledge of Methodologies **and** **Application of Knowledge**	Understanding of methods of inquiry - applying knowledge through gathering, assessing, interpreting, evaluating concepts and/or data, in at least one practical/lab environment. Ability to frame	o FSC311H5 (Forensic Chemistry) o FSC315H5 (Forensic Biology) o FSC300H (Forensic Identification) o FSC302H5 (Advances Forensic Identification) o ANT306H5 (Forensic Anthropology Field School) These lab-based courses require student to recover test, analyze, and interpret evidence (data), then explain and defend

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7

	appropriate questions and formulate coherent lines of argument.	their work, often in a mock trial format.
Communication Skills	Demonstration of ability to express verbally and in writing, information and arguments; present work in a variety of contexts and to a variety of audiences; and use communication technology effectively.	o FSC311H5 (Forensic Chemistry) o FSC315H5 (Forensic Biology) o FSC300H (Forensic Identification) o FSC302H5 (Advances Forensic Identification) o ANT306H5 (Forensic Anthropology Field School) o FSC401H5 (Forensic Pathology) o FSC402H5 (Forensic Toxicology) o HSC403H5 (Visualization of Forensic Demonstrative Evidence) o HSC405H5 (Digital Forensic Facial Reconstruction) o FSC406H (Introduction to 3D Crime Scene Mapping and Reconstruction) o FSC407H5 (Forensic Identification Field School) o ANT439H5 (Advanced Forensic Anthropology) One of the primary goals of forensic science is effective courtroom communication to a lay audience. Students are taught to express their ideas clearly, write concisely, use language precisely, define terms, and make their science accessible to everyone. At the same time, reports must be clear and professional language must be utilized to convey information effectively. Students work with their own data/evidence to write reports; give formal presentations; defend their work in mock court; interact with individuals who are role-playing in field school contexts as various types of forensic experts, witnesses, family members of the deceased, etc. Communication technology (i.e. PowerPoint) is routinely used, and students are taught to utilize

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		other forms of technology to communicate information - e.g. 3D crime scene scanner to communicate the layout of the crime scene and the position of evidence in relation to other evidence, key features of the landscape, and structures.
Awareness of Limits of Knowledge	Ability to demonstrate limits to their knowledge and competencies; display an appreciation of uncertainty, ambiguity, bias, etc.; and how they might influence analysis and interpretation	o FSC271H5 (Ethics and Professionalism in Forensic Science) o FSC300H (Forensic Identification) o FSC302H5 (Advances Forensic Identification) o ANT306H5 (Forensic Anthropology Field School) o FSC401H5 (Forensic Pathology) o FSC402H5 (Forensic Toxicology) Issues of quality control, bias, standard operating procedures, and other measures of knowledge production and interpretation are explicitly addressed in these courses. Courses with mock trials (FSC 300H5, 302H5, 406H5, ANT306H5, 439H5) place the onus on the student to understand the impact of the limits of knowledge on the student as the student must undergo a cross-examination specifically designed to find fault in the data, its interpretation, and/or expression of the outcome. "Cross-examiners" deliberately try to lead students into the gray areas of their analysis to establish where/when/how they draw their limits.
Autonomy & Professional Capacity	Demonstrated ability to manage learning, uphold ethical values of the university, exercise initiative, accountability, personal and professional development.	o FSC271H5 (Ethics and Professionalism in Forensic Science) o FSC407H5 (Forensic Identification Field School) o ANT306H5 (Forensic Anthropology Field School) These courses involve interacting with forensic professionals from a variety of

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		fields in several different contexts: guest speakers; role playing a part in a mock forensic case; and even as instructors. Students have the opportunity to discuss important issues related to their professional development in courses and by appointment. Ethics, professionalism, initiative are all explicitly addressed in each of these courses, and are expected to be implemented during the field schools.

See Appendix A for a detailed list of course names and descriptions involved in the FSc Minor program.

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Appendix A: Course Descriptions of Program Related Courses

Required
Elective
Pre-Requisite for a Program Course

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ANT205H5 Introduction to Forensic Anthropology (SCI)
Introduction to the field of forensic anthropology. Outlines the areas in which forensic anthropologists may contribute to a death investigation and introduces basic concepts relating to the recovery and analysis of human remains. [24L, 12P]
Prerequisite: ANT101H5/ BIO152H5

FSC239Y5 (1) Introduction to Forensic Science (SCI)
Forensic science is the application of any scientific inquiry into criminal investigation. The results of such inquiry are ultimately for presentation in courts of law. Specialists in forensic science will lecture on a variety of topics that will include crime scene investigation, the role of the coroner, forensic pathology, forensic chemistry, forensic botany, forensic entomology, forensic anthropology, forensic dentistry, psychology and toxicology. Case studies will be reviewed, and the role of the expert witness will be examined. [48L, 24T]
(Priority given to Forensic Science students.)

FSC271H5 Ethics and Professionalism in Forensic Science (SCI)
This course covers three main areas of importance to the forensic scientist and the expert witness: Ethics in forensic science; the scientific theories of proof and evidence including the critical thinking and logic; analysis of how the major philosophical schools of thought impact on forensic science. [24L, 12T]
Prerequisite: FSC239Y5
(Priority given to Forensic Science students.)

FSC300H5 Forensic Identification (SCI)
Focusing on the scene of the crime and evidence found there, this course is an introduction to the field of forensic identification. Topics include: crime scene protocols, management and reconstruction; image collection, storage and enhancement; recognition collection; and chain of custody and preservation of evidence. [24L, 24P]
Exclusion: FSC301H5
Prerequisite: FSC239Y5; FSC271H5
(Priority given to Forensic Science Students.)

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FSC302H5 Advanced Forensic Identification (SCI)

Continuing from FSC300H5 which critically examines identification processes, which are compared and contrasted to systematics; impression evidence and physical match theory and practice; biometrics; presentation of evidence; the expert witness; requirements of society and the court. [24L, 24P]
Exclusion: FSC301H5
Prerequisite: FSC300H5
(Priority given to Forensic Science students.)

ANT306H5 Forensic Anthropology Field School (SCI)

Introduction to the field of forensic anthropological field techniques and scene interpretation. A 2-week field school will be held on the U of T Mississauga campus (Monday to Friday 9 a.m. to 5 p.m., two weeks in August). Weekly 2-hour classes will be held during the fall term. In these classes, students will examine casts, maps, photos and other evidence collected in the field, for the purposes of scene reconstruction and presentation in court. [104P]
Prerequisite: ANT205H5

FSC311H5 Forensic Chemistry (SCI)

This course focuses on the analysis of physical evidence based on the principles of analytical chemistry. Students will gain knowledge in the theory and operation of forensically relevant chemical and instrumental techniques used for the analysis of evidentiary items, including drug/alcohol analysis, gunshot residue, explosives, paint analysis, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P] (Priority given to Forensic Science Specialists and Majors.)
Prerequisite: (CHM110H5, CHM120H5)/CHM140Y5; CHM211H5
Recommended Preparation: FSC239Y5; CHM311H5

FSC315H5 Forensic Biology (SCI)

This course focuses on the analysis and interpretation of biological evidence in a forensic context. Students will gain knowledge in the theory and operation of forensically relevant biological and instrumental techniques used for the analysis of evidentiary items, including DNA, bodily fluids, hair, etc. Students will also develop skills relating to the interpretation, limitation, and implications of analytical results in a forensic context. [36L, 36P] (Priority given to Forensic Science Specialists and Majors.)
Prerequisite: BIO206H5, 207H5

PSY344H5 Forensic Psychology (SCI)

An exploration of the role of psychology in forensic science (the application of scientific inquiry into criminal investigation). Topics, which will vary from year to year, could include the assessment of criminal responsibility, competency issues, psychiatric disorders associated with crime, criminal profiling, behavioural analysis of a crime scene, prediction of dangerousness, workplace and family violence, sexual assault/abuse/rape, recovered memories, detection of malingering and deception, de-individuation and bystander intervention, social psychology of

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the jury, use of psychological tests in legal cases, witness preparation/interrogation, and the psychologist as expert witness. [36L]
Exclusion: PSYC39H3
Prerequisite: PSY240H5

FSC360H5 Evidence, Law and Forensic Science in Canada (SSc)

This course will explore the position of forensic science within the law in Canada. The focus will be on the evolution of the acceptance of forensic science in Canadian criminal law and its current position within the legal system. Topics include: Evidence law, expert evidence law, defining the expert, differing standards of legal acceptance for police sciences and others. Important historical documents and legal advancements will be surveyed. [36L]
Exclusion: FSC250H5
Prerequisite: FSC239Y5, 271H5
(Priority given to Forensic Science students.)

FSC401H5 Forensic Pathology (SCI)

This is a general introduction of the scientific and medical basis of forensic pathology. The scientific aspects of death investigation will be emphasized including cause, manner, and time of death. Emphasis will be placed in developing skills to critically examine the published forensic scientific and medical literature. Also included are human rights death investigation, and custodial death. [36L]
Prerequisite: FSC239Y5; BIO204H5/ (BIO210H5/BIO210Y5) /380H5
Recommended Preparation: FSC271H5
(Priority given to Forensic Science students.)

FSC402H5 Forensic Toxicology (SCI)

This course will focus on topics in forensic toxicology. Lectures will include a review of pharmacokinetics, analytical techniques and quality assurance measures used in forensic toxicology, the effects of drugs on human performance and post-mortem toxicology of illicit drugs, pharmaceutical drugs and other poisons. The major focus of this course will be the role that a forensic toxicologist plays in criminal and death investigation. Tutorials will include case study exercises and mock court demonstrations with the possibility for field trips to court and forensic agencies in Ontario. [36L]
Prerequisite: FSC239Y5; (CHM110H5, CHM120H5)/CHM140Y5
Recommended Preparation: FSC271H5
(Priority given to Forensic Science students.)

HSC403H5 Visualization of Forensic Demonstrative Evidence (SCI)

This course examines the visual representation of forensic demonstrative evidence in Canadian courtrooms. A case-based approach simulates professional practice. Forensic anthropology, biology and visual communication theory are explored in new media for presentation. Visual problem solving skills are developed through collaboration. In class, presentations and practica are combined with critical analysis of visualizations. [12L, 24P]

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Prerequisite: Completion of 10.0 credits, including one of FSC239Y5/ BIO210H5/ 210Y5/ ANT205H5/ ANT306H5

HSC405H5 Digital Forensic Facial Reconstruction (SCI)

This course examines the technical, anatomical, and sociological considerations involved in the three-dimensional digital forensic facial reconstruction. Human facial anatomy, traditional reconstruction techniques, and the use of 3D animation software are the core areas of study. Using this knowledge, students reconstruct the facial identity of an individual known only from cranial skeletal remains. [24S, 12P]
Prerequisite: 10.0 completed credits including ANT203Y5 / ANT205H5 / BIO210Y5
Recommended Preparation: ANT334H5

FSC406H5 Introduction To 3D Crime Scene Mapping And Reconstruction (SCI)

This course introduces students to both standard and innovative methods of documenting, mapping, analyzing, and visualizing/reconstructing a crime scene for investigative purposes, including: total stations; laser scanners; panoramic images; and photogrammetry. Course topics range from basic measurement theory and statistics, to legal considerations such as admissibility and preparing courtroom-ready visualizations. Students will learn to use forensic mapping software to create courtroom-ready graphics. [12L, 24P]
Prerequisite: FSC300H5, FSC302H5
(Priority given to Forensic Science students.)

FSC407H5 Forensic Identification Field School (SCI)

A field course to complement the material covered in both FSC300H, Forensic Identification & FSC302H, Advanced Forensic Identification. The field school will be held on the U of T Mississauga Campus over a 2-week period during the summer term and during weekly two hour labs in the fall term. In these classes, students will experience practical exposure to field and laboratory methods related to evidence recognition, collection and interpretation. Emphasis will be placed on the types of evidence collected, processed, and analyzed by forensic identification specialists. General evidence and small object photography techniques will be an important component of the course. [104P]
Prerequisite: FSC239Y5, (FSC300H5, FSC 302H5) / P.I
(Priority given to Forensic Science students.)

ANT439H5 Advanced Forensic Anthropology (SCI)

The identification of the remains of victims of homicide, mass disasters and political atrocities. Special methods are used in the recovery and identification of human skeletal remains for presentation in courts of law. [12L, 24P]
Prerequisite: ANT205H5
Corequisite: ANT306H5, 334Y5/ (334H5, 340H5)

UNIVERSITY OF TORONTO
MISSISSAUGA

**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL
REPORT NUMBER 6 OF THE ACADEMIC AFFAIRS COMMITTEE**

APRIL 30, 2014

To the Campus Council,
University of Toronto Mississauga

Your Committee reports that it held a meeting on April 30, 2014 at 4:10 p.m. in the Council Chambers,
William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair	**Regrets:**
Dr. Shay Fuchs, Vice-Chair	Professor Varouj Aivazian
Professor Deep Saini, Vice-President &	Ms Laasya Annadevara
Principal	Mr. Hamza Ansari
Professor Amy Mullin, Vice-Principal Academic	Professor Andreas Bendlin
and Dean	Professor Jill Caskey
Dr. Kelly Akers	Professor Philip Clark
Professor Shyon Baumann	Ms Sarah Elborno
Professor Tracey Bowen	Professor Charles Elkabas
Professor Craig Chambers	Dr. Louis Florence
Professor Tenley Conway	Mr. Simon Gilmartin
Ms Diane Crocker, Registrar and Director of	Dr. Stuart Kamenetsky
Enrolment Management	Professor Yael Karshon
Ms Sara da Silva	Professor Bernard Katz
Professor Amrita Daniere, Vice-Dean, Graduate	Mr. Sheldon Leiba
Professor Kelly Hannah-Moffatt, Vice-Dean,	Dr. Mark Lippincott
Undergraduate	Professor Peter Loewen
Ms Shelley Hawrychuk	Mr. Leonard Lyn
Ms Pam King	Ms Sobia Khan
Ms Sue McGlashan	Professor Peter Macdonald
Professor Heather Miller	Professor Kent Moore
Professor Emmanuel Nikiema	Professor Esteban Parra
Mr. Masood Samim	Professor Kathy Pichora-Fuller
Professor Erik Schneiderhan	Mr. Michael Paulin
Professor Alison Syme	Dr. Christoph Richter
Ms Edith Vig	Professor Sasa Stefanovic
Mr. Ian Whyte, Chief Librarian	Professor Bryan Stewart
Dr. Maria Wesslen	Professor Holger Syme
Professor Kathi Wilson	Professor David Francis Taylor
Dr. Kathleen Wong	Professor Mihkel Tombak
	Professor Shafique Virani
Non-Voting Assessors:	Professor Anthony Wensley
Prof. Ulli Krull, Vice-Principal, Special	
Initiatives	
Mr. Mark Overton, Dean of Student Affairs	

In Attendance:
Len Brooks, Director, Masters of Management and Professional Accounting (MMPA)

10

Secretariat:
Mr. Jim Delaney, Assistant Secretary of the Governing Council
Ms Mariam Ali, Committee Secretary

1.   **Chair's Remarks**

The Chair welcomed members to the last meeting of the Committee and reflected on the Committee's work this past year. The Chair provided an overview[1] of what the Committee had considered and made decisions on within the new governance structure. These included the addition of 89 undergraduate courses, three new minor programs and a merger of two programs. The Committee also approved the establishment of the Academic Appeals Subcommittee and the first IMI Continuing Education Certificate, the first combined undergraduate and master's program, Bridging Pathway Program as well as the addition of streams to the Bachelor of Business Administration. The Chair noted that strategic topics for information were relayed to the Committee including presentations from the Office of the Registrar, the International Student office, the Robert Gillespie Academic Skills Centre, the UTM Research Office, and on the review of academic programs.. The Chair gave thanks to Professor Amy Mullin, Vice-Principal Academic and Dean, Professor Amrita Daniere, Vice-Dean Graduate, the Governing Council and UTM Secretariat and Committee members for their contributions in facilitating the work of this Committee.

2.   **Report of the Previous Meeting: Report 5 – March 26, 2014**

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

    THAT Item 2, Report of the Previous Meeting, be approved.

3.   **Business Arising from the Report of the Previous Meeting**

The Chair reported to members regarding matters arising from the report of the previous meeting. Regarding Item 3, Report from the Office of Research, the information on per capita research funding would be provided at a future meeting of the Committee as it was not currently available. For Item 4, the addition of streams in the Bachelor of Business Administration, the documentation was corrected to indicate the program name as Human Resource Management and Industrial Relations, and that the word stream would not appear on student transcripts and instead the subject post would be noted.

4.   **Major Modification: Masters of Management & Professional Accounting (MMPA)**

The Chair reminded members that major and minor modifications to existing degree programs were considered for approval by the Committee. The Chair then invited Professor Amrita Daniere, Vice-Dean Graduate to introduce the item. Professor Daniere noted that the MMPA program was being modified through the introduction of new courses and changes to existing courses that would affect the learning outcomes of the program. The changes were brought forward to meet changed accreditation standards and were necessary to ensure the program remains competitively attractive to outstanding applicants. She

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[1] A copy of the presentation is attached as Attachment A.

informed members that the changes had become necessary as the educational requirements leading to the new Chartered Professional Accounting (CPA) designation had been changed and the accreditation body for business schools and accounting programs (AACSB) had indicated that these changes would be required for maintenance of accreditation. The course changes would affect the 27 month, 24 month and 16 month MMPA programs, and would be largely incremental.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

> That the changes in program requirements proposed by the Master of Management & Professional Accounting (MMPA) program, offered by the Institute for Management and Innovation (IMI), recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and as described in the proposal dated April 7, 2014, be approved, effective May 1, 2014.

5. Annual Report (2012-13): Office of the Registrar, Committee on Standing

The Chair informed members that the Academic Affairs Committee received from its assessors, annual reports on matters within its areas of responsibility. The Chair invited Ms Diane Crocker, Registrar and Director of Enrolment Management to provide a brief presentation[2]. Ms Crocker informed members that the Committee on Standing (COS) reviewed all appeals for petitions decisions made by the Office of the Registrar. She provided an overview of the various types of petitions assessed by the Office of the Registrar, which totalled 4044 in the given period from 2012-13.

A member asked what reasons would cause a student to receive a three year suspension versus a one year suspension, and Ms Crocker explained that there was a progression of steps taken and it involved the improvement of their annual G.P.A. In a separate question, a member asked about suspension for other reasons. Ms Crocker explained that suspension for academic offenses did not fall under the purview of the Committee on Standing.

In response to a member's question, Ms Crocker responded that international students who were serving a suspension are required to leave the country and are therefore the students least likely to return to resume studies and more likely to pursue studies elsewhere. However, the UTM Office of the Registrar contacts all students prior to the end of their suspension period and invites them in for academic counseling in order to help them to progress towards graduation. Ms Crocker also noted that those who have been suspended were generally not able to enrol in other Ontario universities until they return to good standing.

A member asked if there was a deadline for late withdrawal without academic penalty. Ms Crocker advised there was a deadline, but many students petition after that deadline for a variety of reasons.

In response to a member's question, Professor Mullin stated that the rationale behind late withdrawal without academic penalty was primarily for compassionate reasons so that students were not permanently penalized with respect to their GPA as a result of one course.

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[2] A copy of the presentation is attached as Attachment B.

6.   **Annual Report (2012-13): Academic Appeals Subcommittee**

The Chair again informed members that the Academic Affairs Committee received from its assessors, annual reports on matters within its areas of responsibility.   The Chair invited Professor Mullin to provide a brief summary of the report[3].   Professor Mullin informed the Committee that the Academic Appeals Subcommittee considered appeals against decisions of the Committee on Standing and that COS must hear all petitions before they could be appealed to the Subcommittee.   She noted that the key difference in the process was that appellants were required to present their case in person at meetings convened to hear their case, and that it was their responsibility to convince the subcommittee that they be exempt from academic regulations due to circumstances beyond their control. Professor Mullin noted there were 9 appellants with 13 appeals for the given period of which 6 were granted and 7 declined.

7.   **Annual Report (2012-13): UTM Library**

The Chair invited Mr. Ian Whyte, Chief Librarian, UTM to provide a summary of the annual report of the UTM Library. Mr. Whyte informed members that librarians and library staff had completed a multi-year strategic planning process that resulted in the Library Academic Plan, 2012-2017 from which two themes had emerged. The first was the focus on creating vibrant digital and physical spaces that inspired collaboration, experiential learning and technology integration that would enhance teaching and learning. He noted that the second theme was to develop tools, services, programs, and resources in support of the teaching and research mission. Mr. Whyte remarked that the UTM Library was world leading and had taken on the challenge of capturing the value of the library through the exploration of new metrics.

In response to a member's comments regarding noise levels in the library and increased study space, Professor Saini advised that with the proposed renovations in the Davis building there would be improved acoustics to accommodate study spaces in the future. Mr. Whyte also responded that the Library plans to create additional study spaces within the library while continuing to monitor use patterns, which have fluctuated.

A member noted that the number of students that borrowed laptops had decreased, and asked if this was due to the rise in personal computers. Mr. Whyte responded that though it seems as though borrowing had decreased, the Library had actually increased the loan period from 3 to 5 hours and had also increased the number of netbooks available due to student feedback.

In response to a member's question about study space, Mr. Whyte responded that the Library would be working with six working groups to review space and how it was used. Professor Saini also commented that the decrease in the number of visits to the Library had corresponded with more study space being built on campus and that these trends would continue to be monitored.

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[3] A copy of the presentation is attached as Attachment C.

8. Presentation: Professor Ulli Krull, Vice-Principal, Special Initiatives (for information)

The Chair invited Professor Ulli Krull, Vice-Principal, Special Initiatives to provide an overview[4] of his role. Professor Krull informed the Committee that the Vice-Principal, Special Initiatives was responsible for oversight of major new UTM-wide initiatives, engagement with appropriate academic units, collaboration with external stakeholders and senior administration and representation of UTM at select external organizations. He noted that the motivation for his office was to address core quality and unique opportunities for UTM within a tri-campus U of T system with a tendency towards disciplinary separation. Professor Krull advised that UTM had created a unique perspective, focused on departmental strength and the facilitation of cross-disciplinary undergraduate/graduate programming and research. He noted that the Institute for Management and Innovation (IMI) was an excellent example of cross disciplinary endeavors and had created new opportunities for faculty, staff, students and recruitment. Professor Krull talked about ideas of possible future endeavours available at UTM. He also highlighted current initiatives under development, which included Engineering at UTM, partnerships with the City and Mississauga Board of Trade to attract more talent, support of entrepreneurship education and activities and partnerships with the Royal Ontario Museum and the City of Mississauga's Division of Arts and Culture.

9. Other Business

There were no other items of business.

The Chair reminded members that the next meeting of the Committee was scheduled for the next academic year, on September 18, 2014 at 4:10 p.m. in the Council Chamber, William G. Davis Building.

Professor Mullin thanked the Chair for her contributions throughout the year.

The meeting adjourned at 5:23 p.m.

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Secretary   Chair
May 2, 2014

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[4] A copy of the presentation is attached as Attachment D.