



University of Toronto Mississauga Campus Council

**ACADEMIC AFFAIRS COMMITTEE**

**Wednesday, March 26, 2014 at 4:10 p.m.**

**Council Chamber, Room 3130, William G. Davis Building**

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**AGENDA**

**1. Chair's Remarks**

**2. Report from the UTM Research Office: Professor Bryan Stewart, Vice-Principal, Research (for information)**

**3. Reviews of Academic Programs and Units: Professor Amy Mullin, Vice Principal, Academic & Dean (for information)**

**4. Addition of Streams to the Existing Bachelor of Business Administration (B.B.A) Management Specialist Program**

Be it Resolved,

That the proposed creation of two streams, one called Human Resource Management and Industrial Relations, which is entirely new, and one called Bachelor of Business Administration (B.B.A) Management Specialist, which reflects the Learning Outcomes of the original undifferentiated program, be approved within the Bachelor of Business Administration (B.B.A) Management specialist program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, effective September 1, 2014.

**5. New Minor in Visual Culture, Department of Visual Studies**

Be It Resolved,

THAT the proposed New Minor in Visual Culture, offered by the Department of Visual Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, be approved, effective September 1, 2014.

\* 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](mailto:mariam.ali@utoronto.ca)

**6. Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program**

Be it Resolved,

THAT the course changes and new courses proposed by the Masters 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 described in the proposals dated February 28, 2014, be approved, effective on the date specified for each course in each proposal.

**7. Assessor's Report**

**8. Other Business**

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**CONSENT AGENDA\*\***

**9. Report of the Previous Meeting: Report 4 – February 12, 2014\*\***

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

**11. Date of the Next Meeting – Wednesday April 30, 2014 at 4:10 p.m.**

\* 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](mailto:mariam.ali@utoronto.ca)

# External Reviews of Departments and Programs 2012-13

Annual Report from Amy Mullin, Vice-Principal  
Academic & Dean to the Academic Affairs Committee

March 26, 2014



# Quality Assurance Framework

- Quality Assurance Framework is now in its fourth year.
- External reviews, governed by this framework, occur at intervals of no more than 8 years.
- Supervised by the provincial Quality Council, which is responsible for auditing the process.

# Role of External Reviews

- External reviewers are chosen on the basis of administrative experience and wide-respect within their fields. For graduate programs we typically choose one Canadian and one U.S. reviewer, in addition to one reviewer internal to the University.
- They assist in determining the quality of the program or department, make recommendations for improvement, and raise any significant areas of concern.

# External Review Process

- Preparation and submission of internal self-study by program director or departmental chair in context of widespread consultation with faculty, staff, cognate units and students.
- Templates and much of the data to be used in self-study provided centrally. Programs, research, teaching, governance and plans for the future to be discussed, along with measures of quality to assess the program or department against national and international peers.
- External reviewers visit campus for two days and prepare their report for the Dean. Important that report provides detailed evaluation of programs and curriculum.

# Response to the External Review

- Department chair or program director checks external review for any inaccuracies.
- The external review is forwarded to the provost's office. Provost provides summary and writes request for decanal response. Dean consults with program director/chair in preparing response.
- Review summary and decanal response are shared with Committee on Academic Policy & Programs (AP&P), Academic Board, and Academic Affairs Committee of Campus Council.

# 2012-13 Reviews

Master of Management & Professional Accounting (MMPA)

Diploma in Investigative & Forensic Accounting (DIFA)

(reviews conducted together)



# MMPA and DIFA External Review

- Visit December 3-4, 2012
- Dr. Gordon Richardson, Rotman School of Management, University of Toronto
- Dr. Dan Simunic, Sauder School of Business, University of British Columbia
- Dr. Larry Parker, Case Western University
- Program Director (both programs) in 2012-13: Professor Leonard Brooks

# Major Findings- Positive Elements

- High quality applicants
- Quality and extent of experiential learning and other innovative components
- Strong relationships with external professional organizations
- MMPA students success on professional qualification examination
- Visionary efforts of current Director

# Opportunities for Improvement/Enhancement

- Review mix of students in MMPA program to support attainment of program goals (grow domestic applicant pool)
- Assess optimal tuition with respect to recruitment
- Reconceive DIFA to ensure future viability
- Address sustainability of resources and administrative structure to support programs

# Implementation Plan

- Interview screening undertaken to ensure all students have strong communication skills
- Limit tuition increases and increase bursaries for domestic students
- Three new hires in accounting made who teach on load in the graduate programs
- Reconceive DIFA program, consider Masters
- Hire senior professor in accounting before end of term of current Director
- Develop Professional Accounting Centre

# Request for Follow up Report to AP&P

- At time programs were reviewed, plans were to move them from the PGPC (Professional Graduate Program Centre) to IMI (Institute for Management and Innovation)
- IMI had not yet received governance approval
- Faculty often taught overload in programs
- Professional Accounting bodies interest in supporting a structure focused specifically on accounting

# Response to Follow Up Request

- IMI has been created, Director with extensive administrative experience
- Part of IMI's mandate to increase faculty teaching on load in its graduate programs.
- PAC (Professional Accounting Centre) created to stimulate research in professional accounting, increase interaction with professional bodies, develop academic resources, raise visibility of programs in accounting
- Current program director has prepared report with respect to future of DIFA. Consultations about possibility of developing a Masters program to replace the Diploma program are currently underway.

## REVIEW SUMMARY

<b>Program(s) under review:</b>	Master of Management & Professional Accounting, MMPA Diploma in Investigative & Forensic Accounting, DIFA
<b>Division/Unit under review:</b>	<i>Review of programs only; programs are housed in the Professional Graduate Program Centre (PGPC), University of Toronto Mississauga</i>
<b>Commissioning Officer:</b>	Vice-Principal Academic and Dean, UTM
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Dr. Gordon D. Richardson, KPMG Professor of Accounting, Joseph L. Rotman School of Management, University of Toronto</li> <li>2. Dr. Dan A. Simunic, Professor and CGA Chair in Accounting, Sauder School of Business, University of British Columbia</li> <li>3. Dr. Larry M. Parker, Professor and former Chair, Department of Accountancy, Weatherhead School of Management, Case Western University</li> </ol>
<b>Date of review visit:</b>	December 3-4, 2012

<b>Previous Review Date:</b>	November 2007 (part of review of Department of Management, UTM)
<b>Summary Findings and Recommendations of Previous Review:</b>	<p><b>1. Undergraduate Program (none)</b></p> <p><b>2. Graduate Programs (MMPA, DIFA)</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• Very impressive, innovative programs</li> <li>• Respond to important needs</li> <li>• Offered and managed at a high level of quality</li> <li>• Students satisfied overall; very enthusiastic about the quality of teaching and work placements</li> <li>• 46% of MMPA students found co-op positions in Big 4 accounting firms in last 3 years</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <ul style="list-style-type: none"> <li>• Students would like dedicated study and social space to network and build community</li> <li>• Students' access cards do not allow weekend entry to the St. George campus building, including the library</li> </ul> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• While there are good arguments for converting DIFA to a Master's degree program, first secure sufficient tenure-stream faculty to teach in a Master's level program</li> </ul> <p><b>3. Faculty/Research</b></p> <p><b>4. Administration</b></p> <p><b>The reviewers observed the following strengths:</b></p> <ul style="list-style-type: none"> <li>• DIFA program partnership with Montreal's École des Hautes Études Commerciales (HEC) and the Canadian Institute of Chartered Accountants (CICA)</li> <li>• Strong support of the MMPA program by the Big 4 accounting firms</li> </ul>

	<ul style="list-style-type: none"> <li>• Expert leadership</li> </ul> <p><b>The reviewers identified the following areas of concern:</b></p> <p><b>The reviewers made the following recommendations:</b></p> <ul style="list-style-type: none"> <li>• Golden opportunity for raising funds from Big 4 accounting firms because MMPA provides a unique source of talented professionals</li> <li>• Funds could be used to support or endow Chairs in Accounting to provide additional senior research and program leadership</li> </ul>
<b>Last OCGS Review(s) Date(s):</b>	MMPA: 2004-05, Good Quality DIFA: 2005-06, Approved to Commence

**CURRENT REVIEW**

**DOCUMENTATION PROVIDED TO REVIEWERS:**

- Covering Memo
- Itinerary
- Terms of Reference
- External Reviewer Appraisal Report Template
- Self-Study (MMPA + DIFA) & Appendices
- Faculty CVs
- OCGS:
  - MMPA Appraisal Report December 2006
  - MMPA SGS Response May 2007
  - MMPA Review Outcome July 2007
  - DIFA Appraisal Report
  - DIFA UofT Response to OCGS Appraisal
  - DIFA Approval to Commence
  - DIFA Memo – Motion for Commencement
- Graduate Level DLEs
- Tri-Campus Framework
- MMPA/DIFA Letter of Intent
- University of Toronto Facts & Figures 2011
- SGS Academic Calendar
  - Excerpt for the PGPC 2011-2012
- School of Graduate Studies Viewbook
- MMPA Viewbook 2012
- DIFA Viewbook 2012

**CONSULTATION PROCESS:**

The reviewers met with the Vice-Principal Academic and Dean; Vice-Dean Graduate; Director and Associate/Assistant Directors of the MMPA & DIFA Programs; Students; junior and senior Faculty; Administrative Staff; Industry Partners and Representatives; Employers; Alumni; Department of Management Chair; along with the Dean, Graduate Studies & Vice-Provost Graduate Education.

**FINDINGS AND RECOMMENDATIONS - OVERALL ASSESSMENT AND SPECIFIC ISSUES IDENTIFIED IN REVIEW REPORT**

**1. Undergraduate Program (none)**

**2. Graduate Program (Master of Management & Professional Accounting, MMPA; Diploma in Investigative & Forensic Accounting, DIFA)**

**A. Master of Management & Professional Accounting, MMPA**



**The reviewers observed the following strengths:**

- Overall quality
  - “Highly successful”, best program of its kind worldwide
  - Unique hybrid program “combines the best of an MBA degree with a professional master’s degree” providing both management skills and the accounting knowledge necessary to enter the accounting profession
  - Program has “potential to be among the elite” professional graduate programs at U of T
- Curriculum and program delivery
  - Curriculum (especially experiential learning), delivery and placement “set the standard” for competitor programs
  - Impressive emphasis on integrated learning, communication, effective teamwork and leadership
  - Dedicated faculty
- Assessment of learning
  - Appropriate methods for evaluating student achievement
- Quality indicators
  - High quality international applicants
  - “Truly impressive” 83% pass rate on 2012 Uniform Final Examination (examination leading to the accounting profession)
  - Highly sought-after graduates because of breadth of management training in addition to accounting knowledge, and skills in communication, teamwork and leadership
  - CMA Ontario is very pleased with program quality
- Outreach / Promotion
  - “Value added” hybrid program is “a strong product with clear selling points”

**The reviewers identified the following areas of concern:**

- Curriculum and program delivery
  - Mix of students creates challenges for effective delivery of some classroom learning outcomes
  - Research-oriented accounting faculty at Rotman have little or no involvement with MMPA
  - Rotman faculty access MMPA students only by teaching on overload
  - “Dilution” of co-op requirement from 8 to 6 months (further dilution possible)
  - One of the Big 4 accounting firms has stopped participating in co-op placements
- Quality indicators
  - Some students feel some courses are “insufficiently challenging”
  - Student concerns that quality of placements, especially for international students, may not be sufficient to qualify as appropriate experience to sit for the Chartered Accountant examination
- Enrolment
  - “Unsustainable” student mix (57/81 of year-1 students are international) a strain on co-op placements and negatively impacts classroom dynamics, level of academic challenge and graduate job placements
- Student funding
  - High tuition poses challenges for student recruitment
- Outreach / Promotion
  - Need for greater brand clarification and visibility (confusion regarding distinctiveness of the MMPA in relation to the MBA or Masters of Accounting)
  - Given current challenges with placements, advertising that 100% of students secure co-op placements is “potentially misleading”

**The reviewers made the following recommendations:**

- Curriculum and program delivery
  - Program should be aware of changing standards in AACSB accreditation
  - Consider creating rotating research fellow positions to encourage interaction between Rotman accounting faculty and MMPA students
- Quality indicators
  - Consider a longitudinal study of MMPA alumni; results would likely assist in enhancing brand visibility
- Enrolment

- Reviewers “strongly recommend” returning international/domestic student mix to 50/50
- Student funding
  - University should consider optimal tuition levels before fundraising for bursaries
  - Consider offering bursaries, teaching or research assistantships to domestic students

## **B. Diploma in Investigative & Forensic Accounting, DIFA**

### **The reviewers observed the following strengths:**

- Overall quality
  - DIFA compares favorably with other programs of its kind
- Objectives
  - Unique vehicle for Canadian Institute of Chartered Accountants (CICA) members to obtain specialist designation in investigative and forensic accounting (CA●IFA)
  - Clear objectives
  - Program goals “entirely consistent” with UTM’s
- Curriculum and program delivery
  - Sound online delivery technology
  - Largely online delivery creates flexibility regarding geographic range of prospective students
- Assessment of learning
  - All constituents are satisfied with methods of assessment of learning
- Quality indicators
  - High quality students from a variety of backgrounds
  - Students have considerable business experience
  - DIFA graduates are “certainly employable”
  - Students happy with their overall educational experience
  - Faculty pleased to teach in the program

### **The reviewers identified the following areas of concern:**

- Objectives
  - Future status of the CA●IFA designation is in doubt due to possible merger talks among professional bodies
  - Program leads to diploma (low visibility outside GTA) rather than graduate degree
- Curriculum and program delivery
  - Some students would like more face-to-face learning opportunities
  - Some students would like enhanced online environment (e.g. webinars, podcasts)
  - Program viewed as difficult relative to credential received
  - Limited participation of tenure-stream research-oriented faculty in program delivery an issue in the context of possible conversion to MIFA
- Quality indicators
  - Limited economic success of forensic accounting specialty decreases demand for program
  - Students who do not receive employer financial support tend to vary in quality
- Enrolment
  - “Bleak” future enrolment prospects
- Student funding
  - Program viewed as expensive
  - Currently only about 50% of students currently receive financial support from their employers (used to be majority)

### **The reviewers made the following recommendations:**

- Objectives
  - Consider developing a master’s program (MIFA) that could attract students from North America and beyond seeking a “very high quality education and training experience” leading to a widely recognized credential
- Curriculum and program delivery
  - If a MIFA were created, program would require greater technological innovation and investment

- If a MIFA were created, more courses would need to be taught by tenure-track research-oriented faculty
- Enrolment
  - Reviewers do not recommend maintaining the program's status quo (eventually declining enrolment would make the DIFA unviable)
- Outreach / Promotion
  - Consider conducting marketing research to determine global demand for a possible MIFA

### 3. Faculty/Research

#### The reviewers observed the following strengths:

- Overall quality
  - Good research in accounting at UTM
- Faculty
  - Several promising research hires at junior level

#### The reviewers identified the following areas of concern:

- Faculty
  - Sufficiency of faculty resources in view of upcoming AACSB accreditation (possibly 2013)

#### The reviewers made the following recommendations:

- Research
  - Explore ways to ensure that students are exposed to current research in accounting and related disciplines
- Faculty
  - Consider recruiting externally for full professor in accounting and internally for faculty to serve as directors of MMPA and DIFA programs

### 4. Administration

#### The reviewers observed the following strengths:

- Relationships
  - MMPA: Excellent morale; "incredible enthusiasm and support" from accounting and non-accounting faculty
  - DIFA: high morale of students, graduates and faculty
  - Representatives of the ICAO and CMA Ontario view MMPA as "vitaly important" to the professional accounting bodies
  - DIFA has very strong relationship with Canadian Institute of Chartered Accountants
  - Practice community would likely support MIFA "given Canada's tradition of excellence in this area"
- Planning / Vision
  - "Visionary" efforts of Director

#### The reviewers identified the following areas of concern:

- Relationships
  - Morale of faculty does not reflect uniqueness of MMPA
  - Perceived orphaned status of the program since its departure from Rotman
  - Rotman faculty have impression that teaching in MMPA program is not encouraged by Rotman
- Organizational and financial structure
  - Problems related to a legacy organizational structure: MMPA director has no budgetary or hiring authority for full time faculty
  - Teaching in MMPA does not count toward load or merit evaluation; 92% of MMPA teaching is done on overload basis
  - Heavy administrative load for MMPA/DIFA director
- Planning / Vision

- Reviewers do not feel the IMI proposal addresses concerns regarding the need to develop a sustainable administrative structure to support the programs; feel that programs' visibility and self-determination would be reduced
- Lack of succession planning for the current Director who plans on retiring within the next three to four years; need for program advocate
- Alumni would like better relations and better visibility and brand clarification of the MMPA

**The reviewers made the following recommendations:**

- Relationships
  - Explore ways to support more integration with St. George campus
- Organizational and financial structure
  - Consider whether efficiencies associated with creation of the proposed IMI could address director's heavy administrative load
- Planning / Vision
  - Develop a sustainable administrative structure to support programs' continued growth and success, including enhancing the programs' visibility and marketability, and increased self-determination (possibilities include creating a UTM Department of Accounting or School of Accountancy)
  - Consider working with business community to create bursaries for domestic MMPA students
  - Create a succession plan for the MMPA director
  - Consider adding an academic director to share the administrative load

**ADMINISTRATIVE RESPONSE – Appended**



**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](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** See Sponsor.  
**CONTACT INFO:**

**DATE:** March 19, 2014 for March 26, 2014

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Addition of Streams to the Existing Bachelor of Business Administration (B.B.A) Management Specialist Program

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for “major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the appropriate body of Governing Council”.

**GOVERNANCE PATH:**

- 1. Academic Affairs Committee [For Approval] (March 26, 2014)

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

The Department of Management at the University of Toronto Mississauga (UTM) is proposing to create a stream within the Bachelor of Business Administration (B.B.A.) Management Specialist Program (ERSPE2431), effectively dividing the existing Specialist Program into two streams. The first, the Management stream, will be identical to the present, undifferentiated program. It will share a common core of courses with the second, new stream, in Human Resource Management & Industrial Relations (HRMIR). Each Stream will then have specific requirements unique to that stream, the additional requirements of the first stream are those of the original program and the requirements of the new stream consisting of a number of courses focused on HRMIR. The Management Specialist Program is currently a program without streams. The general program structure involves First Year (1.5 FCE), Core (1.5 FCE),

*Academic Affairs Committee – Addition of Streams to the Existing Bachelor of Business Administration (B.B.A)  
Management Specialist Program*

Management Disciplines (6.5 FCE), Statistics (0.5 FCE), and electives (1.5 FCE). With the approval of this proposal, the program will be restructured so as to have a common core and two streams, in Management and HRMIR.

The purpose of the new HRMIR stream is to equip students with a comprehensive knowledge and skill set necessary for leading organizations effectively. It will appropriately prepare those who wish to specialize in the field(s) of human resource management and/or industrial relations. Students will acquire a good grounding in the fundamental disciplines of Management and an in-depth knowledge of HRMIR. They will also take courses that incorporate a great deal of experiential learning through exercises that require them to carry out human resource management activities, such as developing training plans, conducting job analyses, and determining total compensation strategies. In addition, their experiential learning will be enhanced by completing an internship component which will allow them to perform HR work in actual organizations. This opportunity will provide our students with the necessary work experience to be competitive in the labour market. Upon graduation, students will also have fulfilled the degree and coursework requirements stipulated in the Human Resources Professionals Association's (HRPA) certification process for achieving the Certified Human Resources Professional (CHRP) designation. Students who graduate from this program will be immediately eligible to take the exam necessary for this designation.

Students in the HRMIR stream will be required to complete 14.0 FCEs, instead of 12.0 FCEs in the existing Specialist in Management (ERSPE2431; see Appendix A & B). In addition to the First Year, Core Courses, Management Disciplines, and Statistics, students will be required to take 4.0 FCEs in HRMIR-related courses, as well as a required Internship course (MGT480H5). To allow for the greater focus in HRMIR, the number of Management Disciplines courses required by students in the HRMIR stream will be reduced from 6.5 FCEs to 4.5 FCEs.

The UTM Departments of Management, Economics, Sociology, and Historical Studies have been consulted and are in support of this proposal. As well, the Chair of the Department of Management at UTSC, the Directors of Rotman Commerce and the Centre of Industrial Relations and Human Resource Management, and the Principal of Woodsworth College, along with the UTM Office of the Dean and the Robert Gillespie Academic Skills Centre have been consulted and are in support of this proposal.

The Human Resource Professionals Association (HRPA) and its Peel Chapter in Ontario would be most relevant to this program area, and have been consulted about this proposal. Course outlines will be sent to the Association to be approved for their coursework requirement when the proposed stream is approved. The Department will work closely with the Association to ensure that approval is received on the courses well before the commencement of the stream. The HRPA liaison has indicated that there will be a speedy turnaround with respect to the approval of the course outlines as meeting their requirements.

The proposed HRMIR stream has been discussed with existing Specialist in Management students and was met with great enthusiasm by the students.

*Academic Affairs Committee – Addition of Streams to the Existing Bachelor of Business Administration (B.B.A)  
Management Specialist Program*

The proposed changes will involve 3.0 new FCEs for which the course descriptions have been developed and will be taken through governance in the fall of 2014 for approval. The increase in teaching will be met by a new tenure-stream faculty member in Organizational Behavior and Human Resource Management (OBHRM) at UTM, a hire in keeping with the Department of Management academic plan developed in 2012. Support for administering the internship component will come from IMI's experiential learning operation. TA support will be required for all the new courses, using the standard formula applied to Management courses at UTM. The Innovation Complex will provide the space required for this program.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be it Resolved,

That the proposed creation of two streams, one called Human Resource Management and Industrial Relations, which is entirely new, and one called Bachelor of Business Administration (B.B.A) Management Specialist, which reflects the Learning Outcomes of the original undifferentiated program, be approved within the Bachelor of Business Administration (B.B.A) Management specialist program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, effective September 1, 2014.

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**DOCUMENTATION PROVIDED:**

Item Addition of Streams to the Existing Bachelor of Business Administration (B.B.A) Management Specialist Program



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

*(This template has been developed in line with the University of Toronto’s Quality Assurance Process.)*

*This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto’s Quality Assurance Process. It is designed to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for academic change.*

<p><b>Program being modified:</b></p> <p>Please specify exactly what program and which components of that are being modified, E.g., BA ... Specialist, Major, and Minor components.</p>	<p><b>B.B.A. Management Specialist Program (ERSPE2431)</b></p>
<p><b>Nature of the Major Modification:</b></p> <p>With reference to the UTQAP please characterize the nature of the change being made.</p>	<p><b>This is a proposal to modify the current, undifferentiated Specialist Program in Management (B.B.A.), creating two streams. The first, in Management (ERSPE2431), retains the learning outcomes of the original program. The second stream, in Human Resource Management &amp; Industrial Relations (HRMIR) will share a common core with the Management stream, but include an additional set of HRMIR-related courses and a required internship component.</b></p>
<p><b>Department / Unit (if applicable) where the program will reside:</b></p> <p>i.e. site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated.</p>	<p><b>Department of Management, UTM</b></p>
<p><b>Faculty / Academic Division:</b></p>	<p><b>University of Toronto Mississauga (UTM)</b></p>
<p><b>Faculty / Academic Division contact:</b></p>	<p><b>Melissa Berger Program and Curriculum Officer Office of the Dean, UTM</b></p>



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

Last updated February 25, 2014

	melissa.berger@utoronto.ca
Department / Unit contact:	Mihkel Tombak Chair, Department of Management Mihkel.tombak@utoronto.ca
Anticipated Effective date:	September 1 <sup>st</sup> , 2014
Version Date:	February 25, 2014

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## 1 Executive Summary

The Department of Management at the University of Toronto Mississauga (UTM) is proposing to create a stream within the Bachelor of Business Administration (B.B.A.) Management Specialist Program (ERSPE2431), effectively dividing the existing Specialist Program into two streams. The first, the Management stream, will be identical to the present, undifferentiated program. It will share a common core of courses with the second, new stream, in Human Resource Management & Industrial Relations (HRMIR). Each Stream will then have specific requirements unique to that stream, the additional requirements of the first stream are those of the original program and the requirements of the new stream consisting of a number of courses focused on HRMIR.

The Management Specialist Program is currently a program without streams. The general program structure involves First Year (1.5 FCE), Core (1.5 FCE), Management Disciplines (6.5 FCE), Statistics (0.5 FCE), and electives (1.5 FCE). With the approval of this proposal, the program will be restructured so as to have a common core and two streams, in Management and HRMIR (see Appendix A and Appendix B).

- The common core will consist of 8.5 credits structured as First Year courses (MGM101H5 *Introduction to Management Functions*, MGM102H5 *Management in a Changing Environment*; ECO100Y5 *Introduction to Economics*), Core courses (MGT262H5 *Individual and Group Behaviour in Organizations*), MGM301H5 *Analysis for Decision and Control*, MGM400H5 *Special Topics in Management*), Management Disciplines (MGM221H5 *Accounting Fundamentals I* /MGT120H5 *Financial Accounting I*, MGM222H5 *Accounting Fundamentals II*, MGM230H5 *Finance*, MGM252H5 *Principles of Marketing*, MGM390H5 *Regulatory Issues*, MGM371H5 *Introduction to Business Information Systems*; MGT363H5 *Organizational Design*; ECO205Y5 *Microeconomic Theory and Applications (for Management)*) and Statistics (STA218H5 *Statistics for Management*).
- The Management stream will be identical to the existing, undifferentiated Management Specialist, consisting of this common core plus a set of 3<sup>rd</sup> year courses (12 FCE) under Management Disciplines (MGM320H5 *Financial Reporting*, MGM332H5 *Managerial Finance*; MGT353H5 *Introduction to Marketing Management*, MGT374H5 *Operations Management*), and a set of electives.
- The stream in HRMIR will require students to complete the common core plus an additional 4.0 FCE and offer a specific set of multi-disciplinary elective course options

(1.5 FCE). Of the additional credits, 3.5 FCE involve courses specifically related to topics in human resource management and industrial relations (MGT260H5 *Human Resource Management*; \*MGM364H5 *Labour Relations*, \*MGM365H5 *HR Planning*, \*MGM464H5 *Recruitment & Selection*, \*MGM465H5 *Occupational Health & Safety*, \*MGM466H5 *Training & Development*; ERI360H5 *Compensation*). In addition, the stream will have a required internship course component (MGT480H5 *Internship*). The 3<sup>rd</sup> year Management Disciplines required in the undifferentiated Management Specialist program will not be required in the HRMIR. With the proposed HRMIR stream, students will complete 14.0 FCEs, instead of 12.0 FCEs in the undifferentiated Management Specialist Program (ERSPE2431).

NOTE: \*denotes New course

The purpose of the new HRMIR stream is to equip students with a comprehensive knowledge and skill set necessary for leading organizations effectively. It will appropriately prepare those who wish to specialize in the field(s) of human resource management and/or industrial relations. Students will acquire a good grounding in the fundamental disciplines of Management and an in-depth knowledge of HRMIR. They will also take courses that incorporate a great deal of experiential learning through exercises that require them to carry out human resource management activities, such as developing training plans, conducting job analyses, and determining total compensation strategies. In addition, their experiential learning will be enhanced by completing an internship component which will allow them to perform HR work in actual organizations. This opportunity will provide our students with the necessary work experience to be competitive in the labour market. Upon graduation, students will also have fulfilled the degree and coursework requirements stipulated in the Human Resources Professionals Association's (HRPA) certification process for achieving the Certified Human Resources Professional (CHRP) designation. Students who graduate from this program will be immediately eligible to take the exam necessary for this designation.<sup>1</sup>

There are several impetuses for this new stream. The courses required make it an excellent fit with the existing Management Specialist program. It will allow BBA students to specialize in a high-demand field, providing them with the coursework requirements for the Chartered Human Resources Professional (CHRP) designation offered by the Human Resources Professionals Association under the authority of the *Human Resources Professional Association of Ontario Act, 1990*. In addition, the program has the potential for generating students' interest in research and graduate work in Organizational Behaviour and Human Resource Management (for example, in the University of Toronto St. George (UTSG) Graduate Department of Management's Doctoral Program) or the programs offered by the Centre for Industrial Relations and Human Resource Management, UTSG. The HRMIR stream is also distinctive in that it provides an opportunity to capitalize on interdisciplinary cooperation and experiential resources available as a result of being offered by the Department of Management, UTM.

The new Management stream which is being developed out of the requirements for the original program is best understood as a general management stream that will provide students with

<sup>1</sup> <http://www.hrpa.ca/RegulationandHRDesignations/Pages/CHRP.aspx>

breadth of understanding across core management disciplines. Completion of interdisciplinary electives will further supplement this breadth.

There are two programs at UTM which overlap significantly with the HRMIR stream, the Major Program in Human Resources and Industrial Relations (HRIR), offered by the Department of Economics, and the Specialist Program in Human Resource Management leading to the B.Com. offered by the Department of Management. These programs although similar lack in comprehensiveness and capacity to lead to the CHRP designation. As a result, these programs are scheduled to undergo official closure procedure in 2014-2015. In anticipation of the closures, registration to these programs has already been closed and students have been notified.

Based on the relative popularity of comparable HR programs at the other University of Toronto (UTSG & University of Toronto Scarborough (UTSC)) campuses (reflecting approximately 6% of undergraduate business students), we anticipate a steady state of 60-80 students in the HRMIR program. We anticipate starting with 10 students and adding 20 students per year until we have reached our steady state.

The HRMIR stream will be distinctive in its interdisciplinary offering – courses will be developed and delivered by faculty from at least four Departments at UTM (Management, Economics, Sociology, and Historical Studies). In addition to providing students with a strong foundation in management, the coursework will fulfill the full 9-course requirement for the CHRP designation, as well as provide students the opportunity for a well-rounded, interdisciplinary preparation in human resource management. The HRMIR stream will include an internship course, as well as courses that involve a wide range of hands-on activities and assignments aimed at providing students with experiential learning opportunities.

The Management stream and the HRMIR stream, both leading to the BBA, will be offerings of the Department of Management. It is entirely possible that more streams may be added (e.g., Marketing & Behavioural Science) that would share the same common core but offer specialized complements of courses and electives. Given its distinctive interdisciplinary course complement and experiential learning focus, the HRMIR stream fits well with the goals of UTM as well as the goals of the Institute of Management and Innovation (IMI). It therefore makes good sense for IMI to provide support in the same way that IMI currently supports UTM's Commerce and the existing Management Specialist programs. IMI will promote development of joint programs, additional streams, and other interdisciplinary initiatives. Examples of potential offerings include streams leading to a BBA combining management with, for example, sustainability or biotechnology.

## 2 Academic Rationale

As part of the annual Departmental curricular review process, it was determined that adding a stream within the current Management Specialist program such that the program combines the strengths of a strong management foundation and a complement of specialized HRMIR courses including the nine required courses that fulfill the CHRP designation, would be academically rigorous and ideally serve the need for human resources and industrial relations training by UTM students and the Canadian economy.

The purpose of the HRMIR stream is to equip students with a comprehensive knowledge and skill set necessary for leading organizations effectively and to appropriately prepare those who wish to specialize in the field(s) of human resource management and/or industrial relations (HR/IR). Students will acquire a good grounding in the fundamental disciplines of Management and an in-depth knowledge of HR/IR. They will also take courses that incorporate a great deal of experiential learning (supported by IMI's Experiential Learning Office) through exercises that require them to carry out HR activities, such as developing training plans, conducting job analyses, and determining total compensation strategies. In addition, their experiential learning will be enhanced by completing an internship component (MGT480H5 *Internship*) which will allow them to perform HR work in actual organizations. This opportunity will provide our students with the necessary work experience to be competitive in the labour market. Upon graduation, students will also have fulfilled the degree and coursework requirements stipulated in the Human Resources Professionals Association's (HRPA) certification process for achieving the Certified Human Resources Professional (CHRP) designation.<sup>2</sup> Students who graduate from the HRMIR stream will be immediately eligible to take the exam necessary for this designation.

This is the right time and the right place for this program for the following reasons:

- 1) Allows students in the HRMIR stream to specialize and obtain professional certification in a high-demand field
- 2) Deepens opportunities to study human resources and industrial relations at UTM compared to the previous HRIR Major in Economics and adds industrial relations component that is not present in the HRM Specialist (B.Com.).
- 3) Potential for generating student interest in research and graduate work in Organizational Behaviour and Human Resource Management (for example, in the J.L. Rotman School Doctoral Program or the programs offered by the Centre for Industrial Relations and Human Resource Management at UTSG).
- 4) An opportunity to capitalize on interdisciplinary cooperation and experiential resources available as a result of being offered in association with the Departments of Management, Economics, Historical Studies, and Sociology, along with IMI, to make this a distinctive program

The effective management of human capital plays a key role in an organization's sustainable competitive advantage. Successful leaders in today's knowledge-based society are those who understand their people, are able to provide them with satisfying and productive careers, and are thus able to energize and capitalize on this strategic asset. Industrial Relations and Human Resource Management is the field of study associated with maximizing the use of human capital. As the competition for talent increases in the global marketplace, organizations that are able to attract, develop, and retain high value employees are better situated to achieve their strategic goals. In recognition of the strategic importance of human resources and industrial relations functions, there has been a growing demand for managers in these fields. The Canadian government forecasts a 28% growth in this sector from 2010 to 2020<sup>3</sup>. Given the current

<sup>2</sup> <http://www.hrpa.ca/RegulationandHRDesignations/Pages/CHRP.aspx>

<sup>3</sup> Human Resources and Skills Development Canada:  
<http://www23.hrsdc.gc.ca/.4cc.5p.1t.3.4nd.1t.1d.2t.1.3lgr.1phs@->

projected number of job seekers vs. job openings, there is a forecasted shortage of 22,637 skilled human resources and industrial relations managers during this time period<sup>4</sup>.

The HRMIR stream is focused on providing students with both knowledge and skills to be competitive in the workforce as well as in pursuing graduate studies in cognate disciplines within U of T (e.g., MIRHR/PhD at the Centre for Industrial Relations, UTSG; Ph.D. in OB/HR Rotman School of Management, UTSG) or outside of the U of T. Students in the HRMIR program could also be involved the Department of Management's research activities in OB/HRM.

Finally, the HRMIR stream fits well with UTM's<sup>5</sup> and IMI's<sup>6</sup> academic priorities, given its emphasis on interdisciplinary (Sociology, History, Psychology, Law, Economics) and experiential learning.

### 3 Description of the Proposed Major Modification(s)

This major modification will create a new stream within the existing Specialist Program in Management (ERSPE2431), in HRMIR. The existing Management Specialist, to be named the Management stream within the Program, will be unaffected.

Students in the HRMIR stream will be required to complete 14.0 FCEs, instead of 12.0 FCEs in the existing Specialist in Management (ERSPE2431; see Appendix A & B). In addition to the First Year, Core Courses, Management Disciplines, and Statistics, students will be required to take 4.0 FCEs in HRMIR-related courses, as well as a required Internship course (MGT480H5). To allow for the greater focus in HRMIR, the number of Management Disciplines courses required by students in the HRMIR stream will be reduced from 6.5 FCEs to 4.5 FCEs.

The program builds on the established Specialist in Management (ERSPE2431) and employs the central design, structure, requirements and delivery of that program. See Appendix C for the proposed learning outcomes and how it builds on the existing Specialist in Management. The first learning outcome, equipping students with a comprehensive knowledge and skill set necessary for leading organizations effectively, will be met with a complement of required courses in the fundamental disciplines of Management. Coursework will comprise a mixture of standard management education teaching methodologies. These methodologies include using lectures, tutorials, simulations, case study analyses, individual and group assignments and research reports, oral presentations, guest lectures from business/community leaders, and examinations. These will support the meeting of the degree level expectations for a BBA in Management (breadth and depth of knowledge, knowledge of methodologies, application of

eng.jsp?Emp=112&params=sbmt%3DSearch%26QT%3D1%26component%3DEmp%26tid%3D112%26NOCC%3D112&sbmtGraph=Graph%28s%29

<sup>4</sup> Human Resources and Skills Development Canada: <http://www23.hrsdc.gc.ca/.4cc.5p.1t.3onsummaryd.2tail@-eng.jsp?tid=19>

<sup>5</sup> <http://www.utm.utoronto.ca/academic-planning/sites/files/academic-planning/public/users/kauldhar/Divisional%20Plan%2C%20November%2012%2C%202012.pdf>

<sup>6</sup> <http://www.utm.utoronto.ca/imi/welcome-institute-management-innovation>

knowledge, communication skills, awareness of limits of knowledge, autonomy and professional capacity). A multi-disciplinary selection of electives offered can further increase the depth and breadth, and the application of knowledge, knowledge of methodologies, and awareness of limits of knowledge.

The HRMIR stream involves course work that will also provide students with a broad appreciation of the context within which human resource management and industrial relations is practised, and the detailed coursework knowledge required by the Human Resource Professionals Association of Ontario (HRPAO). New courses as well as electives from other disciplines will support this learning outcome and help meet the degree level expectations. The courses will incorporate a great deal of experiential learning through exercises that require students to carry out human resource activities, such as developing training plans, conducting job analyses, and determining total compensation strategies. In addition, students' experiential learning will be enhanced by completing an internship component which will allow them to perform human resource work in actual organizations. In addition to supporting the second learning outcome of this program, this opportunity will directly target the degree level expectations of communication skills, application of knowledge, autonomy, and professional capacity.

There will be no significant changes to the existing faculty engaged in delivering the program. Faculty will come from the departments involved, most notably the Department of Management's existing faculty members from the different disciplines to teach the fundamental management courses, including 4 OBHR tenured and tenure stream faculty members. As noted below, one new hire in OBHR is planned.

## 4 Impact of the Change on Students

Current students in the B.B.A. Management Specialist Program (ERSPE2431) will now have the option to enter into the HRMIR stream by taking the courses that fulfill the requirement, or to remain within their existing program, renamed the Management stream.

## 5 Consultation

The UTM Departments of Management, Economics, Sociology, and Historical Studies have been consulted and are in support of this proposal. As well, the Chair of the Department of Management at UTSC, the Directors of Rotman Commerce and the Centre of Industrial Relations and Human Resource Management, and the Principal of Woodsworth College, along with the UTM Office of the Dean and the Robert Gillespie Academic Skills Centre have been consulted and are in support of this proposal.

The Human Resource Professionals Association (HRPA) and its Peel Chapter in Ontario would be most relevant to this program area, and have been consulted about this proposal. Course outlines will be sent to the Association to be approved for their coursework requirement when the proposed stream is approved. The Department will work closely with the Association to ensure that approval is received on the courses well before the commencement of the stream.

The HRPAs liaison has indicated that there will be a speedy turnaround with respect to the approval of the course outlines as meeting their requirements.

The proposed HRMIR stream has been discussed with existing Specialist in Management students and was met with great enthusiasm by the students.

## 6 Resources

The proposed changes will involve 3.0 new FCEs for which the course descriptions have been developed and will be taken through governance in the fall of 2014 for approval. The increase in teaching will be met by a new tenure-stream faculty member in OBHRM at UTM, a hire in keeping with the Department of Management academic plan developed in 2012. The dean’s office has indicated support for this new faculty hire. Support for administering the internship component will come from IMI’s experiential learning operation. TA support will be required for all the new courses, using the standard formula applied to Management courses at UTM. The Innovation Complex will provide the space required for this program.

## 7 Governance Process

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



## Appendix A: Outline of Program including the Core Management Specialist and HRMIR Stream

\*Indicates New Course

<b>Core Management Specialist Courses (8.5 credits)</b>
<p><b>First Year: (2.0 credits)</b></p> <p>MGM101H5 <i>Introduction to Management Functions</i> <i>Exclusion:</i> COM110H1, <a href="#">MGM100Y5</a>, <a href="#">MGT100Y5</a>, MGTA02Y3, MGTA03H3</p> <p>MGM102H5 <i>Management in a Changing Environment</i>  <i>Exclusion:</i> <a href="#">MGM100Y5</a>, <a href="#">MGT100Y5</a>, MGTA02Y3, MGTA04H3  <i>Prerequisite:</i> <a href="#">MGM101H5</a>(63%)</p> <p>ECO100Y5 Introduction to Economics</p>
<p><b>Upper Years: (Total 6.5 credits)</b></p> <p><b>Core courses (1.5 credits):</b></p> <p>MGT262H5 <i>Individual and Group Behaviour in Organizations</i>  <i>Exclusion:</i> <a href="#">CCT324H5</a>; <a href="#">ERI260H5</a>; <a href="#">MGM300H5</a>; PSY332H1; <a href="#">WDW260Y5</a>, <a href="#">260H5</a></p> <p>MGM301H5 <i>Analysis for Decision and Control (formerly MGM200H5)</i>  <i>Exclusion:</i> <a href="#">MGT200H5</a>  <i>Prerequisite:</i> MGM(<a href="#">101H5</a>, <a href="#">102H5</a>)  <i>Corequisite:</i> <a href="#">STA218H5</a></p> <p>MGM400H5 <i>Special Topics in Management</i>  <i>Exclusion:</i> <a href="#">MGT400H5</a>, <a href="#">MGT492H5</a>  <i>Prerequisite:</i> <a href="#">MGM300H5</a>; <a href="#">MGT262H5</a></p> <p><b>Management Disciplines (4.5 credits):</b></p> <p>MGM221H5 <i>Accounting Fundamentals I</i> /MGT120H5 <i>Financial Accounting I</i>  <i>Exclusion:</i> <a href="#">MGT120H5</a>, <a href="#">MGM220Y5</a>  <i>Prerequisite:</i> MGM(<a href="#">101H5</a>, <a href="#">102H5</a>)  <i>Corequisite:</i> <a href="#">MGM200H5</a></p> <p>MGM222H5 <i>Accounting Fundamentals II</i>  <i>Exclusion:</i> <a href="#">MGM220Y5</a>, <a href="#">MGT223H5</a>  <i>Prerequisite:</i> MGM(<a href="#">101H5</a>, <a href="#">102H5</a>), <a href="#">MGM221H5</a>/<a href="#">MGT120H5</a></p> <p>MGM230H5 <i>Finance</i>  <i>Exclusion:</i> <a href="#">CCT321H5</a>; <a href="#">MGT337Y5</a>, <a href="#">338H5</a>  <i>Prerequisite:</i> MGM(<a href="#">101H5</a>, <a href="#">102H5</a>), <a href="#">MGM200H5</a></p> <p>MGM252H5 <i>Principles of Marketing</i>  <i>Exclusion:</i> <a href="#">CCT322H5</a>; <a href="#">MGT252H5</a></p> <p>MGM390H5 <i>Regulatory Issues (formerly MGM290H5)</i>  <i>Exclusion:</i> <a href="#">MGT393H5</a>, <a href="#">394H5</a>, <a href="#">423H5</a>, <a href="#">429H5</a>; <a href="#">MGM290H5</a>  <i>Prerequisite:</i> MGM(<a href="#">101H5</a>, <a href="#">102H5</a>)</p>



<p>MGT363H5 <i>Organizational Design</i>  <i>Exclusion:</i> <a href="#">WDW260Y5</a>, <a href="#">260H5</a>, <a href="#">ERI260H5</a></p> <p>MGM371H5 <i>Introduction to Business Information Systems</i>  <i>Exclusion:</i> <a href="#">CCT325H5</a>; <a href="#">CSC340H5</a>; <a href="#">MGM371H5</a></p> <p>ECO205Y5 <i>Microeconomic Theory and Applications (for Management)</i>  <i>Exclusion:</i> <a href="#">ECO200Y5</a>, <a href="#">204Y5</a>, <a href="#">206Y5</a>  <i>Prerequisite:</i> <a href="#">ECO100Y5</a> (63%)</p> <p><b>Statistics (.5 credit):</b>                  STA218H5 <i>Statistics for Management</i>  <i>Exclusion:</i> <a href="#">STA220H5</a>, <a href="#">256H5</a>, <a href="#">257H5</a>; <a href="#">BIO360H5</a>; <a href="#">ECO220Y5</a>, <a href="#">227Y5</a>; <a href="#">PSY201H5</a>; <a href="#">SOC351H5</a></p>
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\*Indicates New Course

<b>Additional Courses for the Management stream (12.0 FCE in total)</b>
<p><b>Upper Years: (Total 2.0 credits)</b>  <i>Management Disciplines (4.5 credits):</i></p> <p>MGM320H5 <i>Financial Reporting</i>  <i>Exclusion:</i> <a href="#">MGT224H5</a>, <a href="#">322H5</a>  <i>Prerequisite:</i> <a href="#">MGT120H5</a>/<a href="#">MGM221H5</a>, <a href="#">222H5</a></p> <p>MGM332H5 <i>Managerial Finance</i>  <i>Exclusion:</i> <a href="#">MGT338H5</a>, <a href="#">339H5</a>, <a href="#">337Y5</a>  <i>Prerequisite:</i> <a href="#">MGM230H5</a>/<a href="#">MGT230H5</a></p> <p>MGT353H5 <i>Introduction to Marketing Management</i>  <i>Prerequisite:</i> <a href="#">MGT252H5</a>/<a href="#">MGM252H5</a>  <i>Recommended Preparation:</i> <a href="#">ECO220Y5</a>/<a href="#">227Y5</a>/<a href="#">STA(256H5, 260H5)</a></p> <p>MGT374H5 <i>Operations Management</i>  <i>Prerequisite:</i> <a href="#">ECO220Y5</a>/<a href="#">227Y5</a>/<a href="#">STA(256H5, 260H5)</a>/<a href="#">STA218H5</a></p>
<p><b>Electives: (Total 1.5 credits)</b></p> <p>MGM331H5 <i>Investments</i>  <i>Exclusion:</i> <a href="#">MGT330H5</a>  <i>Prerequisite:</i> <a href="#">MGM230H5</a>, <a href="#">STA218H5</a></p> <p>MGT452H5 <i>Advanced Marketing Management</i>  <i>Prerequisite:</i> <a href="#">MGT353H5</a></p> <p>MGT453H5 <i>Marketing Research</i>  <i>Prerequisite:</i> <a href="#">MGT353H5</a>; <a href="#">ECO220Y5</a>/<a href="#">227Y5</a>/<a href="#">STA(256H5, 260H5)</a>/<a href="#">STA218H5</a></p> <p>MGT454H5 <i>Special Topics in Marketing</i>  <i>Prerequisite:</i> <a href="#">MGT353H5</a></p>

<p><b>MGT455H5 <i>Marketing Consulting: Models for Analysis</i></b>  <i>Prerequisite:</i> <a href="#">MGT252H5/MGM252H5</a>, <a href="#">ECO220Y5/STA221H5/218H5</a></p> <p><b>MGT260H5 <i>Human Resource Management (formerly MGT460)</i></b>  <i>Prerequisite:</i> <a href="#">MGM(101H5, 102H5)</a></p> <p><b>MGT461H5 <i>Negotiation</i></b>  <i>Prerequisite:</i> Open to third and fourth year Commerce and Management students.</p> <p><b>MGT491H5 <i>Introduction to International Business</i></b>  <i>Prerequisite:</i> 1.0 credit in MGT/MGM at the 300/400 level</p> <p><b>MGT493H5 <i>Small Business Management</i></b>  <i>Prerequisite:</i> 1.0 credit in MGT/MGM at 300/400 level</p> <p><b>MGT494H5 <i>Entrepreneurial Strategy</i></b>  <i>Prerequisite:</i> Open to 3rd and 4th year Commerce and Management students.</p> <p><b>MGD421H5 <i>Technological Entrepreneurship</i></b>  <i>Prerequisite:</i> <a href="#">CCT321H5/MGM230H5</a>, <a href="#">CCT322H5/MGM252H5</a>, <a href="#">CCT324H5/MGM300H5/MGT262H5</a>; <a href="#">MGM101H5</a>.</p> <p><b>MGD422H5 <i>Management of Technological Innovation</i></b>  <i>Prerequisite:</i> <a href="#">CCT321H5/MGM230H5</a>, <a href="#">CCT322H5/MGM252H5</a>, <a href="#">CCT324H5/MGM300H5/MGT262H5</a>; <a href="#">MGM101H5</a></p> <p><b>MGD423H5 <i>Technology in Organizations</i></b>  <i>Prerequisite:</i> <a href="#">CCT321H5/MGM230H5</a>, <a href="#">CCT322H5/MGM252H5</a>, <a href="#">CCT324H5/MGM300H5/MGT262H5</a>, <a href="#">CCT325H5/CCT225H5/MGM371H5</a>; <a href="#">MGM101H5</a></p> <p><b>GGR252H5 <i>Retail Geography</i></b>  <i>Exclusion:</i> GGR252H1</p>
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\*Indicates New Course

<b>Additional Courses for the HRMIR Stream (14.0 FCE in total)</b>
<p><b>Upper Years: (Total 2.0 credits)</b>  <b>Management Disciplines (4.5 credits):</b>  <b>MGT260H5 <i>Human Resource Management (formerly MGT460H5)</i></b>  <i>Prerequisite:</i> <a href="#">MGM(101H5, 102H5)</a></p> <p>*<b>MGM364H5 <i>Labour Relations</i></b>  <i>Prerequisite:</i> <a href="#">MGT260H5</a></p> <p>*<b>MGM365H5 <i>HR Planning</i></b>  <i>Prerequisite:</i> <a href="#">MGT260H5</a></p> <p>*<b>MGM464H5 <i>Recruitment &amp; Selection</i></b>  <i>Prerequisite:</i> <a href="#">MGT260H5</a></p>

**\*MGM465H5 Occupational Health & Safety***Prerequisite:* [MGT260H5](#)**\*MGM466H5 Training & Development***Prerequisite:* [MGT260H5](#)**MGT480H5 Internship***Prerequisite:* 1.0 credit in MGT at the 300/400 level, 3.0 CGPA, 14.0 credits.**ERI360H5 Compensation***Prerequisite:* [ECO244Y5](#), [ERI260H5](#) or [MGM300H5](#), [MGT262H5](#)**Electives (1.5 credits)****ANT350H5 Globalization and the Changing World of Work***Prerequisite:* [ANT204H5/207H5/204Y5](#)**ECO261H5 Labour Market Policies***Exclusion:* [ECO361Y5/\(343H5,344H5\)](#), ECO239Y1*Prerequisite:* [ECO100Y5](#)**HIS313H5 Canadian Working-Class History to 1919***Exclusion:* [HIS313Y5](#), 313Y1*Corequisite:* 1.0 credit from the following list: [ECO244Y5](#); [HIS262Y5](#), ([262H5](#),[263H5](#)), [HIS263Y5](#); [SOC227H5](#)**HIS314H5 20<sup>th</sup> Century Canadian Working-Class History***Exclusion:* [HIS313Y5](#), 313Y1*Corequisite:* 1.0 credit from the following list: [ECO244Y5](#); [HIS262Y5](#), ([262H5](#), [263H5](#)) [HIS263Y5](#); [SOC227H5](#)*Recommended Preparation:* [HIS313H5](#)**SOC227H5 Sociology of Work and Occupations***Exclusion:* [SOC207Y5](#), 207Y1, 207H1*Prerequisite:* [SOC100H5](#)**SOC236H5 Globalization***Exclusion:* [SOC277Y5](#)*Prerequisite:* [SOC100H5](#)**SOC263H5 Social Inequality***Exclusion:* [SOC301Y5](#), [363H5](#)*Prerequisite:* [SOC100H5](#)**SOC341H5 Contemporary Issues in the Sociology of Work***Exclusion:* [SOC228H5](#)*Prerequisite:* [SOC100H5](#), [227H5](#)**SOC361H5 Sociology of Organizations and Industrial Relations***Exclusion:* [SOC317Y5](#), 317Y1*Prerequisite:* [SOC100H5](#), [227H5](#)**SOC362H5 Sex, Gender, and Work***Exclusion:* [SOC317Y5](#), 317Y1

*Prerequisite:* [SOC100H5](#), [227H5](#)

WGS210H5 *Women and Work in Contemporary Canada*

MGT461H5 *Negotiation*

*Prerequisite:* Open to third and fourth year Commerce and Management students.

MGT463H5 *Organizational Behaviour in a Global Context*

*Prerequisite:* [MGT262H5](#)/[MGM300H5](#)

\*MGM467H5 *NEW – Labour and Employment Law*

*Prerequisite:* [MGT260H5](#)

## Appendix B: Course Descriptions of HRMIR Stream

\*Indicates New Course

### First Year

#### **MGM101H5 Introduction to Management Functions**

This course shows how the principal management disciplines provide analytical tools for understanding organizations and their management, how the disciplines inter-relate and how they underpin the activities of organizations.

#### **MGM102H5 Management in a Changing Environment**

This course introduces the environment in which managers operate, and to the managerial role. It explores the Canadian business system, the economic, technological and social trends that are bringing about change in the system, and the basic principles of managing in this environment.

#### **ECO100Y5 Introduction to Economics**

A survey course with emphasis on the basic concepts and techniques of macro and micro economic theory. The concepts introduced will include: national income and its determination; monetary and fiscal techniques; the derivation and use of supply and demand schedules; the theory of the firm; and principles of comparative advantage and foreign exchange fluctuations.

### Upper Years

#### Statistics:

#### **STA218H5 Statistics for Management**

Acquaints students with the statistical principles that managers need in order to extract information from numerical data, and to understand the formal principles of decision-making under conditions of uncertainty. Covers descriptive statistics, elementary probability, expected values, sampling distributions, point and interval estimation, hypothesis testing for normal and binomial data, and multiple regression analysis.

#### Core Courses:

#### **MGT262 Individual and Group Behaviour in Organizations**

Theoretical ideas and practical applications concerning the behaviour of individual and group behaviour in organizations. We explore relevant problems confronting management: motivation, influence, communication, supervision, decision-making, and work force diversity.

**MGM301H5 Analysis for Decision and Control (formerly MGM200H5)**

Students will be introduced to a variety of techniques for analyzing data for the purposes of decision and control. Topics covered include mathematical modelling, decision analysis and operations management.

**MGM400H5 Special Topics in Management**

A series of advanced seminars and projects, designed to integrate the themes of the program and to draw connections with current issues of importance in private- and public-sector organizations.

**Management Disciplines****MGT260H5 Human Resource Management (formerly MGT460H5)**

Human resource management is studied from the perspective of the manager/practitioner. The course focuses on current theory and practices in the major functions of human resource management. Class exercises and projects are used to provide students with some practical HR experience.

**MGM221H5 Accounting Fundamentals I**

The objective of this course is to expose students to the fundamentals of accounting and financial reporting from a user perspective. Students will learn to prepare, read and understand financial statements as well as to analyze them for information content.

**MGM222H5 Accounting Fundamentals II**

Management accounting reports aid the decision-making process by providing management with pertinent financial, as well as nonfinancial, information, such as product service costing information, information to assist in planning and controlling operations, and special reports and analyses to support management's decisions. This course will provide you with the tools to understand and use management accounting information for decision making, planning and control.

**MGM230H5 Finance**

This course analyzes the financial decision-making processes of individuals and firms. It emphasizes the institutional aspects of finance, focusing on the characteristics of financial instruments and institutions in capital markets.

**MGM252H5 Principles of Marketing**

This course analyzes the financial decision-making processes of individuals and firms. It emphasizes the institutional aspects of finance, focusing on the characteristics of financial instruments and institutions in capital markets.

**MGM390H5 Regulatory Issues (formerly MGM290H5)**

This course provides an overview of the public institutions, laws and regulations that affect the structure and management of Canadian organizations.

### **MGM371H5 Introduction to Information Systems**

This course has been designed to provide students with a basic understanding of the computer and communications systems that are so central to modern organizations. Unlike programming courses, the focus here is on the knowledge that will enable students to use computer-based systems and to participate in their development. The course covers the technology, design, and application of information systems with emphasis on managerial implications. A wide variety of applications are studied. No previous background in computing is assumed.

### **MGT363H5 Organization Design**

The course covers the relationship between design and effectiveness; the impact and determinants (environment, technology, competitiveness, size, life-cycle, communication needs) of an organization's form as well as the difficulties of re-framing organizations.

### **\*MGT364H5 (NEW – Labour Relations)**

The role, structure, and performance of industrial relations within the framework of Canada's socio-economic-political system. Growth and history of the Canadian Labour movement: its philosophy and structure. Management's strategies and tactics in collective bargaining; public policy in the field of industrial relations; strikes in so-called emergency situations: the role of unions and collective bargaining in inflation.

### **\*MGM365H5 (NEW – HR Planning)**

During Human Resource Planning, organizations identify changes in human resources required to meet their future goals. In this course, students will learn about the steps involved in HR Planning including labour market forecasting, goal setting and strategic planning, and program implementation and evaluation.

### **\*MGM464H5: (NEW – Recruitment and Selection)**

An organization's success depends on its ability to recruit and select top talent. This course is designed to provide students with a deep understanding of the methods and application of various recruitment and selection techniques within organizations. Students will learn to recognize and create effective, resource-efficient recruitment programs, and how to identify the most qualified individuals from a pool of applicants.

### **\*MGM465H5 (NEW – Occupational Health & Safety)**

As individuals spend more and more time at work, it becomes increasingly important for organizations to protect their employees from harm and to support their physical, psychological, emotional, and social welfare. Students in this course will gain the knowledge and skills necessary to design and foster healthy and safe working environments.

**\*MGM466H5 (NEW – Training & Development)**

The goal of training and development is to grow the potential of employees within an organization. This course is designed to provide students with an understanding of how to improve job-related competencies through training and how to prepare employees for future job responsibilities through development. Topics covered include needs assessment, design, implementation, and evaluation of training and development programs.

**ERI360H5 Compensation**

This course explores the theory and process of developing compensation systems which is the single largest budget component in many organizations. The course considers how the design of compensation systems affects organizations' attractiveness to job seekers and the behavior of current employees. The course provides students with an understanding of the principles, processes, issues and techniques involved in establishing compensation and reward programs in organizations within a framework of fairness and equity. The course focuses on the major components in developing an effective compensation and rewards program such as legislation, principles of equity and fairness, job analysis, job evaluation, compensation surveys, benefits and incentives. Current events in relation to compensation and rewards are explored.

**ECO205Y5 Microeconomic Theory and Applications (for Management)**

The course uses microeconomics to analyze a variety of issues from marketing and finance to organizational structure. Topics include demand, cost analysis and estimation; allocation of inputs, pricing and firm behaviour under perfect and imperfect competition; game theory and competition policy. Emphasis will be placed upon business cases which are used to connect theory and practice and to highlight differences and similarities between economics and accounting, marketing and finance. This course is restricted to students in the Management Specialist Program.

**ECO244Y5 Industrial Relations**

The role, structure, and performance of industrial relations within the framework of Canada's socio-economic-political system. Growth and history of the Canadian Labour movement: its philosophy and structure. Management's strategies and tactics in collective bargaining; public policy in the field of industrial relations; strikes in so-called emergency situations: the role of unions and collective bargaining in inflation.

**MGT480H5 Internship**

Students will be provided with an opportunity to apply, in a practical business setting, the management knowledge they have gained through previous course work. This is accomplished through part-time unpaid work placements, or "internships." The internship will provide students with a valuable opportunity to make personal contacts in the public or private sector. The course is also intended to help students acquire practical skills that will serve them well in the workplace. An application is required.



## Electives

### **ANT350H5 Globalization and the Changing World of Work**

The course uses ethnographic material to examine ways in which global forces have changed the nature of work in different sites since World War Two -- North America, Europe, and the countries of the South are selectively included.

### **ECO261H5 Labour Market Policies**

This course is designed to provide students in the Human Resources and Industrial Relations program with knowledge of how the labour market affects the employment relationship. The basic tools of labour economics are developed and applied to various issues of organizational and government policy such as: the incentive effects of compensation arrangements, government income support programs, and minimum wage policy; the determinants of preferences for hours of work including job-sharing, overtime and retirement; the impacts of unions on compensation and productivity; public-sector employment and alternatives to the right to strike; discrimination in employment on the basis of gender and race as well as related government policies such as pay and employment equity.

### **ECO343H5 Labour Economics and Public Policy**

This course uses both applied microeconomic theory and empirical analysis to examine labour markets in Canada. The course is especially focused on the link between research and public policy. Topics to be covered include: labour supply and demand, minimum wages, immigration, human capital, education production, inter- and intra-generational equality, and peer effects. At the end of the course, students should have a firm grasp of key policy issues involving Canada's labour market and be able to critique the quality of other empirical studies.

### **ECO344H5 Labour Economics and Market Frictions**

This course studies the economic behaviour of employers and employees as they interact in the labour market. The class extends beyond basics of labour supply and demand to consider cases when markets are not always perfectly competitive. The course will cover such topics as segmented labour markets, unionization and collective bargaining, unemployment, monopsony, and discrimination.

### **ECO370Y5 Economics of Organizations**

The determinants of the boundary between organizations and markets. Problems of centralization vs. decentralization, authority, coordination and motivation within organizations. Incentives, ownership and property rights. The nature of the employment relationship: explicit and implicit contracts, compensation, relative performance evaluation, career paths, job assignments and promotion.

**ECO381H5 Managerial Economics II: Personnel Economics**

The determinants of the boundary between organizations and markets. Problems of centralization vs. decentralization, authority, coordination and motivation within organizations. Incentives, ownership and property rights. The nature of the employment relationship: explicit and implicit contracts, compensation, relative performance evaluation, career paths, job assignments and promotion.

**HIS313H5 Canadian Working-Class History to 1919**

This course focuses on the transition in Canada from a pre-industrial society to an industrial society, and the changing nature of work. It examines the impact of technological changes on jobs, themes of gender and ethnicity in the workforce, the emergence of the labour movement and workers' political action, working class family and community life, early standards legislation, workers and war, and the meaning of the Winnipeg General Strike 1919.

**HIS314H5 20th Century Canadian Working-Class History**

This course focuses on the changing place and definition of workers in modern Canadian society. It surveys the hard years of the Great Depression, workers' contributions to the Second World War, the rise and consolidation of the labour movement, and changing patterns of political action by workers. It examines the creation of a modern industrial relations system, legislative measures affecting workers on the job and during strikes and collective bargaining, the emergence of public sector employees and their negotiations, changing gender roles in the workforce, work experiences of immigrant workers, and Canadian workers' changing position in the global economy.

**SOC227H5 Sociology of Work and Occupation**

This course covers work and post-industrialization in Canada today. It considers labour force participation, and social differences and inequalities across different groups, including gender, class, and ethnicity/race. It also examines managerial cultures and styles, and workers' responses and resistance to managerial control.

**SOC236H5 Globalization**

How do individuals relate to the complex and over-used concept of "globalization"? This course will explore major theories and controversies in the field of globalization scholarship, looking at the phenomena from the perspective of global capitalists, anti-globalization social movements, consumers, states, and citizens. Students will critically evaluate common claims made about globalization, and acquire tools to assess the validity of competing perspectives.

**SOC263H5 Social Inequality**

Examines the causes, prevalence and manifestations of social, political and economic inequalities, internationally and within Canada. The effects of gender, age, ethnicity-race, among other characteristics, are carefully analyzed in Canada and cross-culturally.

**SOC341H5 Contemporary Issues in the Sociology of Work**

This course will focus on key changes in the world of work since the 1970s and their implications for different groups. We will engage different sides of debates about such issues as women in the workforce, recent immigrant and migrant workers, unions and mobility. Throughout the course, emphasis will be placed on how class, gender, ethnic and race relations shape work and occupations.

**SOC361H5 Sociology of Organizations and Industrial Relations**

This course examines the structure and culture of organizations, including the range of management cultures, and how relationships among unions, management, and employees are affected by the social structure and culture of both the employer and the union as organizations.

**SOC362H5 Sex, Gender, and Work**

This course will look at the situation faced by women in the workplace and workforce, and the implications for male employees. We will focus on classic and current research, theory and debates about sex segregation in jobs and occupations, the wage and earnings gap, and access to and exercise of authority by women in management positions.

**WGS210H5 Women and Work in Contemporary Canada**

This course covers a wide range of issues relating to female participation in public and private sectors of the today's Canadian workforce. It examines the relevance of education, perceptions, sexuality and family issues. Services and infrastructure, as well as collective bargaining are also addressed.

**MGT461H5 Negotiation**

We negotiate every day - with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and even our friends and romantic partners. Negotiation is the art and science of securing agreements between two or more interdependent parties. It is a craft that must hold cooperation and competition in creative tension. It can be very difficult to do well. Even the most experienced negotiators often fall prey to common biases and errors in judgment. This course is highly experiential - students will practice, reflect, analyze, and practice again - and draws its insights from research in the cognitive, behavioral and social sciences.

**MGT463H5 Organizational Behaviour in a Global Context**

A multinational perspective has become critical to an organization's success. This course explores some of the challenges of managing across and working with cultures. It will also consider ways in which management theories and behaviors may be adapted to ensure their application is carefully considered when applying Western management theories in an international setting. The course weaves together conceptual and practical considerations to create a balanced and exciting learning experience.

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

Last updated March 19, 2014

**\*MGM467H5 (NEW – Labour and Employment Law)**

This course examines the various laws which govern the relationship between organizations, employees, unions, and the government. Topics covered include industrial relations, workplace health and safety regulations, and employment standards (minimum wage, working hours, holidays, severance, etc.).

## Appendix C: Proposed Learning Outcomes, and Degree Level Expectations

Note: The differences between the two streams have been highlighted in yellow.

### HRMIR Stream ERSPE1882

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>Depth and breadth of knowledge in this stream is represented by a broad base of understanding of management theory and practice as provided by the B.B.A. core as well as a deeper understanding of the function of HRMIR within effective organizations.</p>	<p>Students will be able to use management terminology and ideas to explain how organizations work.</p> <p>Students will be able to identify issues related to business or HRMIR within organizational environments.</p> <p>Students will be able to discuss how business or HRMIR functions contribute to organizational effectiveness.</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ol style="list-style-type: none"> <li>1) Completion of the B.B.A. core courses will support breadth of understanding across business disciplines. Completion of interdisciplinary electives will further supplement this breadth.</li> <li>2) Completion of specialized HRMIR courses will support a deep understanding of HRMIR and its relation to other business functions.</li> <li>3) A number of new specialized courses will be particularly important in shaping students' knowledge of the core functions of HRMIR in the HRMIR stream: MGT364 (Labour Relations), MGT365 (HR Planning), MGT464 (Recruitment and Selection), MGT465 (Occupational Health and Safety), and MGT466 (Training and Development).</li> <li>4) Completion of the required Internship course (MGT480) in the HRMIR stream will provide students with hands-on experience with the practice and fundamentals of the Human Resource profession.</li> </ol>
<p><b>2. Knowledge of Methodologies</b></p> <p>Knowledge of methodologies in this domain is reflected by an understanding of the various analyses and processes involved</p>	<p>Students will be able to describe the analysis undertaken in management situations when evaluating or selecting an organizational process.</p> <p>Students in the HRMIR stream will be able to explain the factors influencing recruitment and selection, job analyses, the</p>	<p>As mentioned in Section 1 of the proposed learning outcomes and degree level expectations, this program will equip students with a broad base of knowledge via completion of the core B.B.A. courses and interdisciplinary electives.</p> <p>Students will build further depth through the completion of a set of carefully designed specialized courses.</p> <p>Importantly, in the HRMIR stream, students' knowledge of methodologies across the fundamental disciplines of Management and within HRMIR specifically will qualify</p>

<p>in the management of human resources and industrial relations.</p>	<p>development of a training and development plan, the design of a total rewards package, collective bargaining, the management of health and safety issues in the workplace, and the design of employee performance appraisal systems.</p>	<p>them to take the exam necessary for designation as a Certified Human Resources Professional (CHRP) with the Human Resources Professionals Association (HRPA).</p>
<p><b>3. Application of Knowledge</b> Application of knowledge is understood in the HRMIR stream as being able to adopt the methodologies named in Section 2 of the proposed learning outcomes and degree level expectations to make informed choices about human resource management and industrial relations.</p>	<p>Students will be able to correctly apply broad management theories and more specific HRMIR frameworks to the analysis of issues encountered in real world organizations</p> <p>Specifically in the HRMIR stream, students will be able to solve important human resource management and industrial relations problems by effectively implementing the methodologies in Section 2 in an organizational setting</p>	<p>Knowledge will be applied throughout the completion of core and specialization courses. For the HRMIR stream, the new specialized courses in recruitment and selection, HR planning, and training and development are especially well-suited to knowledge application during coursework, case assignments, and applied projects.</p> <p>Knowledge will also be applied within a real-world organizational context during completion of the Internship course.</p>
<p><b>4. Communication Skills</b> Communication skills will be demonstrated through accurate and clear oral and written presentations, to business professionals, of information, arguments, and analyses.</p>	<p>Students will be able to produce a range of effective business communications, in both oral and written form, for an audience of business professionals.</p>	<p>The development of written and oral communication skills will be emphasized in all upper year Management courses and is typically evaluated through written case analysis and presentations to peers and industry leaders.</p>
<p><b>5. Awareness of Limits of Knowledge</b></p>	<p>Students will be able to explain how processes from Section 2 have been adapted for a specific</p>	<p>Beginning with MGT262 and MGM301, students will be introduced to the “contingency approach” to Management. This approach emphasizes an appreciation of uncertainty and an awareness of the limitations of a</p>

<p>Awareness of limits of knowledge is demonstrated by a familiarity with contingency approaches to management and an awareness of the impact of context on organizations.</p>	<p>organizational context.</p> <p>Students will be able to apply the “contingency approach” to problems encountered in real world organizational contexts.</p>	<p>one-fits-all approach to Management.</p> <p>In the HRMIR stream, students will become familiar with identifying and weighing multiple solutions to HRMIR problems and to applying integrative interventions.</p> <p>Upper year courses including MGT260 and MGT364 and electives including SOC227 and HIS313 will provide students with the historical and contemporary context necessary to understand how different approaches to HRMIR are appropriate in different contexts.</p>
<p><b>6. Autonomy and Professional Capacity</b> Autonomy and professional capacity is demonstrated by students who exercise initiative and take responsibility for actions and decisions undertaken independently and within groups.</p>	<p>Students will be able to demonstrate professional behaviour in individual and group settings that mirror real world contexts.</p>	<p>A fundamental goal of the HRMIR stream is to prepare students for HRP certification; in support of this goal, the development of autonomy and professional capacity will be stressed in all upper year core and Management courses. In particular, throughout the program, students will be asked to complete work in individual and group settings that mirror real world contexts. Autonomy and professional capacity will be most intensely developed during the completion of the Internship course.</p>

### Management Stream ERSPE2431

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>Depth and breadth of knowledge in this stream is represented by a broad base of understanding of management theory and practice as provided by the B.B.A. core as well as a deeper</p>	<p>Students will be able to use management terminology and ideas to explain how organizations work.</p> <p>Students will be able to discuss how business functions contribute to organizational effectiveness.</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ol style="list-style-type: none"> <li>1) Completion of the B.B.A. core courses will support breadth of understanding across business disciplines. Completion of interdisciplinary electives will further supplement this breadth.</li> <li>2) Completion of upper-level courses in the management disciplines will support a deep understanding of the key business functions and processes in organizations.</li> </ol>

<p>understanding of business functions and processes within effective organizations.</p>		
<p><b>2. Knowledge of Methodologies</b></p> <p>Knowledge of methodologies in this domain is reflected by an understanding of the various analyses and processes involved in the management and operation of organizations</p>	<p>Students will be able to describe the analysis undertaken in management situations when evaluating or selecting an organizational process.</p> <p>Students in the Management stream will be able to explain the processes used in managing and operating in organizations through the various business functions.</p>	<p>As mentioned in Section 1 of the proposed learning outcomes and degree level expectations, this program will equip students with a broad base of knowledge via completion of the core B.B.A. courses and interdisciplinary electives.</p> <p>Students will build further depth through the completion of a set of carefully designed specialized courses.</p>
<p><b>3. Application of Knowledge</b></p> <p>Application of knowledge is understood in the Management stream as being able to adopt the methodologies named in Section 2 of the proposed learning outcomes and degree level expectations to make informed choices about management issues.</p>	<p>Students will be able to correctly apply broad management theories to the analysis of issues encountered in real world organizations</p>	<p>Knowledge will be applied throughout the completion of core and specialization courses.</p> <p>Knowledge will also be applied within a real-world organizational context during completion of the Internship course.</p>
<p><b>4. Communication Skills</b></p> <p>Communication skills will be demonstrated through accurate and clear oral and written presentations, to business professionals, of information,</p>	<p>Students will be able to produce a range of effective business communications, in both oral and written form, for an audience of business professionals.</p>	<p>The development of written and oral communication skills will be emphasized in all upper year Management courses and is typically evaluated through written case analysis and presentations to peers and industry leaders.</p>



arguments, and analyses.		
<p><b>5. Awareness of Limits of Knowledge</b></p> <p>Awareness of limits of knowledge is demonstrated by a familiarity with contingency approaches to management and an awareness of the impact of context on organizations.</p>	<p>Students will be able to explain how processes from Section 2 have been adapted for a specific organizational context.</p> <p>Students will be able to apply the “contingency approach” to problems encountered in real world organizational contexts.</p>	<p>Beginning with MGT262 and MGM301, students will be introduced to the “contingency approach” to Management. This approach emphasizes an appreciation of uncertainty and an awareness of the limitations of a one-fits-all approach to Management.</p>
<p><b>6. Autonomy and Professional Capacity</b></p> <p>Autonomy and professional capacity is demonstrated by students who exercise initiative and take responsibility for actions and decisions undertaken independently and within groups.</p>	<p>Students will be able to demonstrate professional behaviour in individual and group settings that mirror real world contexts.</p>	<p>A fundamental goal of the Management stream is to prepare students for life in organizations; in support of this goal, the development of autonomy and professional capacity will be stressed in all upper year core and Management courses. In particular, throughout the program, students will be asked to complete work in individual and group settings that mirror real world contexts. Autonomy and professional capacity will be most intensely developed during the completion of the Internship course.</p>

## Appendix D: Current Calendar Copy

**(Note that this calendar copy will remain unchanged)**

### Specialist Program ERSPE2431 Management

Within the BBA degree, 12 credits are required.

**Limited Enrolment** --Enrolment in this program is limited to students who meet the following criteria:

1. Prerequisite Courses:  
MGM101H5(63%), MGM102H5(63%); ECO100Y5(63%) in a minimum of 4.0 credits.
2. Cumulative Grade Point Average (CGPA)  
Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
3. Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry.

**Note:** Transfer Credits

Students applying to Management with transfer credits must meet these requirements:  
The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T Mississauga. The CGPA is based on courses taken for credit.  
The combined CGPA of all courses taken at another institution plus U of T Mississauga courses must meet the minimum cut off for the year in which you are applying.

**Application** for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for **dates**.

First Year	(2.0 credits) MGM101H5, 102H5; ECO100Y5
Upper Years	<ul style="list-style-type: none"> <li>• Core courses (1.5 credits): MGM200H5; 300H5; 400H5</li> <li>• Management Disciplines (6.5 credits): MGM221H5/MGT120H5, 222H5, 230H5, 252H5, 390H5, 320H5, 332H5, 371H5; MGT353H5, 363H5, 374H5; ECO205Y5</li> <li>• Statistics (.5 credit): STA218H5</li> <li>• Electives (select 1.5 credit): MGM331H5, MGT413H5, 452H5, 453H5, 454H5, 455H5, 260H5, 461H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5, GGR252H5.</li> </ul>

## Appendix E: Proposed Calendar Copy

### Specialist Program ERSPE2431 Management

This program has two streams, both leading to the BBA degree:

- The Management (MGM) stream is designed to give students a broad grounding in the management disciplines.
- The Human Resource Management & Industrial Relations (HRMIR) stream is designed to provide students with a grounding in the management disciplines and a specialized education in HRMIR.

#### MGM stream

Within the BBA degree, 12 credits are required.

**Limited Enrolment** --Enrolment in this program is limited to students who meet the following criteria:

1. Prerequisite Courses:

MGM101H5(63%), MGM102H5(63%); ECO100Y5(63%) in a minimum of 4.0 credits.

2. Cumulative Grade Point Average (CGPA)

Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.

3. Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry.

**Note:** Transfer Credits

Students applying to Management with transfer credits must meet these requirements:

The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T Mississauga. The CGPA is based on courses taken for credit.

The combined CGPA of all courses taken at another institution plus U of T Mississauga courses must meet the minimum cut off for the year in which you are applying.

**Application** for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for **dates**.

First Year	(2.0 credits) MGM101H5, 102H5; ECO100Y5
Upper Years	<ul style="list-style-type: none"> <li>• Core courses (1.5 credits): MGT262H5; 301H5; 400H5</li> <li>• Management Disciplines (6.5 credits): MGM221H5/MGT120H5, 222H5, 230H5, 252H5, 390H5, 320H5, 332H5, 371H5; MGT353H5, 363H5, 374H5; ECO205Y5</li> <li>• Statistics (.5 credit): STA218H5</li> <li>• Electives (select 1.5 credit): MGM331H5, MGT413H5, 452H5,</li> </ul>

	453H5, 454H5, 455H5, 260H5, 461H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5, GGR252H5.
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## Specialist Program ERSPE1882 Human Resource Management & Industrial Relations

### HRMIR stream

Within the BBA degree, 14 credits are required.

**Limited Enrolment** --Enrolment in this program is limited to students who meet the following criteria:

1. Prerequisite Courses:

MGM101H5(63%), MGM102H5(63%); ECO100Y5(63%) in a minimum of 4.0 credits.

2. Cumulative Grade Point Average (CGPA)

Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.

3. Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry.

**Note:** Transfer Credits

Students applying to Management with transfer credits must meet these requirements:

The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T Mississauga. The CGPA is based on courses taken for credit.

The combined CGPA of all courses taken at another institution plus U of T Mississauga courses must meet the minimum cut off for the year in which you are applying.

**Application** for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for **dates**.

First Year	(2.0 credits) MGM101H5, 102H5; ECO100Y5
Upper Years	<ul style="list-style-type: none"> <li>• Core courses (1.5 credits): MGT262H5; MGM301H5, 400H5</li> <li>• Management Disciplines (8.5 credits): MGM221H5/MGT120H5, MGM222H5, 230, 252H5, 364H5, 365H5, 390H5, 371H5, 464H5, 465H5, 466H5; MGT260H5, 363H5, 480; ECO205Y5; ERI360H5</li> <li>• Statistics (.5 credit): STA218H5</li> <li>• Electives (select 1.5 credit): ANT350H5; ECO261H5; HIS313H5, 314H5; SOC227H5, 236H5, 263H5, 341H5, 361H5, 362H5; WGS210H5; MGT461, 463, 467.</li> </ul>



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

5

**TO:** Academic Affairs Committee

**SPONSOR:** Amy Mullin, Vice-Principal Academic and Dean

**CONTACT INFO:** 905-828-3719, [vpdean.utm@utoronto.ca](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** See Sponsor.

**CONTACT INFO:**

**DATE:** March 19, 2014 for March 26, 2014

**AGENDA ITEM:** 5

**ITEM IDENTIFICATION:**

New Minor in Visual Culture, Department of Visual Studies

**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. Introduction of a new freestanding minor where there is no existing major or specialist program is considered a major modification.

**GOVERNANCE PATH:**

- 1. Academic Affairs Committee [For Approval] (March 26, 2014)

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

The Department of Visual Studies at the University of Toronto Mississauga (UTM) is proposing to create a new Minor in Visual Culture. The Department of Visual Studies currently offers programs in Art History, Cinema Studies, and Visual Culture and Communication (VCC), the latter involves joint programming shared with the ICCIT and Sheridan College. The proposed new Minor in Visual Culture will allow students the opportunity to take the Department of Visual Studies course offerings for the VCC program which are characterized by a more humanistic, critical approach to the study of images than the communications-oriented courses offered by the ICCIT, and the practical courses offered by Sheridan College.

The new Minor will also draw on courses from other Departments including Anthropology, English and Drama, and Historical Studies, the Chairs of which have all agreed to the cross-listing of relevant courses. This new Minor will be geared toward preparing students, when taken in concert with an

appropriate major program, for graduate studies in Visual Culture or other areas of Visual Studies (such as Media or Television studies), and/or for careers in media, design, marketing, public relations, business, and the arts and culture industries. Apart from the VCC Specialist program, there are no other degree offerings in Visual Culture at the University of Toronto St. George (UTSG) and at the University of Toronto Scarborough (UTSC).

Visual Culture involves the study of the production, circulation, and reception of images, artefacts, and spaces in order to understand how they shape and are shaped by their historical and cultural contexts, and how images are valued and take on efficacy. It encompasses both ‘high’ and ‘low’ culture, fine art and everyday objects, and reaches across the entire range of visual and performative technologies and media from organic and inorganic processes occurring in nature through painting, sculpture, architecture, textiles, apparel, and bodily comportment to photography, film, television, and digital or ‘new’ media. The new Minor in Visual Culture will be a useful component of any degree not just within Visual Studies but also across the Humanities and Social Sciences.

There are no specific admission or eligibility requirements for the proposed program. All students are eligible to enroll upon completion of their first year or 4.0 credits. Students are required to take 4.0 credits to complete the Minor. There is one mandatory course, VCC101H5: *Introduction to Visual Culture*. For the other 3.5 credits, students complete at least 1.0 other credit at the 200 level and at least 1.0 credit at the 300 or 400 level; they are free to select these from any of the Department’s VCC courses and from the approved, cross-listed courses.

There have been extensive consultations with the Office of the Dean and the Robert Gillespie Academic Skills Centre at UTM. There have also been extensive consultations with UTM Visual Studies Faculty, along with students, and the Chairs of Anthropology, Historical Studies, English and Drama, Sociology, and the Director of the Institute for Communication, Culture, Information and Technology who are all in support of this proposal.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

THAT the proposed New Minor in Visual Culture, offered by the Department of Visual Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated February 25, 2014, be approved, effective September 1, 2014.

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**DOCUMENTATION PROVIDED:**

Item New Minor in Visual Culture, Department of Visual Studies



## University of Toronto Major Modification Proposal – Type B: New Freestanding Minor where there is no Existing Specialist or Major

*(This template has been developed in line with the University of Toronto's Quality Assurance Process.)*

*This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process. It is designed to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for academic change.*

<b>What is being proposed:</b> Please specify exactly what is being proposed. i.e., A new freestanding Minor (where there is no existing Specialist or Major) in ...	A new freestanding Minor in Visual Culture ERMIN1210
<b>Department / Unit (if applicable) where the program will be housed:</b>	Department of Visual Studies, UTM
<b>Faculty / Academic Division:</b>	University of Toronto Mississauga
<b>Faculty / Academic Division Contact:</b>	<b>Melissa Berger</b> Program and Curriculum Officer Office of the Dean, UTM <a href="mailto:melissa.berger@utoronto.ca">melissa.berger@utoronto.ca</a>
<b>Department/Unit Contact:</b>	Alison Syme, Acting Chair, Visual Studies <a href="mailto:alison.syme@utoronto.ca">alison.syme@utoronto.ca</a> Office: 905-569-4646
<b>Anticipated start date of the program:</b>	September 1 <sup>st</sup> , 2014
<b>Version Date:</b>	February 25, 2014

## 1 Executive Summary

The Department of Visual Studies at the University of Toronto Mississauga (UTM) is proposing to create a new Minor in Visual Culture. The Department of Visual Studies offers programs in Art History, Cinema Studies, and Visual Culture and Communication (VCC). The VCC program draws on courses within the Department of Visual Studies as well as from the Institute of Communication, Culture, Information and Technology (ICCIT), in addition to practice-based digital communications courses at Sheridan College. Space in this joint program is limited and the only degree program which is currently available in Visual Culture and Communication is a Specialist. The proposed new Minor in Visual Culture will allow more students the opportunity to take the Department of Visual Studies course offerings for the VCC program (which are characterized by a more humanistic, critical approach to the study of images than the communications-oriented courses offered by the ICCIT, and the practical courses offered by Sheridan College).

In addition to our own VCC course offerings, the new Minor will draw on courses from other Departments (Anthropology, English and Drama, and Historical Studies), the Chairs of which have all agreed to the cross-listing of relevant courses. This new Minor will be geared toward preparing students, when taken in concert with an appropriate major program, for graduate studies in Visual Culture or other areas of Visual Studies (such as Media or Television studies), and/or for careers in media, design, marketing, public relations, business, and the arts and culture industries. Apart from the VCC Specialist program, there are no other degree offerings in Visual Culture at the University of Toronto St. George (UTSG) and the University of Toronto Scarborough (UTSC).

## 2 Program Rationale

### Statement of Purpose

We live in a world that is overflowing with images and where forms of visual literacy have become of critical importance. The proposed Minor program in Visual Culture responds to this need by offering students an interdisciplinary, humanistic approach to the study of the production, circulation, and reception of images in everyday life, with an emphasis on those aspects of the visual field not covered by Art History and Cinema Studies, including the theoretical as well as historical study of visual perception and its relation to the other perceptual senses.

### Context

The Department of Visual Studies offers courses in three areas within the field of Visual Studies: Art History, Cinema Studies, and Visual Culture. While Cinema Studies focuses on moving images and Art History has a focus on 'fine' art, Visual Culture has no restriction on its objects of study, and takes a broader, more synthetic approach to questions of vision and visibility. The more specialized areas within Visual Studies have been and continue to be enriched immensely



by approaches developed within Visual Culture studies, which therefore constitute a crucial supplement to them as well as their own distinct, vital, and relatively new discipline.

Visual Culture involves the study of the production, circulation, and reception of images, artefacts, and spaces in order to understand how they shape and are shaped by their historical and cultural contexts, and how images are valued and take on efficacy. It encompasses both 'high' and 'low' culture, fine art and everyday objects, and reaches across the entire range of visual and performative technologies and media from organic and inorganic processes occurring in nature through painting, sculpture, architecture, textiles, apparel, and bodily comportment to photography, film, television, and digital or 'new' media. Images are central not only to the functioning of our society, but also to the ways in which we think about and represent any object of knowledge; in order to understand any aspect of our society it is essential to understand images and how they function, not just within the frame of art, but also of culture understood as the social relations that constitute everyday life, in which images are a vital and central area of research and inquiry. The new Minor in Visual Culture would therefore be a useful component of any degree not just within Visual Studies but also across the Humanities and Social Sciences.

### **Academic Planning**

The proposed Minor responds to several imperatives outlined in the "Towards 2030" document and the UTM Divisional Academic Plan.<sup>1</sup> The new Minor will accommodate growth in undergraduate teaching at UTM and assist in the University's long-term enrolment strategy. It will build on existing strengths at UTM and offer a rigorous, interdisciplinary program of study. It will help prepare students for careers in the "innovation-based industries" identified as Toronto-area strengths,<sup>2</sup> including information/communications technology and digital media, as well as for graduate study. As with any Humanities program, the new Minor will ensure that our "graduates are educated in the broadest sense of the term, and have developed the ability to think clearly, to inquire deeply, to judge objectively, and to contribute constructively to society." Like all of the offerings in the Department of Visual Studies, the new minor will create "opportunities for our students to engage in research, experiential learning, and creative activity."

### **Distinctiveness**

Visual Culture is a relatively young discipline. In North America, Syracuse University offers a minor in "Visual Culture," while UC Santa Cruz and UBC Okanagan offer both majors and minors in "The History of Art and Visual Culture" and "Art History and Visual Culture," respectively. At the graduate level, Rochester University offers a PhD in "Visual and Cultural Studies," and Guelph has a Master's program in "Art History and Visual Culture." In the UK, Visual Culture

<sup>1</sup> [http://www.towards2030.utoronto.ca/files/2030\\_REDUXv7.pdf](http://www.towards2030.utoronto.ca/files/2030_REDUXv7.pdf);

<http://www.utm.utoronto.ca/academic-planning/sites/files/academic-planning/public/users/kauldhar/Divisional%20Plan%2C%20November%2012%2C%202012.pdf>

<sup>2</sup> "Towards 2030 Synthesis Report," p. 9.

programs are on the rise; Goldsmiths, Westminster, Richmond, King's College, and several other schools offer degrees in Visual Culture, often in conjunction with art historical or material culture studies.

The Department of Visual Studies at UTM is the only campus at the University of Toronto to offer dedicated courses in Visual Culture. As mentioned on page 2, the Visual Culture and Communication program in the Department of Visual Studies draws on course offerings from the ICCIT as well as Sheridan College. The new minor will primarily draw on the Department's own offerings in Visual Culture and will not involve the Communications or practical courses offered by the ICCIT and Sheridan College (i.e., courses with CCIT codes). As indicated on p. 2, our courses offer a Humanistic approach to the study of the visual, which differentiates them from the courses offered by the ICCIT.

#### **Faculty Expertise**

UTM is particularly well placed to deliver this kind of program given the strength of its faculty in this area. There are permanent faculty in the Department of Visual Studies who teach Visual Culture courses already, on topics that range from Indian calendar art to American popular television.

### **3 Need and Demand**

VCC courses in the Department of Visual Studies have enrolments from undergraduate students in the areas of Art History and Cinema Studies, as well as students from outside the Department in addition to VCC program Specialist students. The enrolments in our VCC courses have remained quite steady over the last five years at an average of 640 enrolled students per year, out of which only around 40 are currently VCC Specialists. We believe that these numbers will grow with the addition of a Minor, and given some of our new and popular 200-level VCC offerings such as VCC205H5: *Monsters*. The rise in student interest in the study of Visual Culture is also reflected in the recent addition of CLA235H5: *Ancient Visual Culture* to the list of course offerings in the Department of Historical Studies, and there is student demand for more courses on visual culture in the Department of Anthropology.

A Minor in Visual Culture which trains students in current approaches to a range of visual materials and issues, covers the history of the discipline, and gives students a grounding in the wide range of areas of visual cultural study (including different media, genres, cultures, historical periods, and theories) will be an important asset for students who wish to pursue graduate studies in this area, as well as those seeking employment in a variety of media and digitally based professions and industries.

### **4 Admission / Eligibility Requirements**

There are no specific admission or eligibility requirements for the proposed program. All

students are eligible to enroll upon completion of their first year or 4.0 credits.

## 5 Program Requirements

Students are required to take 4.0 credits to complete the Minor. There is one mandatory course, VCC101H5: *Introduction to Visual Culture*. For the other 3.5 credits, students complete at least 1.0 other credit at the 200 level and at least 1.0 credit at the 300 or 400 level; they are free to select these from any of the Department’s VCC courses and from the approved, cross-listed courses.

Please see Appendix A for proposed calendar copy.

Please see Appendix B for a full list of the course numbers, titles, and descriptions, indicating clearly whether they are new / existing.

## 7 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes	How the program design / structure supports the degree level expectations
<p><b>1. Depth and Breadth of Knowledge</b></p> <p><i>a) knowledge and a critical understanding of the central concepts, current methodologies and recent advances, theoretical approaches and assumptions, and intellectual history of at least one discipline</i></p> <p><i>b) an understanding of many of the major fields in that discipline and the relationship of the discipline to other disciplines</i></p> <p><i>c) a detailed knowledge of and some experience with the practice and fundamentals of research and enquiry in a discipline</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-remember the core vocabulary and concepts of Visual Culture studies</li> <li>-identify the major debates and historical developments that are fundamental to the study of Visual Culture</li> <li>-demonstrate a knowledge of a range of historical and contemporary visual cultures (e.g. national, sub-cultural, war, post-colonial, activist, etc.)</li> <li>-recognise a range of image-making techniques and technologies and place them within their historical and cultural contexts</li> <li>-recognise a variety of methods that reflect the interdisciplinarity of Visual Culture studies (these methods may come from Art History, Cinema Studies, Anthropology, Classics, English, etc.)</li> </ul>	<p>The required introductory course, VCC101, will introduce the core concepts, vocabulary, and keywords of Visual Culture studies through readings that introduce the key debates and historical developments in the field and that describe and apply the major approaches to the study of the visual.</p> <p>The more specialized courses required at the 200 level and above will deepen students’ understanding of specific media, of visual culture within specific historical and social contexts, and of specific theoretical approaches to the study of the visual. These upper level courses will hone students’ abilities to critically evaluate and compare existing scholarship and develop their own analyses and arguments, that draw upon their knowledge, interests, and strengths across the various disciplines and methods that they encounter in the program and in which they have begun to develop proficiency.</p>

<p><b>2. Knowledge of Methodologies</b></p> <p><i>a) an understanding of methods of enquiry or creative activity, or both, in their primary area of study</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-select and apply appropriate analytical and interpretive methods and theories to the study of visual culture</li> <li>-evaluate available concepts and theories in order to select the appropriate methodology</li> </ul>	<p>VCC101 will introduce core theories and methods, and the requirement of 1.0 credits of 300/400 level courses will further develop students' knowledge and understanding of the variety of methodologies used in the field of Visual Culture Studies.</p>
<p><b>3. Application of Knowledge</b></p> <p><i>a) gather, review, interpret, present, produce and critically evaluate information, arguments, assumptions, abstract concepts, hypotheses and/or creative options</i></p> <p><i>b) make informed judgments in accordance with the major theories, concepts, intellectual and artistic traditions, and methods of the subject(s) of study</i></p> <p><i>c) apply relevant concepts, principles, and techniques, both within and outside the discipline</i></p> <p><i>d) frame appropriate questions, solve problems, propose and test solutions</i></p> <p><i>e) formulate coherent lines of argument</i></p> <p><i>f) if applicable, produce a creative work.</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-recognise and question the work of the visual in their everyday lives and in those of other societies</li> <li>-apply appropriate research methods according to course-specific topics, parameters, and major/final assignments/projects</li> <li>-develop questions about and analyses of issues relevant to the study of visual culture</li> <li>-summarize, compare, and critically evaluate the written arguments of scholars in Visual Culture studies and construct their own arguments</li> </ul>	<p>In their Visual Culture coursework, students will have the opportunity to apply knowledge through classroom work, writing assignments and exercises, debate and discussion, collaborative work with other students, research intensive activities, and creative assignments.</p>
<p><b>4. Communications Skills</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-undertake close visual analysis and communicate this effectively in writing about visual materials and express complex ideas</li> </ul>	<p>All Visual Culture courses have a substantial writing component, emphasizing the development of critical reading and writing skills and the ability to convey ideas and present arguments in a well-organized, clear,</p>

<p><i>a) express information, arguments, and analyses accurately and with clarity, both orally and in writing</i></p> <p><i>b) present work in a variety of formal and informal contexts in forms appropriate to the discipline</i></p> <p><i>c) communicate effectively to a range of audiences</i></p> <p><i>d) use communication technologies effectively</i></p>	<p>-present ideas about visual cultural materials to a knowledgeable audience (classmates and others)</p> <p>-acquire and develop skills in the use of communication technologies to present ideas about visual cultural materials and methods</p> <p>-use visual resources appropriately</p>	<p>and effective manner. In addition to writing, communication of analysis and arguments may take oral or visual forms, and use various technologies and formats, including projected presentations, video and audio recording and documentation, internet, and digital technologies. Upper-level and advanced project courses typically offer students a range of choices in terms of the presentation, communication and dissemination of their work.</p>
<p><b>5. Awareness of Limits of Knowledge</b></p> <p><i>a) demonstrate an understanding of the limits to their own knowledge and ability</i></p> <p><i>b) demonstrate an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations</i></p>	<p>Students will be able to:</p> <p>-identify the limits of particular disciplinary approaches to different visual cultural materials</p> <p>-evaluate and interpret primary and secondary source material in the context of their own research</p> <p>-recognise the complexity of undertaking interdisciplinary study, and the limits of cross-disciplinary and interdisciplinary approaches, including comparisons between those from the critical humanities and the theoretical social sciences</p> <p>-make judgments and assess the integrity of their judgements in light of their awareness of the limits of their own knowledge, and the limitations of knowledge in the disciplines (e.g. forms of knowledge that are related to, yet extend beyond the domain of the visual)</p>	<p>Given the complexity of historically and culturally specific visual fields, developing an awareness of the limits of knowledge is critical to Visual Culture studies. Classroom assessments that foster skills to evaluate the limits of knowledge include research projects, critical analysis of course materials, literature reviews, research skill exercises, and participation in tutorial and seminar discussion. The required third and fourth year courses will involve students in sustained discussion and investigation of interdisciplinary research, either individually or in collaboration with each other.</p>
<p><b>6. Autonomy and Professional Capacity</b></p>	<p>Students will be able to:</p> <p>-recognise and analyse the connections between the acquired knowledge and the knowledge required beyond the academic discipline</p> <p>-recognise and appreciate the connections between the acquired</p>	<p>Classroom assessments that foster professional skills will be employed in courses across the program. Such assessments include writing assignments, presentations, and self-directed research projects.</p>

<p><i>a) manage their own learning both within and outside the discipline, selecting an appropriate program of study</i></p> <p><i>b) uphold the ethical values of the University, including freedom of expression and enquiry and its principles of academic integrity, equity and inclusion</i></p> <p><i>c) exercise initiative, personal responsibility and accountability in personal and group contexts and decision-making in complex contexts</i></p> <p><i>d) acquire an appreciation of how their areas of study relate to their personal and professional development</i></p>	<p>knowledge and local/global cultural and community issues</p> <p>-plan and undertake individual and group-based research</p>	
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## 6 Assessment of Teaching and Learning

While the assessment methods will likely differ from course to course, broadly speaking students will be assessed in terms of writing, argumentation, oral communication skills, comprehension and critical analysis of written scholarship, applying concepts, and ability to analyze visual images. In many courses students will be given the opportunity to apply concepts through creative projects, usually along with a written explanation of how the project speaks to the themes of the course. This has the benefit of helping students deepen their understanding of the characteristics and potential of specific visual media. Formats for assessment may include a combination of individual class participation, written assignments, quizzes, oral class presentations, and written examinations, as well as group assignments and presentations.

## 7 Consultation

The expected impact of the new Minor in Visual Studies is an enrichment of UTM's offerings in

Visual Studies and a potential supplement to other programs of study at UTM such as Classics, Anthropology, and Drama, in which the visual plays a prominent role.

There have been extensive consultations with the Office of the Dean and the Robert Gillespie Academic Skills Centre at UTM. There have also been extensive consultations with UTM Visual Studies Faculty, along with students, and the Chairs of Anthropology, Historical Studies, English and Drama, Sociology, and the Director of the Institute for Communication, Culture, Information and Technology who are all in support of this proposal.

## 8 Resources

### 8.1 Faculty requirements

There are a significant number of faculty in the Department of Visual Studies who teach and are active in the research of Visual Culture, and as such the Department is able to offer (and already offers) a rich array of courses in this field.

**Table 1: Detailed List of Committed Faculty**

Faculty name and rank	Home unit	Area(s) of Specialization
Dr. Kajri Jain (Associate Professor)	Visual Studies	South Asian visual culture
Dr. Louis Kaplan (Professor)	Visual Studies	History and theory of photography and new media
Dr. John Ricco (Associate Professor)	Visual Studies	Modern art, critical theory, and visual culture
Dr. Meghan Sutherland (Associate Professor)	Visual Studies	American television

### 8.2 Space/Infrastructure

There are no unique space or infrastructure requirements for this new program

## 9 Governance Process

	Levels of Approval Required
<b>Decanal Sign-Off</b>	
	Unit Approval
	Faculty/Divisional Council
<b>Submission to Provost's Office</b>	

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<b>Report to AP&amp;P</b>	
<b>Report to Ontario Quality Council</b>	



**Appendix A: Program Description and Requirements**

**Calendar Description:**

In today’s world, global cultures are visual cultures. Social relations, political events, entertainment, and entire new fields of individual and collective creativity and expression all take distinctly visual forms and rely upon the production, circulation, and reception of images. The program in Visual Culture equips students with the analytical methods and critical tools necessary to take an active and informed role, not only in studying but also in shaping 21st-century visual culture. By bringing historical and theoretical study from multidisciplinary perspectives to bear upon real-world practices and debates, including the expansion of digital technology into all aspects of our daily lives, the visual culture minor prepares students to meet the challenges and potentials of contemporary global visual cultures.

4.0 total credits are required, including at least 1 FCE at the 300 or 400 level.

0.5 required credit	VCC101H5: Introduction to Visual Culture
at least 1.0 other credits at the 200 level	Selection of courses from any of the Department’s VCC courses and from the following: CLA235H5, ENG235H5, ANT208H5
at least 1.0 credits at the 300 or 400 level	Selection of courses from any of the Department’s VCC courses

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**Appendix B: List of Courses**

The following courses will count toward this new proposed minor:

P: Prerequisites; E: Exclusions

Note: There are no new courses.

**Core Courses**

<b>Course Code</b>	<b>Course Title</b>	<b>Prerequisites/Exclusions</b>
VCC101H5	Introduction to Visual Culture	
VCC205H5	Monsters	P: VCC101H5
VCC207H5	Urban Sites and Sounds	P: VCC101H5
VCC304H5	Visual Culture and the Politics of Identity	P: VCC101H5
VCC306H5	Visual Culture and Colonialism	P: VCC101H5
VCC308H5	Activism in Visual and Media Culture	P: VCC101H5
VCC344H5	Media Realities	P: VCC101H5
VCC336H5	North American Consumer Culture: 1890–Present	P: VCC101H5
VCC338H5	Picturing the Suburbs	P: VCC101H5
VCC360H5	South Asian Visual Culture	P: VCC101H5
VCC390H5	Topics in Visual Culture and Communication	P: VCC101H5
VCC399Y5	Research Opportunity Program (ROP)	P: VCC101H5
VCC400H5	Advanced Project	P: VCC101H5
VCC405H5	Individual Project	P: VCC101H5
VCC406H5	Post-Colonialism and the Image	P: VCC101H5
VCC407H5	Architectures of Vision	P: VCC101H5
VCC409H5	Capital, Spectacle, War	P: VCC101H5
VCC411H5	Real Space to Cyberspace	P: VCC101H5

VCC415H5	Theory and Criticism of Photography and New Media	P: VCC101H5
VCC425H5	Art and Media Culture	P: VCC101H5
VCC427H5	Participatory Media	P: VCC101H5
VCC490H5	Topics in Visual Culture and Communication	P: VCC101H5
CLA235H5	Ancient Visual Culture	
ENG235H5	The Graphic Novel	P: ENG110Y or ENG140Y
ANT208H5	The Cool Culture Soul Machine: The Anthropology of Everyday Life	

Course Descriptions

VCC101H5 Introduction to Visual Culture (HUM)

Introduces the ways in which we use and understand images across the realms of art, advertising, mass media, and science, with examples drawn from painting, photography, film, television, and new media. Presents a diverse range of recent approaches to visual analysis and key theories of visual culture. [24L, 12T]

Exclusion: [FAH201H5](#), [CCT201H5](#)

Recommended Preparation: [CCT109H5](#) or [FAH202H5](#) or P.I.

VCC205H5 Monsters (HUM)

This course examines monster movies and television shows alongside readings from monster literature, comics, and critical essays. It considers the social significance of the monster in order to learn something about how the threat of the monster relates to historical anxieties concerning mass-media technologies, social deviance, and the hybrid forms of visual media culture that we typically associate with the era of 21st-century convergence culture but define the genre of monster media from its ancient beginnings.

The course assumes and builds upon knowledge gained in the first year foundations sequence, Introduction to Visual Studies 1 and 2.[24L, 24P]

Exclusion: [VCC340H5](#)

Prerequisite: [VCC101H5](#)

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VCC207H5 Urban Sites and Sounds (HUM)

Introduces students to histories and theories of urban spaces emphasizing the modern city. Drawing from history, architecture, geography, and media studies, the course explores how urban change is evident in the spaces, forms, and sounds of the modern city. Case studies of specific urban environments depending on instructor's research emphasis. [24L, 12T]

Prerequisite: [VCC101H5](#)

VCC304H5 Visual Culture and the Politics of Identity (HUM)

Examines the ways in which social-cultural identities are constructed by, and at times disrupt various visual technologies, logics, and representational strategies. Issues and problems to be addressed include: nationality, stereotyping, invisibility, and surveillance. Course materials will be drawn from modern and contemporary art and visual culture, and will also include readings from the fields of feminism, race studies, queer theory, and performance studies. [24L, 12T]

Prerequisite: [CCT200H5/VCC101H5](#) or P.I.

VCC306H5 Visual Culture and Colonialism (HUM)

Many of our most popular and influential image technologies, visual forms, and ways of thinking about images first developed in the second half of the 19th century: the heyday of European colonialism. This course re-examines the visual culture of modernity in the light of this deeply colonial genealogy, through forms such as photography, colour printing, film, exhibitions, postcards, maps, scientific illustrations, and the body as image. [24L]

Exclusion: [VCC302H5](#)

Prerequisite: [VCC101H5](#)

VCC308H5 Activism in Visual and Media Culture (HUM)

This course will examine political and social activism in visual and media culture focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to achieve specific ends that challenge and resist dominant visual representations and political formations.[24L,12P]

Prerequisite: VCC101

VCC334H5 Media Realities (HUM)

This course examines the relationship between mass media technologies and the idea of "reality" with an emphasis on the electronic and digital forms that dominate the discourse of "reality" in contemporary media culture, television and the Internet. It will explore such questions as: How do shifting aesthetic conventions of realism, "reality" programming, and documentary inflect both theoretical and historical understandings of what constitutes reality? And how do our ideas of media technology inform these conventions and the understandings they produce? [24L, 24P]

Prerequisite: [VST100H5](#), [VST101H5](#), [VCC101H5](#)

VCC336H5 North American Consumer Culture: 1890-Present (HUM)

Examines the history and theoretical treatments of mass consumerism in North American society. We will look at the relationship between the market and cultural politics, cultural production, and mass consumption. Specific topics include: the shift from mass production to mass consumption; the growth of department stores; the rise of advertising; the relationship of race, class and gender to consumer capitalism; the development of product brands; and the emergence of global marketing. [24L]

Exclusion: [HIS336H5](#)

Prerequisite: [VCC101H5/HIS271Y5](#)

Previously [HIS336H5](#)

VCC338H5 Picturing the Suburbs (HUM)

This course considers how images of suburbia circulate between two interrelated but often counter-posed realms of visual culture: the popular genres of film, television, and new media entertainment and the iconography of "high" art practices such as painting, photography, and avant-garde film. In the process it addresses such fundamental issues as the relation between art and mass-production, the aesthetics of private and public space, and the role that visual media play in constructing the socio-political space of the built environment. [24L, 24P]

Prerequisite: [VCC101H5](#)

VCC360H5 South Asian Visual Culture (HUM)

Popular imagery from the Indian subcontinent is now increasingly visible in the global arena, particularly via the West's discovery of 'Bollywood.' But what have these images meant to South Asians themselves, what are their histories, what traditions and practices do they draw on? This course introduces key concepts for understanding South Asian visual culture and its multifaceted postcolonial modernity. Images examined include popular prints, film, photography, comic books, urban environments, advertisements, crafts, art, propaganda, rituals, television, and the internet. [24L]

Prerequisite: [VCC101H5](#)

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

Last updated February 25, 2014

VCC390H5 Topics in Visual Culture and Communication (HUM)

An in-depth examination of topics in visual and media culture, from both historical and contemporary perspectives. Topics vary from year to year, and the content in any given year depends upon the instructor. This will be a broad-based lecture course for approximately 75 students. [24L, 12T]

Prerequisite: [VCC101H5](#)

VCC399Y5 Research Opportunity Program (ROP) (HUM)

This course provides a richly rewarding opportunity for third or higher year students who have developed some knowledge of visual culture and communication to work in the research project of a professor in return for 399Y course credit. Students enrolled have an opportunity to become involved in original research, enhance their research skills and share in the excitement and discovery of acquiring new knowledge. Participating faculty members post their project description for the following summer and fall/winter session on the ROP website in mid-February and students are invited to apply at that time. See [Research Opportunity Program \(299Y, 399Y and 499Y\)](#) for more details.

Exclusion: [CCT299Y5](#), [CCT399Y5](#)

Prerequisite: [VCC101H5](#), a minimum of 10.0 credits.

VCC400H5 Advanced Project (HUM)

This course is designed to serve as a capstone course for VCC specialists. Students engage with advanced readings in the field and refine skills in critical analysis of selected topics in VCC. A major focus is the design and implementation of an advanced research project selected in consultation with an instructor. [36S]

Exclusion: [CCT400H5](#), [HSC400H5](#)

Prerequisite: VCC 201H5 and completion of 13.0 credits. Open only to VCC specialists.

VCC405H5 Individual Project (HUM)

A research project carried out under the supervision of a faculty member. Students will carry out a research project on a selected topic related to VCC. Students must obtain signed permission from the faculty member who they would like to have as their supervisor.

Prerequisite: Completion of 13.0 credits and [CCT400H5](#)

Enrolment is limited

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

Last updated February 25, 2014

VCC406H5 Post-Colonialism and the Image (HUM)

How has the legacy of modern colonialism across the globe impacted how we see images, how we think about them and how we make them? And how do images perpetuate or overturn the legacy of colonial power relations? This course introduces students to the key concepts and debates in post-colonial theory as they relate to visual studies. [24S]

Prerequisite: [VCC101H5](#), [VCC306H5](#)

Recommended Preparation: [VCC304H5](#)

VCC407H5 Architectures of Vision (HUM)

Based upon Michel Foucault's work on modern architectures of surveillance, control, and discipline, this course examines such modern and contemporary architectural-visual formations as the museum, domestic interior, cinema, and the residential and commercial skyscraper. Ways in which these sites have come to define notions of citizenship, privacy and publicity, and community, will be of particular focus and concern. [24S]

Prerequisite: 13.0 credits including a minimum of 1.0 VCC credit and [VCC101H5](#).

Recommended Preparation: [FAH289H5](#); [VCC304H5](#)

VCC409H5 Capital, Spectacle, War (HUM)

This course investigates the conjunction of contemporary global capitalism, spectacle, and militarized neo-liberal governmentality in order to develop a critical understanding of the inter-related forces that constitute the most current and politically and ethically pressing events in the world today. These may include the war on terror, the disaster film genre, technologies of surveillance, politics of humiliation and scandal, and theological and financial speculation and visions of the future. Readings will draw upon both historical and in many cases the latest work in political theory, cinema and new media studies, critical philosophy, and religious studies. [24S]

Prerequisite: [VCC101H5](#), [VCC309H5](#) plus at least 1.0 in VCC

VCC411H5 Real Space to Cyberspace (HUM)

Traditional conceptions of and re-conception of architecture and space -- public and private -- brought about by digital technology. Impact of western versus non-western notions of space on conception of political, social, and inner life; impact of new technologies (hyperspace, virtual reality) on real space, and imagined space in western and non-western world. [24S]

Prerequisite: [FAH105H5](#); [VCC101H5](#) plus at least 1.0 credit in VCC.

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

Last updated February 25, 2014

VCC415H5 Theory and Criticism of Photography and New Media (HUM)

Introduces a variety of approaches for interpreting, criticizing, evaluating, and theorizing photographs and photography in general. Examines how the thinking of photography is revisioned via major theoretical models. Concludes with a unit on theory and criticism of New Media. [24S]

Prerequisite: [VCC101H5](#), [FAH291H5/FAH391H5](#) and 1.0 credit in VCC at 300/400 level

VCC425H5 Art and Media Culture (HUM)

Explores intersection of art, pop culture and mass media in Europe and North America between World War II and 1970. Reviews how the definition of art moved into an expanded field of media culture. Examines key movements (e.g., Pop, Fluxus, Situationism) to ascertain artistic practice in the age of media culture. [24S]

Prerequisite: 13.0 credits including [VCC101H5](#) and a minimum of 1.0 VCC credit.

Recommended Preparation: [FAH289H5](#); [VCC308H5](#)

VCC427H5 Participatory Media (HUM)

In order to explore the complex social and political issues surrounding the discourse of democratic participation in today's "new media" culture, this course provides a historical and theoretical survey of "old" media technologies that embrace the aesthetics of participation, running from popular theatre forms (including vaudeville and Chautauqua) to call-in radio shows, avant-garde and novelty films, activist video art, and the audience-based talk and game shows of fifties television that most directly prefigure the participatory genres of contemporary media programming. [24S,24P]

Prerequisite: [VCC101H5](#) plus at least 1.0 in VCC

VCC490H5 Topics in Visual Culture and Communication (HUM)

An in-depth examination of topics in visual and media culture, from both historical and contemporary perspectives. Topics vary from year to year, and the content in any given year depends upon the instructor. [24S]

Prerequisite: 13.0 credits including [VCC101H5](#) and a minimum of 1.0 VCC credit.

CLA235H5 Ancient Visual Culture (HUM)

An introduction to key aspects of visual culture in Graeco-Roman antiquity: temples, sculpture, vase paintings, wall paintings, theater buildings, funerary art, portraits, inscriptions, celebratory monuments. [36L]

Recommended Preparation: [CLA101H5](#)



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

Last updated February 25, 2014

ENG235H5 The Graphic Novel (HUM)

An introduction to book-length sequential art, this course includes fictional and nonfictional comics by artists such as Will Eisner, Art Spiegelman, Frank Miller, Alan Moore, Chris Ware, Daniel Clowes, Julie Doucet, Marjane Satrapi, Chester Brown and Seth. [36L]

Prerequisite: All 200-series courses are open to students who are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who have successfully completed at least 4.0 full credits.

ANT208H5 The Cool Culture Soul Machine: The Anthropology of Everyday Life (SSc)

This course will introduce students to culture and social theory via the lens of popular culture. Commodities, advertising, and new technologies will be considered in light of their cultural content. The course may consider the marketing of identities, gender, sexualities, bodies, ethnicity, religion, and ideology, as well as resistance. [24L]



**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](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** See Sponsor.

**CONTACT INFO:**

**DATE:** March 19, 2014 for March 26, 2014

**AGENDA ITEM:** 6

6

**ITEM IDENTIFICATION:**

Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for “major and minor modifications to existing degree programs. All major modifications shall be reported annually for information to the appropriate body of Governing Council”.

**GOVERNANCE PATH:**

- 1. Academic Affairs Committee [For Approval] (March 26, 2014)

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on these proposals.

**HIGHLIGHTS:**

The University of Toronto Mississauga (UTM) currently houses four Professional Graduate Masters Programs and one Professional Graduate Diploma Program under the Institute for Management and Innovation (IMI), including the Master of Management and Professional Accounting (MMPA) program. The MMPA program is seeking approval of changes to existing courses as well as to enhance their suite of course offerings with the addition of four new courses.

These changes are in response to the merger of the three Canadian professional accounting designations and the globalization of accounting standards and practices. The three largest Canadian professional accounting designations (Chartered Accountants (CAs), Certified Management Accountants (CMAs), and Certified General Accountants (CGAs)) have recently agreed to form a new designation, the Chartered Professional Accountants (CPA). This means that many business

*Academic Affairs Committee – Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program*

programs across the country need to modify courses and training practices to meet the newly established standards of the CPA. In addition, the MMPA program is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and maintaining this accreditation is important to the program and the University. Canadian professional bodies periodically review this program (as well as others) to assess where our graduates fit into their professional education program. Maintaining accreditation by the AACSB and meeting the new educational requirements for the CPA students prompted the MMPA program to make the following changes:

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**Addition of new courses**

MGT1181H Introduction to Integration & Professional Decision Making which will introduce students to the frameworks and challenges of integrating function-oriented learning by bringing together existing MMPA workshops; emphasis will be placed on solving problems in small groups, as well as on verbal and written presentation skills.

MGT2200H Government & Not-for-Profit Accounting, Reporting & Control which will provide an understanding of the objectives, nature and challenges of government and not-for-profit organizations, and the accounting, reporting, and control systems that are required by them.

MGT2283H Integration and Professional Decision Making Initiatives II which will teach students how to integrate the learning from their co-op work terms, the courses taken to date, the MMPA Frameworks, and the Skills Development Program.

MGT2284H Capstone – Integrative Board Report which will require students to analyze a business problem, prepare a comprehensive report and make a presentation to a Board of Directors utilizing and demonstrating the integration of all the knowledge and skills delivered in earlier courses and sessions during the MMPA Program.

**Changing course weight and designator**

The MMPA program has proposed the following changes to the current course weight and designator of the following courses:

- MGT1260H is being changed to MGT1160H with a reduction in credit weight from 0.50 to 0.25 FCE.
- MGT1102H is being changed to MGT1202H with an increase in credit weight from 0.25 to 0.50 FCE.
- MGT1350H is being changed to MGT1250H with a reduction in credit weight from 0.75 to 0.50 FCE.

**Renaming Courses**

The MMPA program is proposing the following course name changes:

- MGT1160H will be renamed to *Communications* (previously *Leadership and the Management of Teams*)

*Academic Affairs Committee – Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program*

- MGT1202H will be renamed to *Ethics & Governance* (previously *Business and Professional Ethics*)
- MGT1221H will be renamed to *Financial Accounting I* (previously *Accounting I*)
- MGT1250H will be renamed to *Marketing* (previously *Managing Customer Value*)
- MGT2281H will be renamed to *Mergers, Acquisitions & Valuation* (previously *Seminar in Professional Accounting*)
- MGT2282H will be renamed to *Integration & Professional Decision Making Initiatives I* (previously *Integrative Cases in Professional Decision Making*)

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**Course Deactivation**

There is one course slated for deactivation, MGT2273H Accounting Information Systems. The material covered in this course will be integrated into MGT1272H *Management Information Systems* & MGT2004H *Advanced Concepts in Strategic Management*.

**Change to Program Requirements**

These proposed course changes are accompanied by changes to the MMPA program requirements to enable the courses to be counted toward program completion as well as to ensure that the appropriate increase or reduction in credit weight is properly reflected for students. The following course changes (including new courses) involve changes to program requirements: MGT1160H, MGT1202H, MGT1250H, \*MGT1181H, \*MGT2200H, MGT2282H, \*MGT2283H, & \*MGT2284H. Note: the asterisk denotes new courses.

Although there appear to be a number of changes itemized above, the overall net FCE changes result in only an additional 0.75 FCEs.

There are six course changes including new course additions, which require additional teaching resources. These resource requirements have been discussed and approved by the Director of IMI as well as the Vice-Dean Graduate. All other elements of the program will be met with existing resources. There are no unique space/infrastructure requirements for this new program.

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be it Resolved,

THAT the course changes and new courses proposed by the Masters 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 described in the proposals dated February 28, 2014, be approved, effective on the date specified for each course in each proposal.

*Academic Affairs Committee – Course Changes & New Courses in the Masters of Management & Professional Accounting (MMPA) Program*

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**DOCUMENTATION PROVIDED:**

MGT1160H Communications – Changing Weight Designator, Program Requirements  
MGT1181H Introduction to Integration & Professional Decision Making – New Course, Program Requirements  
MGT1202H Ethics & Governance – Changing Weight Designator, Program Requirements  
MGT1221H Financial Accounting I – Renaming Course  
MGT1250H Marketing – Changing Weight Designator, Renaming, Program Requirements Course, Program Requirements  
MGT2200H Government Not-for-Profit Accounting Reporting Control – New Course, Program Requirements  
MGT2273H Accounting Information Systems – Deactivating Course  
MGT2281H Mergers Acquisitions & Valuations – Renaming Course  
MGT2282H Integration & Professional Decision Making Initiatives I – Changing Weight, Renaming, Program Requirements  
MGT2283H Integration & Professional Decision Making Initiatives II – New Course, Program Requirements  
MGT2284H Capstone Integrative Board Report – New Course, Program Requirements  
SGS Calendar 2013-14 IMI entry Feb 2014 Revisions Highlighted

**Governance Form C**

MGT1160H Changing Weight/Course Designator/Program Requirements

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

	New Course (ROSI Form also required)
X	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

MGT 1260H Leadership and Management of Teams

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

Leadership and team building will be dealt with in experiential workshops, and in the new integration courses. The residual course material covers the understanding of business and professional communications, and the development of communications skills. Hence the reduction of the course credit weight from 0.50 to 0.25, as well, this course will also change its name as a result to "Communications".

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

This course provides an understanding of the key aspects of business and professional communication, and the development communication skills through written and verbal presentations. The integrative case competition held in the same semester (first Fall) offers a very useful practical forum for the demonstration of the learning expected.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

MGT 1260H 0.25 HCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

COMMUNICATIONS

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate "TBA – Graduate Faculty Member"]

Guy Allen/ TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

Interactive lectures, workshops, and case competition practicums.

SGS Academic Activity (ROSI) Form – 2012-13 v1

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be taught in lecture/workshop format for 3 contact hours per week.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Individual Assignment	15%
HR/OB Case Competition – Group Presentation	15%
Integrative Case Competition – Group Presentation	15%
Participation, quizzes, short essays	35%
<b>Total</b>	<b>80%</b>

**Enrolment Projection:** [Provide an estimate.]

85 per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to MMPA students

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate “None” if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input checked="" type="checkbox"/>	All elements of the course will be met with existing resources
<input type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean’s Office, and provide a brief description below]

- [Insert description of additional resources required]

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2014

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Governance Form B**

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input checked="" type="checkbox"/>	Changing Course Designator , including joint courses (changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT1260H Leadership and Management of Teams

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

Leadership and team building will be dealt with in experiential workshops, and in the new integration courses. The residual course material covers the understanding of business and professional communications, and the development of communications skills. Hence the reduction of the course credit weight from 0.50 to 0.25, as well, this course will also change its name as a result to "Communications".

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

NO

YES (attach revised Calendar entry)

**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student's transcript.]

Communications

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

M G T      1 1 6 0 H      Weight: 0.25 FCE

**Would you like to deactivate the existing course?** [if renumbering]

NO

YES (confirm course designator and number below)

[Insert course designator, number and weight to be deactivated]

M G T      1 2 6 0 H      0.5 FCE



### Governance Form A

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

It is proposed that MGT 1260 Leadership and the Management of Teams be reduced from 0.5 FCE to 0.25 FCE and the descriptor and name be changed to MGT 1160 Communications.

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

Leadership and team building will be dealt with in experiential workshops, and in the new integration courses. The residual course material covers the understanding of business and professional communications, and the development of communications skills. Hence the reduction of the course credit weight from 0.50 to 0.25, as well, this course will also change its name as a result to "Communications".

**Does this change have any financial and/or resource implications?** [Mark one]

X	NO
---	----

	YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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A reduction in credit weight will not require funding.

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

September 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Introduction to Integration & Professional Decision Making

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to introduce students to the frameworks and challenges of integrating function-oriented learning by bringing together existing MMPA Frameworks (Leadership Development; Developing a Global Mindset), Integrative Competitions (Financial Reporting, Finance, Communication & Team Building Case; Audit & Financial Reporting Case). The course will be offered to 27 and 24 month stream students in lecture and experiential competition sessions during the second term of the MMPA Program. Competitions require small group solution of problems and verbal or written presentations. Student feedback for these competitions is given by a team of cross disciplinary faculty members and/or professionals (including partners and managers of CPA firms).

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

The course is designed to introduce students to the frameworks and challenges of integrating function-oriented learning by bringing together existing MMPA workshops on Leadership Development, and Developing a Global Mindset, as well as integrative competitions including the Financial Reporting, Finance, Communication & Team Building Competition, and the Audit & Financial Reporting Case. Emphasis will be placed on solving problems in small groups, and on verbal and written presentation skills.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

MGT 1181H 0.50 HCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

I N T E G R A T I O N & D E C . M A K I N G - I N T R O

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate "TBA – Graduate Faculty Member"]

Irene Wiecek/TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

This course will be delivered through the use of lectures, readings, workshops, experiential sessions and competitions.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Fall semester with a total of 15 contact hours.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Assignments – 60%  
 Individual reflection – Global Mindset – 15%  
 Individual reflection – Leadership – 15%  
 Case Competition submissions – 30%  
 Exam – 40%

**Enrolment Projection:** [Provide an estimate.]

85 students per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to students in the MMPA Program.

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input checked="" type="checkbox"/> All elements of the course will be met with existing resources
--

MGT1181H New Course/Program Requirements

	Additional resources will be required [contact your Faculty Graduate Dean’s Office, and provide a brief description below]
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**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1, 2014
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**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee: March 3, 2014
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**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

**February 28, 2014**

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
	SWS – available to students on the SWS? Y/N		
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

**Governance Form A**

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

A new course is proposed as MGT 1181 Introduction to Integration & Professional Decision Making (0.5 FCE).

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The integration of subject matter taught in separate function-oriented, management and accounting courses and sessions is essential to its effective application in real-world complex business and professional decisions. This course is being created to introduce students to the frameworks and challenges of integrating function-oriented learning by bringing together existing MMPA Frameworks (Leadership Development; Developing a Global Mindset), Integrative Competitions (Financial Reporting, Finance, Communication & Team Building Case; Audit & Financial Reporting Case). The course will be offered to 27 and 24 month stream students in lecture and experiential competition sessions during the second term of the MMPA Program. Competitions require small group solution of problems and verbal or written presentations. Student feedback for these competitions is given by a team of cross disciplinary faculty members and/or professionals (including partners and managers of CPA firms).

**Does this change have any financial and/or resource implications?** [Mark one]

Governance Form C: Minor Modifications – New Course or Change to Existing Course – 2012-13 v1

MGT1181H New Course/Program Requirements

X	NO
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	YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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The new course with a credit weight of 0.5 FCE has been taught as a series of non-course sessions, so no extra funding will be required.

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

September 1, 2014
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**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014
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**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014
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**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

	New Course (ROSI Form also required)
X	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Ethics & Governance

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

MGT 1102H has been focussed on business and professional ethics, plus an introduction to governance. The course is being expanded with regard to governance to encompass more of the challenges and practices involved for corporations and organizations in today’s complex world. This expansion will bring the coverage into line with AACSB and CPA Educational Program guidelines.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

This course introduces the practical and philosophical rationale for ethical behaviour for professionals and corporate personnel, provides frameworks for defensible ethics analysis and decision making, and examines the pitfalls inherent in significant ethics scandals using real-life cases. It also examines the purpose and workings of governance structures, and the role of ethical leadership and guidance in achieving corporate strategic goals.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

MGT 1202H 0.50 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student’s transcript.]

ETHICS & GOVERNANCE

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate “TBA – Graduate Faculty Member”]

L.J. Brooks/TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

MGT1202H Changing Weight/Course Designator  
/Program Requirements

Interactive lectures and readings

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Modular	<input type="checkbox"/>	Continuous	<input type="checkbox"/>	Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

3 contact hours per week

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/>	Letter Grades	<input type="checkbox"/>	CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Participation	10%
Assignments	40%
Examination	50%

**Enrolment Projection:** [Provide an estimate.]

85 students

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to MMPA students

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input type="checkbox"/>	All elements of the course will be met with existing resources
<input checked="" type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Additional funding for 0.25 FCE will be required in addition to the existing 0.25 FCE per section.

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

September 1, 2013

MGT1202H Changing Weight/Course Designator  
/Program Requirements

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Sub-Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

*SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS*

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

SGS Academic Activity (ROSI) Form – 2012-13 v1

**Governance Form B**

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input checked="" type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input checked="" type="checkbox"/>	Changing Course Designator, including joint courses(changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT1102H Business & Professional Ethics

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

MGT 1102H has been focussed on business and professional ethics, plus an introduction to governance. The course is being expanded with regard to governance to encompass more of the challenges and practices involved for corporations and organizations in today’s complex world. This expansion will bring the coverage into line with AACSB and CPA Educational Program guidelines.

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (attach revised Calendar entry)
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**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student’s transcript.]

Ethics & Governance

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

M	G	T	1	2	0	2	H	0.50 FCE
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**Would you like to deactivate the existing course?** [if renumbering]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (confirm course designator and number below)
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[Insert course designator, number and weight to be deactivated]

M	G	T	1	1	0	2	H	0.25 FCE
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**Governance Form A**

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

It is proposed that MGT 1102 Business & Professional Ethics be expanded from 0.25 FCE to 0.5 FCE and the descriptor and name be changed to MGT 1202 Ethics & Governance.

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The proposed increase in credit weight and change of name is to reflect the increased coverage of governance matters as required by accreditation bodies (AACSB and CPAC) in view of the growing complexity and importance of the relationship between ethics and governance for accounting professionals and future managers.

**Does this change have any financial and/or resource implications?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (please contact Faculty Graduate Dean’s Office and provide brief description below)
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Increase of 0.25 FCA will require funding from course reductions or increased resources.

MGT1202H Changing Weight/Course Designator /Program Requirements

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

September 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

- [Council Name/Committee Name, Meeting Date]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form B**

MGT1221H Renaming Course

6

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input checked="" type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input type="checkbox"/>	Changing Course Designator, including joint courses(changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management & Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT1221H Accounting I

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

To provide greater clarity, change course name to: Financial Accounting I

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (attach revised Calendar entry)
-----------------------------	---

**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student's transcript.]

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

M	G	T	1	2	2	1	H	0.50 FCE
---	---	---	---	---	---	---	---	----------

**Would you like to deactivate the existing course?** [if renumbering]

<input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES (confirm course designator and number below)
--	---

[Insert course designator, number and weight to be deactivated]

--	--	--	--	--	--	--	--

**Revised Abbreviated Course Title:** [For any change affecting a course title. Maximum 30 characters including spaces and punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

F	I	N	A	N	C	I	A	L	A	C	C	O	U	N	T	I	N	G									
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--



**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

	New Course (ROSI Form also required)
x	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

MGT 1350H Managing Customer Value

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The reduction of credit weight from 0.75 to 0.50 is to recognize that a portion of the existing course will be covered in the 3 new integrative courses that are being proposed. As well, this course will also change its name as a result to "Marketing".

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

Understanding buyer behaviour and market trends are important facets of many business decisions. This course covers the impact of consumer attitudes, trends in retailing and wholesaling, measuring market opportunities, shaping the product line, managing channels of distribution, planning advertising programs and managing the sales force on the Canadian marketing system. The marketing of professional services is also covered.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

MGT 1250H 0.50 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

M A R K E T I N G

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

The course will be delivered in lecture format, with readings.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be taught in lecture format, and will require 3 contact hours per week.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Class Participation	10 %
Assignments	25 %
Mid Term Exam	25 %
Final Exam	40 %

**Enrolment Projection:** [Provide an estimate.]

85 per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to MMPA students

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

Similar to introductory marketing as taught by the Rotman School. Students from the Rotman School are allowed to take the MMPA course in abnormal circumstances, and vice versa.

**Resources Required:** [Mark one.]

<input checked="" type="checkbox"/>	All elements of the course will be met with existing resources
<input type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2014

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

**Governance Form B**

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input checked="" type="checkbox"/>	Renaming Course
<input checked="" type="checkbox"/>	Renumbering Course
<input checked="" type="checkbox"/>	Changing Course Designator , including joint courses (changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT1350H Managing Customer Value

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

The reduction of credit weight from 0.75 to 0.50 is to recognize that a portion of the existing course will be covered in the 3 new integrative courses that are being proposed. As well, this course will also change its name as a result to "Marketing" for purposes of clarity.

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (attach revised Calendar entry)
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**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student's transcript.]

Marketing

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

M	G	T	1	2	5	0	H	Weight: 0.50 FCE
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**Would you like to deactivate the existing course?** [if renumbering]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (confirm course designator and number below)
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[Insert course designator, number and weight to be deactivated]

M	G	T	1	3	5	0	H
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### Governance Form A

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

MGT 1350 Managing Customer Value is proposed to be reduced in credit weight from 0.75 FCE to 0.5 FCE, and the name and descriptor is to be changed to MGT 1250 Marketing to reflect the reduction in weight and greater clarity in the course title.

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The reduction of credit weight from 0.75 to 0.50 is proposed to recognize that a portion of the existing course will be covered in the 3 new integrative courses that are being proposed. As well, this course will also change its name to “Marketing” for greater clarity with regard to the content covered.

**Does this change have any financial and/or resource implications?** [Mark one]

X NO

YES (please contact Faculty Graduate Dean’s Office and provide brief description below)

- NO extra resources will be needed for a reduction.

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

May 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Government & Not-for-Profit Accounting, Reporting & Control

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

A very large proportion of economic and social activity is undertaken through government units and not-for-profit organizations both of which have accounting and control systems that differ from those of for-profit organizations. This course is intended to introduce the objectives, nature and challenges of these organizations, and the accounting, reporting, and control systems that are required by them.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

The course provides an understanding of the objectives, nature and challenges of government and not-for-profit organizations, and the accounting, reporting, and control systems that are required by them.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

MGT 2200H 0.25 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

GOV. & NOT-FOR-PROFIT ACCOUNTING

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate "TBA – Graduate Faculty Member"]

TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

MGT2200H New Course/Program Requirements

This course will be delivered through the use of lectures and readings.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the final Summer semester with a total of 15 contact hours.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Group assignment/presentation 25%  
 Written case assignment 25%  
 Examination 50%

**Enrolment Projection:** [Provide an estimate.]

85 students per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to students in the MMPA Program.

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input type="checkbox"/>	All elements of the course will be met with existing resources
<input checked="" type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Additional funding will be required for 0.25 FCE for each MMPA Section.

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2015

MGT2200H New Course/Program Requirements

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

**February 28, 2014**

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	FIELD	ACTIVITY 1	ACTIVITY 2
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

SGS Academic Activity (ROSI) Form – 2012-13 v1

**Governance Form A**

6

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

A new course is proposed as MGT 2200 Government & Not-for-Profit Accounting, Reporting & Control (0.25FCE) to educate MMPA students in important matters beyond the corporate sector.

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

A very large proportion of economic and social activity is undertaken through government units and not-for-profit organizations both of which have accounting and control systems that differ from those of for-profit organizations. This course is intended to introduce the objectives, nature and challenges of these organizations, and the accounting, reporting, and control systems that are required by them.

**Does this change have any financial and/or resource implications?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (please contact Faculty Graduate Dean's Office and provide brief description below)
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The new course with a credit weight of 0.25 FCE will require funding.

MGT2200H New Course/Program Requirements

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

*Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))*

September 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form B**

MGT2273H Deactivating Course

6

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input type="checkbox"/>	Changing Course Designator, including joint courses(changing designator for existing courses)
<input checked="" type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management & Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT2273H Accounting Information Systems

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

Material covered in this course will be integrated into MGT 1272 and MGT 2004.

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (no calendar entry needed)
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**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student's transcript.]

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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**Would you like to deactivate the existing course?** [if renumbering]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (confirm course designator and number below)
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[Insert course designator, number and weight to be deactivated]

M	G	T	2	2	7	3	H
---	---	---	---	---	---	---	---

**Revised Abbreviated Course Title:** [For any change affecting a course title. Maximum 30 characters including spaces and punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

**New Course Title:** [The full title of the course. Maximum 60 characters recommended]



**Governance Form B**

MGT2281H Renaming Course

6

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input checked="" type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input type="checkbox"/>	Changing Course Designator, including joint courses(changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management & Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT2281H Seminar in Professional Accounting

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

To provide greater clarity, change course name to: Mergers, Acquisitions & Valuations

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (attach revised Calendar entry)
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**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student's transcript.]

Mergers, Acquisitions & Valuations

**Revised Course Designator, Number & Weight:** [for any change affecting a course identifier, e.g. ABC 1000Y]

M	G	T	2	2	8	1	H	0.25 FCE
---	---	---	---	---	---	---	---	----------

**Would you like to deactivate the existing course?** [if renumbering]

<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	YES (confirm course designator and number below)
-------------------------------------	----	--------------------------	--

[Insert course designator, number and weight to be deactivated]

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**Revised Abbreviated Course Title:** [For any change affecting a course title. Maximum 30 characters including spaces and punctuation. Separate words using spaces/punctuation. Use the full course title if possible.]

M	E	R	G	E	R	S	,	A	C	Q	U	I	S	I	T	I	O	N	S	&	V	A	L	U	A	T	I	O	N
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

	New Course (ROSI Form also required)
X	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Integration & Professional Decision Making Initiatives I

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to follow on in MMPA Term 4 (second Summer) and 5 (second Fall) with the integration of subject matter learning, MMPA Frameworks and Integrative Competitions begun in MGT 1281H Introduction to Integration & Professional Decision Making that was offered in Term 2. The course will adopt a finance and performance measurement perspective.

Students will be instructed, by lecture and experiential sessions, on the integration of subject matter taken to date and learning experienced during the students’ first co-op work term and/or prior work experience. Experiential sessions may include: discussion of integrated cases/work experiences, essays, written case analysis submissions including preparation, grading and debriefing, case presentations, team “teaching”/case facilitation by multiple faculty experts in differing disciplines (e.g. tax and financial reporting), and case competitions including the MMPA Integrative Case Competition (integrating learning in Financial Reporting, Finance, Strategy, Communication and Team Building)

This course will be enlarged from 0.25 FCE to carry a credit weight of 0.5 FCE.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

The course instructs students on how to integrate the learning from their first co-op work term, the courses taken to date, the MMPA Frameworks (Leadership and Global Mindset Development), and the MMPA Skills Development Programs (Communications and Team Building). The integrated learning will be focussed on finance and performance measurement initiatives.

Integrative Case Competitions will be employed, and emphasis will be placed on solving problems in small groups, and on verbal and written presentation skills.



MGT2282H Changing Weight/Renaming/  
Program Requirements

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

M G T 2 2 8 2 H 0.50 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student’s transcript.]

I N T E G R A T I O N & P R O F . D E C . M A K I N G I

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate “TBA – Graduate Faculty Member”]

TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

This course will be delivered through the use of lectures, readings, workshops, experiential sessions and competitions.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

Regular  Modular  Continuous  Extended

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

NO  YES (please also submit a completed Governance Form A with revised Calendar entry)

**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the Summer and Fall semesters with a total of 30 contact hours.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

Letter Grades  CR/NCR

**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Assignments – 60%  
 Individual essays – 10%  
 Written case study submissions – 50%  
 Exam – 40%

**Enrolment Projection:** [Provide an estimate.]

85 students per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to students in the MMPA Program.

MGT2282H Changing Weight/Renaming/  
Program Requirements

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

	All elements of the course will be met with existing resources
X	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]  Additional teaching resources required – 1 HCE X 2 sections (teaching stream/professional faculty member)

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2015

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Sub-Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	Daniere, Amrita
Chair/Director:	Gunz, Hugh, Director, IMI
Other:	Brooks, Len, Director MMPA Program

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	<b>FIELD</b>	<b>ACTIVITY 1</b>	<b>ACTIVITY 2</b>
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

*SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS*

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

SGS Academic Activity (ROSI) Form – 2012-13 v1

**Governance Form B**

**Proposal Type:** [Mark one; see Governance Form B: Procedures]

<input checked="" type="checkbox"/>	Renaming Course
<input type="checkbox"/>	Renumbering Course
<input type="checkbox"/>	Changing Course Designator , including joint courses (changing designator for existing courses)
<input type="checkbox"/>	Deactivating Course
<input type="checkbox"/>	Splitting one Full Course into Two Half-Courses
<input type="checkbox"/>	Amalgamating Two Half-Courses into One Full Course (ROSI form also required)
<input type="checkbox"/>	Changing Existing Course into Continuous or Extended Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Existing Course Identifier(s) and Title(s):** [E.g. ABC 1000Y: Title of a Graduate Course. If amalgamating two half-courses in to one full course, list both half-courses.]

MGT2282H Integrative Cases in Professional Decision Making

**Brief Summary of Proposed Change:** [Explain the proposed change (e.g. provide the new course title); if splitting a full course, note the full title of the half-course that is being created.]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to follow on in MMPA Term 4 (second Summer) and 5 (second Fall) with the integration of subject matter learning, MMPA Frameworks and Integrative Competitions begun in MGT 1281H Introduction to Integration & Professional Decision Making that was offered in Term 2. The course will adopt a finance and performance measurement perspective.

Students will be instructed, by lecture and experiential sessions, on the integration of subject matter taken to date and learning experienced during the students’ first co-op work term and/or prior work experience. Experiential sessions may include: discussion of integrated cases/work experiences, essays, written case analysis submissions including preparation, grading and debriefing, case presentations, team “teaching”/case facilitation by multiple faculty experts in differing disciplines (e.g. tax and financial reporting), and case competitions including the MMPA Integrative Case Competition (integrating learning in Financial Reporting, Finance, Strategy, Communication and Team Building)

This course will be enlarged from 0.25 FCE to carry a credit weight of 0.5 FCE.

**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (attach revised Calendar entry)
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**Revised Course Title:** [For any change affecting a course title. Include the full title of the course. Maximum 60 characters recommended. Note: this is the title that will appear on a student’s transcript.]



**Governance Form A**

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

MGT2282H Integration & Professional Decision Making Initiatives I (0.5 FCE) will be modified to include additional content.

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to follow on in MMPA Term 4 (second Summer) and 5 (second Fall) with the integration of subject matter learning, MMPA Frameworks and Integrative Competitions begun in MGT 1281H Introduction to Integration & Professional Decision Making that was offered in Term 2. The course will adopt a finance and performance measurement perspective.

Students will be instructed, by lecture and experiential sessions, on the integration of subject matter taken to date and learning experienced during the students’ first co-op work term and/or prior work experience.

MGT2282H Changing Weight/Renaming/  
Program Requirements

Experiential sessions may include: discussion of integrated cases/work experiences, essays, written case analysis submissions including preparation, grading and debriefing, case presentations, team “teaching”/case facilitation by multiple faculty experts in differing disciplines (e.g. tax and financial reporting), and case competitions including the MMPA Integrative Case Competition (integrating learning in Financial Reporting, Finance, Strategy, Communication and Team Building)

This course will be enlarged from 0.25 FCE to carry a credit weight of 0.5 FCE.

6

**Does this change have any financial and/or resource implications?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please contact Faculty Graduate Dean’s Office and provide brief description below)
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The net increase of 0.25 FCE required by this proposal must be funded.

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]  
 Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

September 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

Governance Form C MGT2283H New Course/Program Requirements

6

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Integration and Professional Decision Making Initiatives II

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to follow on in MMPA Term 7 (final Summer) with the integration of subject matter learning, MMPA Frameworks and Integrative Competitions begun in MGT 1281H Introduction to Integration & Professional Decision Making and MGT 2282H Integration and Professional Decision Making Initiatives I.

The material will be viewed primarily from a tax and assurance perspective.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

The course instructs students on how to integrate the learning from their co-op work terms, the courses taken to date, the MMPA Frameworks (Leadership and Global Mindset Development), and the MMPA Skills Development Programs (Communications and Team Building). Students will be instructed, by lecture and experiential sessions, on the integration of subject matter taken to date and learning experienced during the students' co-op work terms and/or prior work experience. Experiential sessions may include: discussion of integrated cases/work experiences, essays, written case analysis submissions including preparation, grading and debriefing, case presentations and/or team "teaching"/case facilitation by multiple faculty experts in differing disciplines (e.g. tax and financial reporting).

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

M G T 2 2 8 3 H 0.5 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student's transcript.]

I N T E G R A T I O N & P R O F . D E C . M A K I N G I I

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate "TBA – Graduate Faculty Member"]



TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

This course will be delivered through the use of lectures, readings, workshops and experiential sessions.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

The course will be offered in the final Summer semester with a total of 30 contact hours.

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
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**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Assignments – 60%  
 Individual essays – 10%  
 Written case study submissions – 50%  
 Exam – 40%

**Enrolment Projection:** [Provide an estimate.]

85 students per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to students in the MMPA Program

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate “None” if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input type="checkbox"/>	All elements of the course will be met with existing resources
<input checked="" type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean’s Office, and provide a brief description below]

- Additional teaching resources required – 1 HCE X 2 sections (teaching stream/professional faculty member)

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2015

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

**February 28, 2014**

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	FIELD	ACTIVITY 1	ACTIVITY 2
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

### Governance Form A

**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

A new course is proposed as MGT 2283H Integration & Professional Decision Making Initiatives II (0.5 FCE).

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The integration of subject matter taught in separate function-oriented, management and accounting courses is essential to its effective application in real-world complex business and professional decisions. This course is being created to follow on in MMPA Term 7 (final Summer) with the integration of subject matter learning, MMPA Frameworks and Integrative Competitions begun in MGT 1281H Introduction to Integration & Professional Decision Making and MGT 2282H Integration and Professional Decision Making Initiatives I.

The material will focus primarily on tax and assurance initiatives.

**Does this change have any financial and/or resource implications?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (please contact Faculty Graduate Dean’s Office and provide brief description below)
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The net increase of 0.5 FCE required by this proposal will require funding.

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]  
 Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))

September 1, 2014

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

**Governance Form C**

**Proposal Type:** [Mark one; see Governance Form C Procedures and Guidelines]

X	New Course (ROSI Form also required)
	Changing Weight of Existing Course (ROSI Form also required)
	Changing Grading Scale of Existing Course
	New Delivery Mode of Existing Course

6

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Course Title:** [The full title of the course. Maximum 60 characters recommended]

Capstone – Integrative Board Report

**Rationale:** [State the reason for creating the course, changing its weight, changing its grading scheme, or introducing a new mode of delivery; also explain the place of the course in your program.]

The preparation of a comprehensive report to the Board of Directors of a company about a complex business problem is an important expectation of students, and presents a capstone opportunity at the end of the MMPA Program to demonstrate the integration of all knowledge and skills acquired during the Program. The revised educational requirement for the Chartered Professional Accounting (CPA) Profession in Canada requires this experience.

**Course Description:** [Approx. 100-150 words; may include further description of format or course presentation.]

This course requires analysis of a business problem, preparation of a comprehensive report and a presentation to a Board of Directors utilizing and demonstrating the integration of all the knowledge and skills delivered in earlier courses and sessions during the MMPA Program.

**Course Designator, Number and Weight:** [E.g. ABC 1000Y]

M G T 2 2 8 4 H 0.25 FCE

**Abbreviated Course Title:** [Maximum 30 characters including spaces/punctuation. Separate words using spaces/punctuation. Use the full course title if possible. Note: this is the title that will appear on a student’s transcript.]

C A P S T O N E B O A R D R E P O R T

**Name of Graduate Faculty Member Responsible for Course:** [When unknown, indicate “TBA – Graduate Faculty Member”]

TBA – Graduate Faculty Member

**Course Format:** [E.g. lecture, seminar, etc.; if eLearning format, 100% of instructional interaction occurs online. Please see Governance Form C: Guidelines]

MGT2284H New Course/Program Requirements

Interactive lecture sessions, report workshop, presentation with feedback.

**Regular/Modular/Continuous/Extended Course:** [Mark one; see Governance Form C: Guidelines.]

<input type="checkbox"/> Regular	<input checked="" type="checkbox"/> Modular	<input type="checkbox"/> Continuous	<input type="checkbox"/> Extended
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**Does this change involve a course that is required to complete a graduate program?** [Mark one]

<input type="checkbox"/> NO	<input checked="" type="checkbox"/> YES (please also submit a completed Governance Form A with revised Calendar entry)
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**Contact Hours:** [For modular courses, list the overall contact hours for the course; for all other course types, list the contact hours per week. For more information, see Governance Form C: Guidelines.]

Total of 15 contact hours

**Grading Scale:** [Mark one. If this is a seminar series course, see Governance Form C: Guidelines.]

<input checked="" type="checkbox"/> Letter Grades	<input type="checkbox"/> CR/NCR
---	---------------------------------

**Evaluation Components, Percentage Value and Timing:** [List all the components of the course in chronological order with percentage value and timing of evaluation. Class participation may not exceed 20%.]

Written Report	50%
Presentation of Report	50%

**Enrolment Projection:** [Provide an estimate.]

85 students per year

**Prerequisites/Co-requisites/Exclusions/Enrolment Restrictions:** [If any.]

Restricted to students in the MMPA Program.

**Similarity/Overlap:** [List graduate units where significant similarity or overlap may occur. Confirm that consultation with other graduate units has occurred; attach documentation as appropriate. Indicate "None" if there is no similarity or overlap.]

None

**Resources Required:** [Mark one.]

<input type="checkbox"/>	All elements of the course will be met with existing resources
<input checked="" type="checkbox"/>	Additional resources will be required [contact your Faculty Graduate Dean's Office, and provide a brief description below]

Additional funding for 0.25 FCE will be required for each Program section.

**Effective Session Date:** [Month / Day / Year; sessions begin in September, January or May. The Faculty Graduate Office and SGS reserve the right to alter the effective session date.]

May 1, 2015

MGT2284H New Course/Program Requirements

**Approvals/Actions prior to Faculty Governance Approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Consultation with graduate students should be included; indicate how it has occurred.]

Graduate Curriculum Oversight Committee: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

6

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

**February 28, 2014**

**Faculty Council Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**



### SGS Academic Activity (ROSI) Form

This form is to be completed by the Graduate Administrator to accompany Governance Form C\* (for new courses or changing the weight of an existing course) or Governance Form B\* (for other changes to existing courses except course renaming, de-activation or changing a course into an extended course).

**New Academic Activity Codes (ADD)**

If a new course number is required, please check to make sure that it has not been used previously. Previously-used course numbers may only be reused after the previous course has been dormant for five or more years. If a new abbreviation is required, please check that it is not already being used by another program.

**Reusing Academic Activity Codes (MODIFY)**

Previously-used course numbers may only be reused after the previous course has been dormant for five or more years.

Is this a new course or changing the weight of an existing course (Form C)?  Yes  No

Is this a change to an existing course (excl. changing its weight) (Form B)?  Yes  No

(i.e. renumbering a course, new course designator, splitting one full course into two half-courses, amalgamating two half-courses into one full course, or changing an existing course into a continuous course)

Use this column for the half-course that is created when a full course is being split.

	FIELD	ACTIVITY 1	ACTIVITY 2
<b>Maintain Academic Activity Basic Information screen (1ABA)</b>	Academic Activity Code		
	Level of Instruction	G	G
	Academic Activity Type (Course or seminar?)	CRS	CRS
	Previous Acad. Activity Code (for renumbered or re-weighted courses)		
	Council Approval Date	N/A	N/A
	Target Start Session	N/A	N/A
	Transcript Print	Y	Y
	Subject Code		
<b>Maintain Academic Activity Offering Information screen (1ABD)</b>	FIELD	ACTIVITY 1	ACTIVITY 2
	Academic Activity Code		
	Start Session Code		
	End Session Code	99999	99999
	Primary Organization Code	SGS	SGS
	Secondary Organization Code (graduate unit - ROSI code)		
	Administrative Org Code (SGS division)		
	Co Secondary Org Code (Faculty – ROSI code)		
	Minimum Credit	These should be the same value. If credit is variable please consult with SGS.	
	Maximum Credit		
	Full Course Equivalent Weight (Full or half) F/H		
	Credit (Y/N)	Y	Y
	Section Average (Y/N)	Y	Y
	Total Hours	N/A	N/A
	Auditor Allowed (Y/N)	N	N
	Continuous course (multi-year) (Y/N)		
	Computer Requirement Code	N/A	N/A
	Min. Mark	N/A	N/A
SWS – available to students on the SWS? Y/N			
Degree Navigator	N/A	N/A	
Science Credit Y/N	N/A	N/A	

SGS division codes: Division I HUMGS; Division II SSCGS; Division III PHSGS; Division IV LFSGS

\* A complete list of graduate curriculum proposal types, appropriate forms to use and required approvals is available from the [SGS website](#).

SGS Academic Activity (ROSI) Form – 2012-13 v1

**Governance Form A**

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**Proposal Type:**

[Mark all that apply; see Governance Form A Procedures and Guidelines.]

	Changing Admission Requirements
X	Changing Program Requirements (including changing program length)
	Changes to Timing of Existing Program Requirements
	Adding Option to Existing Program
	Removing Option from Existing Program
	Renaming of Program
	Renaming of Field
	Renaming of Emphasis
	Renaming of Concentration
	New Emphasis in Existing Program
	Renaming of Degree
	Program Changes Affecting MoA with an External Institution
	Collaborative Program Changes Affecting MoA (Complete and attach an MOA <a href="#">Addendum</a> )

**Faculty:** [E.g. Arts and Science, Medicine, etc. If Collaborative Program, please indicate lead Faculty]

University of Toronto Mississauga

**Name of Graduate Unit:** [Graduate department/centre/institute/school; if this is a Collaborative Program, please provide name of collaborative program]

Institute for Management of Innovation (IMI), University of Toronto Mississauga

**Graduate Programs Involved in Proposal:** [List program(s) and degree(s) (or, for collaborative programs, list all participating programs and degrees) involved]

Master of Management & Professional Accounting Program, MMPA

**Brief Summary of Proposed Change(s):** [Ensure ALL changes in the proposal are summarized here; for program requirement changes, state how overall FCE requirements would be changed or confirm that they are not being changed; a revised Calendar entry is needed for most proposal types. For changes to a Collaborative Program, complete MOA [Addendum](#) to Governance Form A].

A new course is proposed as MGT 2284H Capstone – Integrative Board Report (0.25 FCE).

**Rationale:** [State the reason for each change being proposed and the anticipated effect on the program/s and students]

The preparation of a comprehensive report to the Board of Directors of a company about a complex business problem is an important expectation of students, and presents a capstone opportunity at the end of the MMPA Program to demonstrate the integration of all knowledge and skills acquired during the Program. The revised educational requirement for the Chartered Professional Accounting (CPA) Profession in Canada requires this experience.

**Does this change have any financial and/or resource implications?** [Mark one]

<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>	YES (please contact Faculty Graduate Dean’s Office and provide brief description below)
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The net increase of 0.25 FCE required by this proposal will require funding.

MGT2284H New Course/Program Requirements

**Effective Session Date:** [Month / Day / Year. Sessions begin in September, January or May. See Governance Form A: Guidelines]

*Please attach a revised Calendar entry based on the currently-approved entry in the Calendar (available from the [SGS website](#))*

May 1, 2015

**Approvals/Actions prior to Faculty governance approval:** [List graduate unit bodies that have approved the proposal. Include the date of each approval, and summarize substantial questions that have arisen. Explain how consultation with graduate students has occurred.]

Curriculum Oversight Committee, UTM: March 3, 2014

**Chair/Director Name(s):** [Name of the Graduate Chair/Director of the unit(s) involved. Also list names and contact information for other individuals who will attend meetings at which the proposal will be discussed.]

Vice-Dean Graduate:	<b>Daniere, Amrita</b>
Chair/Director:	<b>Gunz, Hugh, Director IMI</b>
Other:	<b>Brooks, Len, Director MMPA Program</b>

**Date:** [Date of form completion]

February 28, 2014

**Faculty Council/Delegated Body Meeting Date:** [Identify the Faculty Council or delegated body that will consider the proposal for final approval and provide the expected meeting date.]

Academic Affairs Committee (AAC), UTM: March 26, 2014

**Please note: Posting of this form on the GCT indicates that the Faculty Vice-Dean Graduate, or designate, has reviewed the proposal.**

## 2013-2014 SGS Calendar

### Management and Innovation

#### Faculty Affiliation

University of Toronto Mississauga

#### Degree Programs Offered

Biotechnology—Mbiotech

Management & Professional Accounting—MMPA

Management of Innovation—MMI

#### Diploma Programs Offered

Investigative & Forensic Accounting—DIFA

#### Overview

The Institute for Management and Innovation (IMI) offers sector-specific professional programs in management as well as cross-disciplinary, experiential professional programs that combine the study of a science or industrial sector with management. It fosters the development of mission-focused graduates who contribute innovatively to a profession, science, or industrial sector.

The **Master of Biotechnology** (Mbiotech) is an interdisciplinary course-based professional degree program. Students come from varied backgrounds with the common goal of pursuing a career in the biotechnology, medical device, and pharmaceutical industries.

The program meets the evolving needs of students and this global industry sector. Lecturers from various University of Toronto Faculties and from biotechnology and pharmaceutical industries and governmental agencies provide a truly interdisciplinary learning experience. Introductory laboratory courses and a year-long work internship round out the broadly based learning environment.

The **Master of Management & Professional Accounting** (MMPA) is designed to educate future leaders of the accounting profession at the master's level in management and at the professional level in accounting and related subjects.

The curriculum is organized to provide an excellent understanding of:

- the challenges, functions, and needs of management;
- accounting, finance, auditing, and tax;
- essential professional subjects;
- management skills; and
- professional capabilities.

Students from any undergraduate background may apply. Advanced standing may be granted.

The **Master of Management of Innovation** (MMI) program is designed for students with a background in science and engineering. It is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations.

The **Diploma in Investigative & Forensic Accounting** (DIFA) provides a rigorous and comprehensive education in investigative and forensic accounting (IFA) matters useful in becoming an expert IFA consultant, practitioner, and expert witness in legal proceedings. Expertise may include financial matters related to investigation for fraud, calculation of damages, advice in disputes, and preparation and delivery of information to the courts. For students who are graduate professional accountants, the diploma program is recognized as an excellent educational preparation for recognition as an expert in IFA.

## Contact and Address

Institute for Management and Innovation  
Web: [www.utm.utoronto.ca/imi/](http://www.utm.utoronto.ca/imi/)  
Email: [imi.utm@utoronto.ca](mailto:imi.utm@utoronto.ca)  
Telephone: (905) 828-3914  
Fax: (905) 569-4302

University of Toronto Mississauga  
Room 3200, William G. Davis Building  
3359 Mississauga Road North  
Mississauga, Ontario  
L5L 1C6 Canada

## Biotechnology

Web: [www.utm.utoronto.ca/mbiotech](http://www.utm.utoronto.ca/mbiotech)  
Email: [mbiotech@utoronto.ca](mailto:mbiotech@utoronto.ca)  
Telephone: (905) 569-4737  
Fax: (905) 569-4738

Master of Biotechnology Program  
University of Toronto Mississauga  
Room 2071, William G. Davis Building  
3359 Mississauga Road North  
Mississauga, Ontario  
L5L 1C6 Canada

## Management & Professional Accounting

Web: [www.utoronto.ca/mmpa](http://www.utoronto.ca/mmpa)  
Email: [mmpa@utoronto.ca](mailto:mmpa@utoronto.ca)  
Telephone: (905) 569-4318  
Fax: (905) 569-4306

Master of Management & Professional Accounting Program  
University of Toronto Mississauga  
Room K108, Kaneff Centre  
3359 Mississauga Road North  
Mississauga, Ontario  
L5L 1C6 Canada

## Management of Innovation

Web: [www.utm.utoronto.ca/mmi](http://www.utm.utoronto.ca/mmi)  
Email: [mmi.utm@utoronto.ca](mailto:mmi.utm@utoronto.ca)  
Telephone: (905) 569-4743  
Fax: (905) 569-4397

Master of Management of Innovation  
University of Toronto Mississauga  
Kaneff Centre  
Room 207, 3359 Mississauga Road North

Mississauga, Ontario  
L5L 1C6 Canada

## Investigative & Forensic Accounting

Web: [www.utoronto.ca/difa](http://www.utoronto.ca/difa)  
Email: [difa@utoronto.ca](mailto:difa@utoronto.ca)  
Telephone: (905) 569-4318  
Fax: (905) 569-4306

Diploma in Investigative & Forensic Accounting Program  
University of Toronto Mississauga  
Room K108, Kaneff Centre  
3359 Mississauga Road North  
Mississauga, Ontario  
L5L 1C6 Canada

## Degree Programs

### Biotechnology

#### Master of Biotechnology

##### Minimum Admission Requirements

- 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 from a recognized university in any area of biological sciences, chemistry, engineering, or related field.
- Acceptable Graduate Record Examination (GRE) scores and/or marks of A- or better in the final two years of study.

##### Program Requirements

- The program is a full-time, course-based master's degree which is launched during the month of May each year.
- Students are required to complete 8.5 graduate full-course equivalents (FCEs) over a 24-month period:
  - 5.5 to 6.5 FCEs science credits (includes credits for Seminar and Placement)
  - 2.0 FCEs business credits
  - up to 1.0 FCE elective credit
- An ongoing seminar series led by university, industry, and government specialists links all the participants with the academic, practical, and applied aspects of the program.

**Program Length:** 6 sessions (2 years) full-time

**Time Limit:** 3 years full-time

### Course List

#### Required Courses

A general description of each required course is posted at [www.utm.utoronto.ca/mbiotech](http://www.utm.utoronto.ca/mbiotech).

BTC 1600H	Seminar in Bioscience/Biotechnology I
BTC 1610H	Seminar in Bioscience/Biotechnology II
BTC 1700H	Molecular Biology Laboratory
BTC 1710H	Biomaterials and Protein Chemistry Laboratory
BTC 1800H	Biotechnology in Medicine
BTC 1810H	Biotechnology and Corporations
BTC 1820H	Biotechnology in Agriculture and Natural Products
BTC 1900Y <sup>0</sup>	Work Term I
BTC 1910Y <sup>0</sup>	Work Term II
BTC 2000H	Effective Management Practices
BTC 2010H	Fundamentals of Managerial Concepts
BTC 2020H	Society, Organizations and Technology
BTC 2030H	Management of Technological Innovation

<sup>0</sup> Course that may continue over a program. The course is graded when completed.

## Elective Courses

BTC 1830H	Medical and Scientific Challenges in Marketing Therapeutics
BTC 1840H	Patent Law for the Life Sciences
BTC 1850H	Creating Life Science Products
BTC 1920Y	Work Term III
BTC 2040H	Change Management
BTC 2100Y	Topics in Biotechnology
BTC 2110H	Topics in Biotechnology
BTC 2120H	Topics in Biotechnology

Other graduate courses approved by Program Directors.

## Management & Professional Accounting

### Master of Management & Professional Accounting

#### Minimum Admission Requirements

##### 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 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 Program: 16-Month Option

Applicants who have previously completed MGT 1090H, MGT 1160H, MGT 1202H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1250H, MGT 1272H, MGT 1323H, MGT 1330H, 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 18 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

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

Credit Hours	Notation
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 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 2273H(2) Accounting Information Systems~~  
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) Integration & 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 Program: 24-Month Option

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

- the successful completion of 18 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 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 fourweek 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 18 full-course equivalents (FCEs) in required courses, as listed above excluding: MGT 1090H, MGT 1160H, MGT 1202H, MGT 1210H, MGT 1211H, MGT 1221H, MGT 1222H, MGT 1250H, MGT 1272H, MGT 1323H, MGT 1330H, MGT 1382H, MGT 2206H, and MGT 2250H (advanced-standing students receive credit towards the 18 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 fourweek 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

## Management of Innovation

### Master of Management of Innovation

#### Minimum Admission Requirements

- 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.
- Bachelor's degree in sciences or engineering or equivalent from a recognized university. Minimum overall average grade of B+ over the last two years of full-time academic study.
- Prerequisites or their equivalents are set by the MMI program.
- A resumé, a letter of intent, and at least two academic letters of reference must be submitted by the applicant. One reference must be provided directly from a faculty member familiar with the applicant's work and who holds an appointment in the program where the applicant most recently graduated.
- Applicants who obtained a degree outside North America must arrange for GMAT or GRE (General) examination results to be sent to the department.
- An on-site written personal statement.
- Attend an interview where evaluative problemsolving capabilities and communication skills are assessed.

#### Program Requirements

- The 12-month program consists of an intensive 8-month core academic curriculum consisting of:
  - 4.0 FCEs (see list below)
  - 2.0 FCEs electives (1.0 FCE per session in each of the Fall and Winter sessions)
  - MMI 1100H, a final capstone course (Group Project, equivalent to 0.5 FCE) during the final four months of the program
- All requirements must be completed within a minimum of one year of study and a maximum of three years from the date of first enrolment.

**Program Length:** 3 sessions full-time

**Time Limit:** 3 years full-time

### Course List

#### Required Core Courses

MMI 1010H Prices and Markets  
MMI 1020H Applied Econometrics for Managers  
MMI 1030H Marketing Science  
MMI 1050H Accounting and Negotiations  
MMI 1060H Finance  
MMI 1070H Economics of Business Strategy  
MMI 1080H Management of Technology

MMI 1090H Technology, Strategy and Policy  
MMI 1100H Capstone Course—Final Group Project

## Elective Courses

Students are encouraged to select electives that allow them to focus on their individual areas of interest.

For this reason, the MMI program does not impose a selection of electives. Students are free to choose from all graduate courses across all disciplines at the University of Toronto. All selections are subject to approval in advance by the Program Director.

## Diploma Programs

### Investigative & Forensic Accounting

#### Diploma of Investigative & Forensic Accounting

##### Minimum Admission Requirements

- 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 from a recognized university in commerce, business administration, or accounting, with standing equivalent to at least a University of Toronto mid-B in the final year.
- Two years of relevant experience in accounting.
- An advanced-standing option is available for qualified students with comparable university-level or Chartered Business Valuator program courses.

##### Program Requirements

- Ten half-course program over a minimum 2.2-year period. Courses are taken sequentially and advanced-standing course exemptions are possible. The program is offered using a combination of two one-week intensive in-residence sessions, e-learning, and teleconference modules, with group discussions, assignments, and formal examinations. It is possible for students to participate from anywhere in the world. Advanced standing is available for qualified students; up to two courses in loss quantification and law may be counted.

**Program Length:** 6 sessions (26 months) part-time

**Time Limit:** 6 years part-time

## Course List

IFA 1900H Introduction to Investigative and Forensic Accounting  
IFA 1901H Investigative and Forensic Accounting Practice Issues  
IFA 1902H Legal Process—Introductory  
IFA 1903H Investigative-Related Matters—Introductory  
IFA 1904H Loss Quantification—Introductory  
IFA 2900H Loss Quantification—Advanced  
IFA 2901H Investigative-Related Matters—Advanced  
IFA 2902H Legal Process—Advanced  
IFA 2903H Advanced Topics/Emerging Issues  
IFA 2904H Integrative Capstone

Courses IFA 1900H and IFA 2904H each involve a mandatory in-residence session at the University of Toronto Mississauga. IFA 2904H requires participation in moot court and other experiential learning sessions. The remaining eight courses are offered via weekly online sessions.



**UNIVERSITY OF TORONTO MISSISSAUGA CAMPUS COUNCIL  
REPORT NUMBER 4 OF THE ACADEMIC AFFAIRS COMMITTEE**

**FEBRUARY 12, 2014**

To the Campus Council,  
University of Toronto Mississauga

Your Committee reports that it held a meeting on February 12, 2014 at 4:10 p.m. in the Council Chambers, William G. Davis Building, at which the following were present:

Ms Judith Poë, Chair  
Dr. Shay Fuchs, Vice-Chair  
Professor Amy Mullin, Vice-Principal Academic and Dean  
Professor Bryan Stewart, Vice-Principal, Research  
Professor Shyon Baumann  
Professor Andreas Bendlin  
Professor Tracey Bowen  
Professor Jill Caskey  
Professor Philip Clark  
Ms Diane Crocker, Registrar and Director of Enrolment Management  
Ms Sara da Silva  
Professor Amrita Daniere, Vice-Dean, Graduate  
Professor Charles Elkabas  
Dr. Louis Florence  
Professor Kelly Hannah-Moffat, Vice-Dean, Undergraduate  
Ms Shelley Hawrychuk  
Dr. Stuart Kamenetsky  
Professor Bernard Katz  
Ms Pam King  
Professor Peter Loewen  
Professor Peter Macdonald  
Ms Sue McGlashan  
Professor Heather Miller  
Professor Kent Moore  
Professor Emmanuel Nikiema  
Professor Esteban Parra  
Dr. Christoph Richter  
Mr. Masood Samim  
Professor Erik Schneiderhan  
Professor Sasa Stefanovic  
Professor Alison Syme

Professor Holger Syme  
Professor Mihkel Tombak  
Ms Edith Vig  
Professor Anthony Wensley  
Dr. Maria Wesslen  
Mr. Ian Whyte, Chief Librarian  
Professor Kathi Wilson  
Dr. Kathleen Wong

**Non-Voting Assessors:**

Prof. Ulli Krull, Vice-President, Special Initiatives  
Mr. Mark Overton, Dean of Student Affairs

**Regrets:**

Professor Deep Saini, Vice-President & Principal  
Dr. Kelly Akers  
Mr. Hamza Ansari  
Professor Varouj Aivazian  
Ms Laasya Annadevara  
Professor Craig Chambers  
Professor Tenley Conway  
Ms Sarah Elborn  
Mr. Simon Gilmartin  
Professor Yael Karshon  
Ms Sobia Khan  
Mr. Sheldon Leiba  
Dr. Mark Lippincott  
Mr. Leonard Lyn  
Professor Kathy Pichora-Fuller  
Mr. Michael Paulin  
Professor David Francis Taylor  
Professor Shafique Virani

**In Attendance:**

Professor Kevin Coleman, Department of Historical Studies  
Professor Shashi Kant, Director, Masters of Science in Sustainability Management (MScSM)

**Secretariat:**

Mr. Louis Charpentier, Secretary of the Governing Council

Ms Cindy Ferencz Hammond, Director of Governance

Ms Mariam Ali, Committee Secretary

**1. Chair's Remarks**

The Chair welcomed members to the meeting.

**2. Presentation on the Robert Gillespie Academic Skills Centre (RGASC): Mr. Andrew Petersen, Director, Robert Gillespie Academic Skills Centre**

The Chair invited Mr. Andrew Petersen, Director of the Robert Gillespie Academic Skills Centre (RGASC), who made the following key points<sup>1</sup> in his presentation:

- Mr. Peterson emphasized the dual nature of the RGASC mandate, which is to support students and faculty through collaboration with faculty to address needs of students;
- He noted that course-specific drop-in consultations, writing and numeracy initiatives and facilitated study groups were the highest impact programs;
- The RGASC had a dual mandate of student support and faculty collaboration;
- RGASC had approximately 11,000 service interactions or 'touches' per year that were not unique and approximately 4,000 unique touches, not including Writing and Numeracy initiatives;
- Mr. Petersen highlighted the one week long Headstart program which runs in the summer for academic skills orientation as well as a seminar held by the Library;
- Resources were concentrated in skills consultations, however the Teaching Assistant (TA) Training program was a service area that was expanding;
- Mr. Petersen noted that the RGASC had many partners, including the Library, Technology Services, Office of the Registrar and Student Services (Accessibility and Health & Wellness);
- Collaboration with faculty relied on input and close cooperation to build capabilities that were used in a range of courses;
- The RGASC deployed resources where instructors believed it to be beneficial and supported the growth of instructors, such as the development of learning environments that meet identified needs, course and artifact designs as well as Scholarship of Teaching and Learning (SoTL) projects;
- Mr. Petersen highlighted two dual mandate programs: Writing and Numeracy Initiatives and the Facilitated Study Groups (FSGs);
- The writing development initiative began in 2013-14 and has impacted 5900 students and supporting 14 projects in 10 departments. Aimed at writing intensive courses that required significant additional feedback within the course. The program introduced specialized training sessions of TAs as well as drop-in sessions for specific courses and assignments;
- Numeracy Initiatives ran a pilot for Chemistry and Biology courses, similar to targeted support provided through the writing development initiatives and is currently being assessed;
- FSGs were the largest program, and impacted 5900 students indirectly, through instructors and TAs. The program trained 3<sup>rd</sup> and 4<sup>th</sup> year students in related disciplines focusing on skill development, not content;

<sup>1</sup>A copy of the presentation is attached as Attachment A.

- Before 2009, the FSGs at RGASC were run on a funded model; by moving to a facilitated dual mandate, the Centre was able to move to a volunteer model. Individuals shifted from working 8-10 hours a week to a team based model of 2-4 hours per week;
- Students return multiple times, which demonstrates value. The number of senior students administering FSGs grew from 37 to 160;
- Moving forward, RGASC will continue with its dual mandate, seeking more partners and further collaboration to identify more areas of support;
- RGASC in partnership with the Office of the Registrar, is developing an early alert system to identify vulnerable students as early as 4 or 5 weeks into the start of classes as well as a program for academic re-orientation for students returning from probation;
- Mr. Petersen noted that there was anticipated growth and demand with English language learners and Accessibility;
- Mr. Petersen asked that faculty enlist the support of the RGASC through group sessions in advance of major due dates to help relieve pressure on the Centre during peak periods.

In response to a member's question, Mr. Petersen confirmed the number of student touches provided in the presentation was based on enrolment numbers from the Office of the Registrar.

A member asked how the RGASC would address the inefficiencies in the UTM system to avoid overlapping student support and to move towards a holistic approach in solving students' writing problems. Mr. Petersen advised members that the RGASC did not run the same program for similar courses, but provided customized writing support based on instructor feedback. He noted that writing continued to be a challenge for students and the Centre would continue to identify areas of support to make sure students had the necessary resources to succeed.

### **3. University of Toronto Mississauga Bridging Pathway (UTMBP) Program\***

The Chair invited Professor Mullin, Vice-Principal Academic & Dean to discuss the UTM Bridging Pathway program (UTMBP). Professor Mullin explained that UTMBP would provide an opportunity for successful direct entry to undergraduate studies leading towards an Honours Bachelor of Arts (HBA) degree to individuals who are at least 20 years of age, have not been enrolled in school for three years, and do not meet the traditional admissions requirements of UTM. The UTMBP would offer non-degree admission to a small number of students in 2014-15, whose academic success would be evaluated by the Office of the Registrar. The success of students would be enhanced by the development of essential learning skills in sessions offered by the RGASC and through their participation in academic advising sessions, which would be catered to non-traditional students. Professor Mullin noted that students admitted to UTMBP would be required to enrol in and successfully complete two half-credits during the fall and winter academic sessions with an average of 73 percent in order to be eligible for full-time studies at UTM; the successfully completed courses would then count towards credits required for an HBA. Those students who would achieve a 63 percent average would be permitted to proceed to part-time studies. Consultation had occurred with the RGASC, the University's Executive Director of Enrolment Services & University Registrar, and the Director of Admissions and Student Recruitment located on the St. George campus, and all were in full support of this initiative.

In response to a member's question, Professor Mullin noted that the program was specifically for students who had never attempted university, but would still qualify if the applicant had enrolled at college previously. Ms Diane Crocker, Registrar and Director of Enrolment Management further noted that students who were previously not admissible to U of T based on their high school grades and had

unsuccessfully attempted university studies at another academic institution, would be encouraged to enrol in another academic institution to improve their admissibility to U of T.

A member asked how the decision of the cut-off mark of 63 percent was reached, since students in all other programs needed 51 percent in order to advance. Professor Mullin responded that this was consistent with the longstanding and successful academic bridging program offered at Woodsworth College. Further, she noted that the grade requirement was higher because UTMBP students would be enrolled in only one course per academic session and would receive intense academic advising. If they were not able to succeed under those circumstances, their advancement would not be recommended.

A member inquired whether there were other academic admission requirements beyond high school marks, and also why UTMBP was not offered for an Honors Bachelors of Science (HBSc). Professor Mullin advised that applicants were required to submit English language proficiency results. Ms Crocker explained that generally admission requirements for an HBSc were more stringent, requiring specific high school courses for entry into some programs, which mature students would likely not have. The program was meant to assist not only domestic but also applicants who had been educated internationally and may not hold a domestic academic record or who have been out of the educational system for a prolonged period and were looking to transition into university studies. A member remarked that if a student was admitted to UTMBP and were to decide to pursue an HBSc, they could return to high school and take the prerequisites required.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed University of Toronto Mississauga Bridging Pathway (UTMBP) Program, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 28, 2014, be approved, effective September 1, 2014.

#### **4. New Minor in Ethics and Society, Department of Philosophy\***

The Chair advised members of the Committee that they were responsible for major and minor modifications to existing programs. She noted that major and minor modification as noted in the terms of reference under section 5.6 refer to “major and minor modifications to existing degree programs”, however, she noted that in the case of the two minor programs proposed in the agenda, there was no existing specialist or major program. The Chair provided the definitions of major and minor modifications as defined by the University of Toronto Quality Assurance Process (UTQAP): a major modification included a new minor where there was no existing major or specialist, and a minor modification included a new minor where there was an existing major or specialist.

The Chair invited Professor Mullin back to present the item. Professor Mullin stated that the new Minor in Ethics and Society targeted students who majored in Social Sciences and would be an addition to the Department of Philosophy’s suite of minors. There was growing recognition in various sectors of society of the importance of improving understanding in the areas of ethics and public policy, corporate ethics and a renewed interest in bioethics. She noted that the department anticipated high demand for the proposed new minor, and that it was built on the department’s existing research strengths in the area of value theory. The new minor also would provide opportunities for students to learn from the best scholars in the field and gain a deeper understanding of ethical theories and their application in various contexts. Faculty, staff and students in the Department of Philosophy, Chairs and Associate Chairs of Anthropology, Sociology, Economics, Political Science, and Psychology, and faculty at the Departments



of Philosophy at the St. George campus and the University of Toronto Scarborough (UTSC) who work in the area, were all consulted and were in support of this proposal.

A member noted that the Department of Management offered a course in business ethics, also a requirement of the new Chartered Professional Accounting designation and believed the scope of the minor could be expanded to include this aspect of ethics. Professor Mullin noted that she would consult further with the Management and Philosophy departments.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Ethics and Society, offered by the Department of Philosophy, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 27, 2014, be approved, effective September 1, 2014.

##### **5. New Minor in Latin American and Caribbean Studies, Department of Historical Studies**

The Chair invited Professor Mullin to discuss the additional new minor. Professor Mullin informed members that the new minor in Latin American and Caribbean Studies (LACS) at UTM would provide students an opportunity to gain integrated understanding of the region. The new minor was designed to offer interdisciplinary study opportunities to students planning careers in teaching, research, journalism, government and business providing a foundation for an international career where Latin America and the Caribbean would play an increasingly important role. Students would gain a broader understanding of the history, politics and cultures of the region and have the opportunity to pursue studies in Spanish, Portuguese, French and Creole linguistics based on their interest. The departments of Language Studies, Political Science, Sociology, Geography, Anthropology as well as faculty, staff and students in the department of Historical Studies at UTM were consulted and were in support. Additional, extensive consultations with the department of Historical and Cultural Studies at UTSC as well as UTSG's programs in Latin American Studies and Caribbean Studies, along with the Centre for International Experience, also yielded support.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed New Minor in Latin American and Caribbean Studies, offered by the Department of Historical Studies, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

##### **6. New Course, Course Change & Change in Program Requirement: Master of Biotechnology (MBiotech)\***

The Chair invited Professor Amrita Daniere, Vice-Dean Graduate to present this item. Professor Daniere advised members that the MBiotech program was enhancing its course offering with the introduction of BTC1720H Biomaterials and Protein Chemistry Laboratory. This course provided students with a hands-on introduction to biomaterials and complemented the existing lecture course, BTC1710H Biomaterials and Protein Chemistry Theory. The existing course BTC1710H was split in two courses

BTC1710H and BTC1720H, in order to reflect the relative number of contact hours in the laboratory course and the theory course. The addition of BTC1720H was designated a requirement for completion of the MBiotech program and total number of required science credits increased from 3.5 to 4.0.

A member asked if the total number of lab and in-class hours completed would remain the same. Professor Leigh Revers, Associate Director, MBiotech advised that the number of hours would remain the same, and by splitting the courses, it better reflected the workload of the course.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed Master of Biotechnology (MBiotech) course name change of BTC1710H, which is offered by the Institute for Management and Innovation (IMI), from Biomaterials and Protein Chemistry Laboratory to Biomaterials and Protein Chemistry Theory, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014; and

THAT the proposed new MBiotech course, Biomaterials and Protein Chemistry Laboratory (BTC1720H) to be offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 7, 2014, be approved, effective September 1, 2014; and

THAT the proposed MBiotech change in program requirements offered by the IMI, as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in the proposal dated January 22, 2014, be approved, effective September 1, 2014.

## 7. New Courses: Master of Science in Sustainability Management (MScSM)\*

The Chair called on Professor Danieri to introduce the proposal of new courses for MScSM. Professor Danieri itemized and briefly described the following six new proposed courses: SSSM1070H Sustainability Law and Policy, SSM1080H Strategies for Sustainability Management, SSM1090H Capstone Course, SSM1110H Sustainability Management Internship, SSM2020H Sustainability Ethics and SSM1100Y Research Paper.

On motion duly made, seconded and carried,

YOUR COMMITTEE APPROVED,

THAT the proposed new Master of Science in Sustainability Management (MScSM) courses offered by the Institute of Management and Innovation (IMI), as recommended by the Vice-Principal Academic & Dean, Professor Amy Mullin, and described in each of the proposals dated January 7, 2014, be approved, effective on the date specified for each course in each proposal.

## 8. Assessor's Report

Professor Mullin provided an overview of items for the upcoming Academic Affairs Committee meeting. She highlighted the major modification to the existing B.B.A. Management Specialist program, which would be the first instance where streams were created at the undergraduate level all UTM. Professor

Mullin invited faculty members and department Chairs to utilize the Office of the Dean if interested in pursuing the addition of streams.

**9. Other Business**

There were no other items of business.

**CONSENT AGENDA**

On motion duly moved, seconded, and carried

YOUR COMMITTEE APPROVED

THAT the consent agenda be adopted and that Item 10, Report of the Previous Meeting, be approved.

**10. Report of the Previous Meeting: Report 3 – January 9, 2014**

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

**12. Date of Next Meeting - March 26, 2014, 4:10 p.m.**

The Chair reminded members that the next meeting of the Committee was scheduled for March 26, 2014, 4:10 p.m. in the Council Chamber, William G. Davis Building.

The meeting adjourned at 5:18 p.m.

\_\_\_\_\_  
Secretary  
February 19 2014

\_\_\_\_\_  
Chair

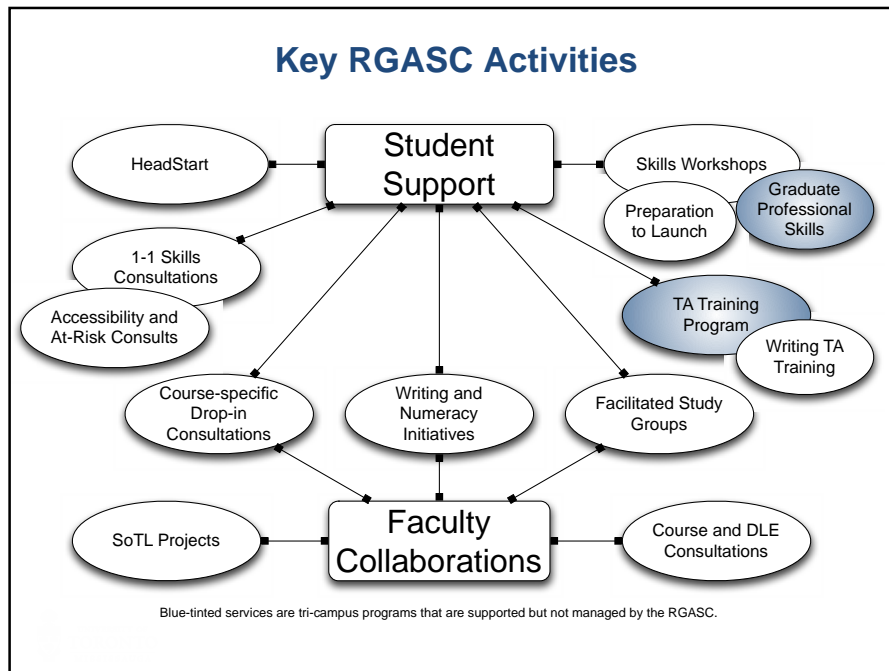


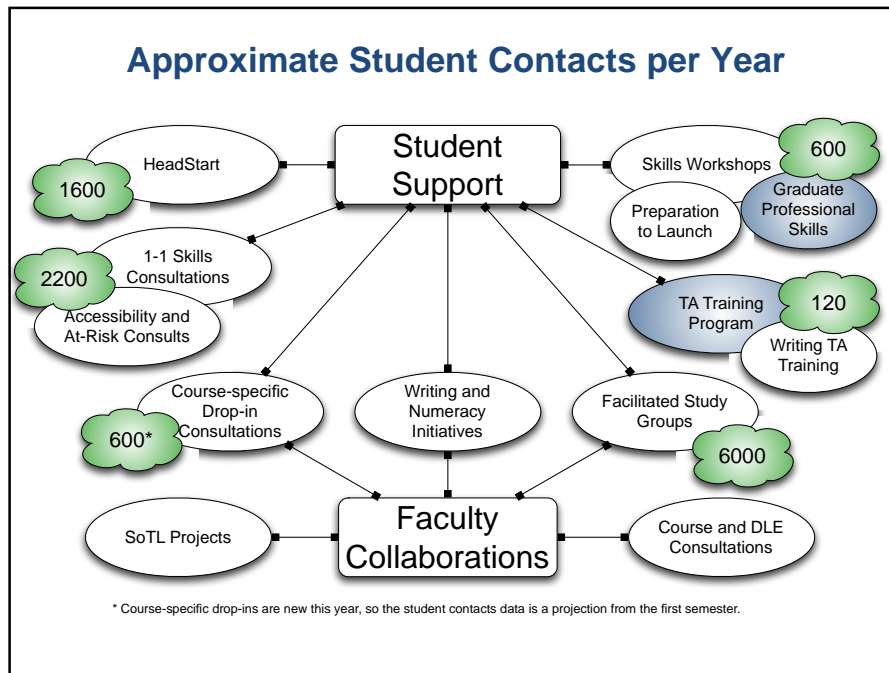
# The Robert Gillespie Academic Skills Centre

12 February 2014



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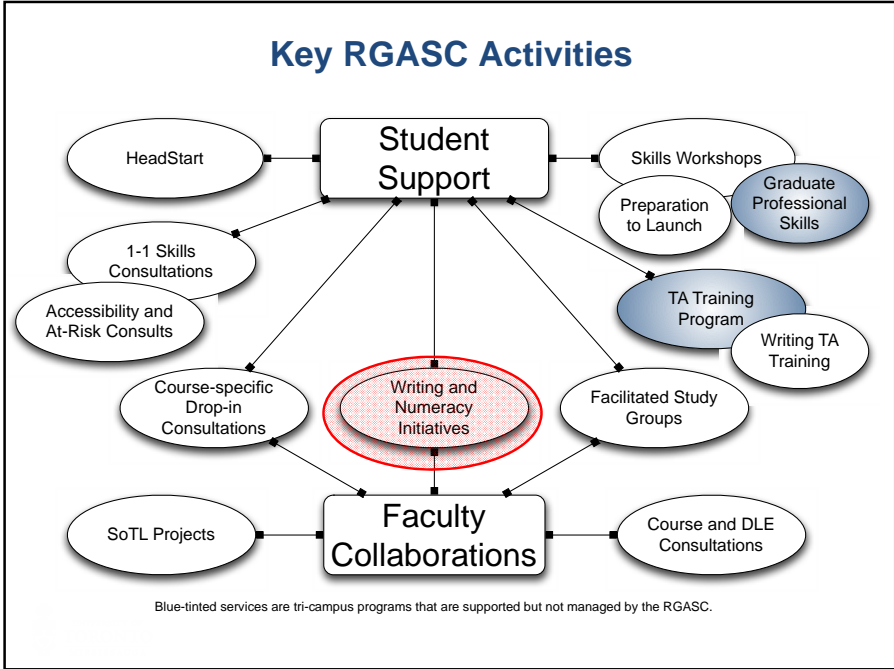
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- ### Partners
- The RGASC seeks close partnerships with a range of units across UTM.
  - Library
  - Technology Services
  - Registrar
  - Student Services
    - Accessibility
    - Health and Wellness



## Collaboration with Faculty

- Our most important partners are departments.
  - Collaboration with faculty is a critical component of the RGASC's procedures.
1. We deploy resources where instructors believe it will be of the most benefit.
  2. We work with instructors to develop learning environments that meet identified needs.
  3. We support the growth of instructors in and out of the classroom.



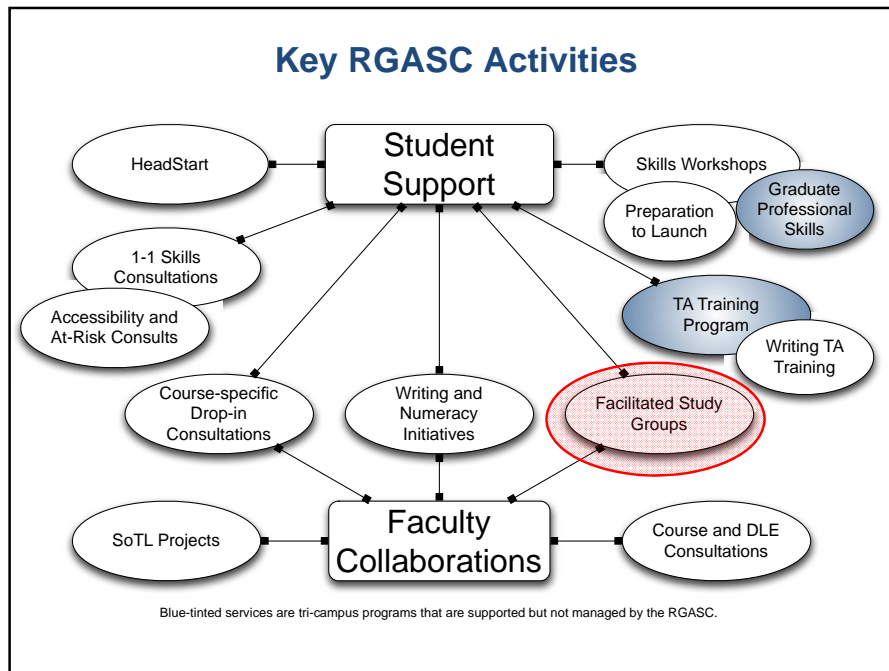
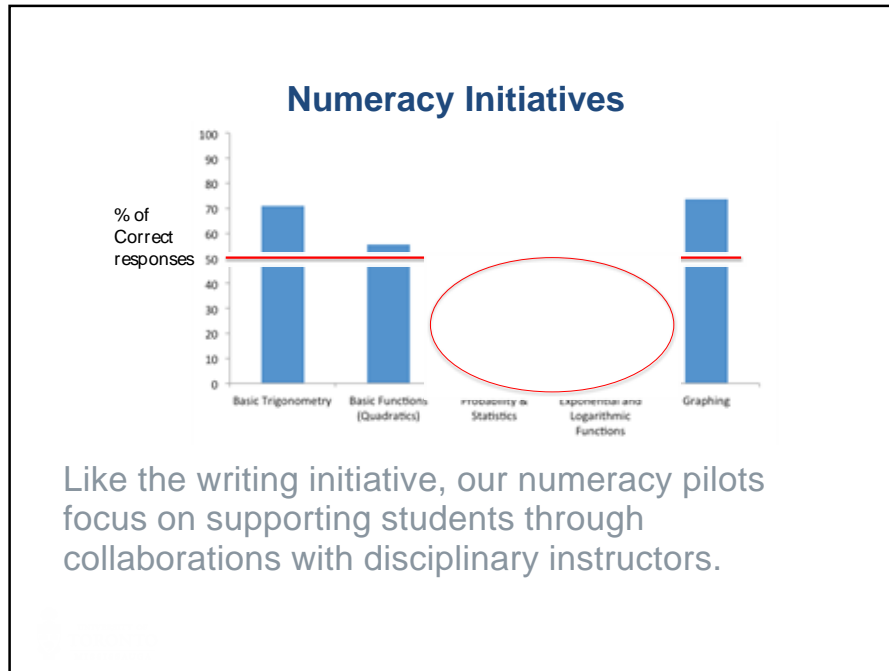


### **The Writing Development Initiative Program**

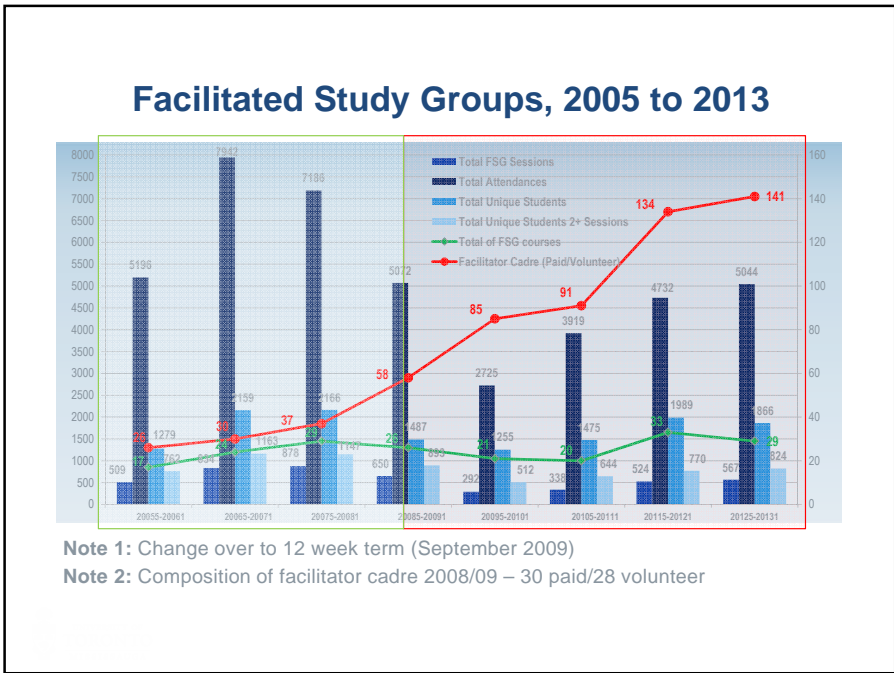
- In 2013-2014, we supported fourteen projects in ten different departments.
  - 5,900+ students impacted
- All writing instruction was integrated in courses and involve providing feedback on writing.
- New this year: we are providing specialized training of Teaching Assistants (TAs).
- Also new: specific drop-in sessions for specific courses and assignments.

### **Training and Support for Writing TAs: A Dual Mandate**

- | <b>Professional Development for TAs</b>   | <b>Writing Instruction for Students</b>  |
|---|--|
| <ul style="list-style-type: none"><li>• Supports TAs in being effective, consistent markers.</li><li>• Improves TAs' own writing.</li><li>• Provides TAs with an important skill for increasingly competitive job market.</li></ul> | <ul style="list-style-type: none"><li>• Provides formal writing instruction tailored to assignment and course.</li><li>• Ensures improved feedback on writing &amp; content.</li><li>• Allows practitioners who know disciplinary conventions to offer writing instruction</li></ul> |







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### FSGs: A Dual-Mandate Program

#### Study Groups for Students

- Study groups are organized for challenging, transitional courses.
- Students learn about study and time management strategies from experienced peers.

#### Development for Facilitators

- Facilitators receive over 16 hours of training.
- Each facilitator team is observed and receives individual feedback.
- Facilitators develop a reflective portfolio and receive a transcript annotation.



### **Moving Forward**

The writing and numeracy initiatives and facilitated study groups are examples of the RGASC's commitment to:

- Collaboration with faculty and various campus units.
- Our dual mandate to support student learning and instructor development.

Moving forward, our goal is build stronger relationships with collaborators across campus to engage with emerging teaching and learning challenges.

### **Moving Forward**

Several emerging areas will require new or updated initiatives:

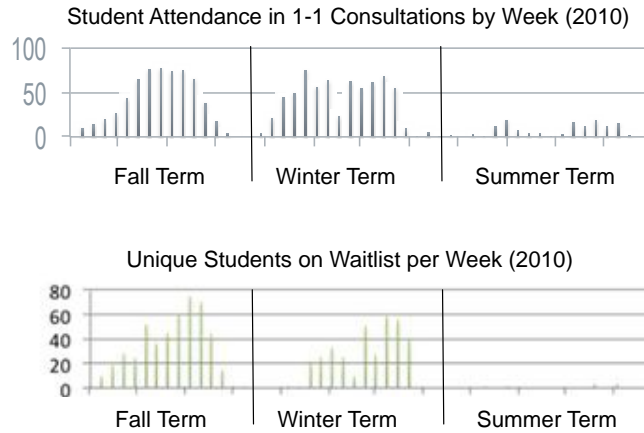
- "Early Alert" programming to identify and support students at risk in their first year.
- Academic re-orientation programs for students on probation or returning from suspension

We also anticipate growth in demand for:

- Support for English Language Learners (hiring for July 1)
- Scalable support for students with accessibility needs
- One-on-one and course-specific drop-in sessions



## Seasonal Variation in Demand



## Contact Information

For up-to-date information, please visit us on the web:

<http://www.utm.utoronto.ca/asc/>

You can also be directed to the appropriate RGASC staff by sending email to [academicskills.utm@utoronto.ca](mailto:academicskills.utm@utoronto.ca)

I welcome feedback and queries at [director.tlsi@utoronto.ca](mailto:director.tlsi@utoronto.ca)