



University of Toronto New Undergraduate Program Proposal

Program Proposed:	Specialist (Co-op) in Management and International Business
Department / Unit (if applicable) where the program will be housed:	Department of Management
Faculty / Academic Division:	University of Toronto Scarborough
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NEW PROGRAM PROPOSAL: SPECIALIST (CO-OP) IN MANAGEMENT AND INTERNATIONAL BUSINESS (Department of Management, UTSC)

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Section 2

1. Executive Summary

The Department of Management at the University of Toronto Scarborough is proposing to add a new program to be offered within the context of the B.B.A.: the *Specialist Program in Management and International Business (MIB)*. The program has been designed to continue to offer a highly quantitative yet all-encompassing business degree, but one that will focus on business in a highly international context and allow students to learn and apply management skills and theory through significant study and work abroad components. To remain competitive and relevant, the program will evolve as the marketplace shifts, ensuring that our graduates enter the work force prepared for the unique challenges inherent to an increasingly global economy.

The program will align with the current *Specialist Program in Management*, maintaining the same base knowledge in each of the core subject areas. Where appropriate a new version of a core course has been developed which emphasizes international practices or aspects. At the C- and D-level some truly unique courses have been developed for the program. Like the existing co-op program the MIB will require three work terms. However one and possibly two of these will be abroad. The first work term abroad will be coupled with a term studying abroad. To help prepare for these a student will be required to complete two years study in a relevant language. These experiential elements of the program make it unique among undergraduate business programs elsewhere.

International experience is a component of their undergraduate experience that students crave. York University's iBBA program, currently receives 1200-1500 applications for its 100 available iBBA spaces and has experienced a cut-off in the low 90s for the past three years. More and more Universities are attracting very good students by focusing on international initiatives (see *Appendix A* for a list of internationally-themed programming offered in Ontario). Our strong academic and co-op platforms already attract some of the most talented students in the province to UTSC. By creating the ultimate international experience through a specialized, globally-focused curriculum, language development, study abroad and work abroad components, we feel that we can attract an even higher calibre group of highly motivated students to this new and unique program.

In November of 2009, a survey was conducted of all current Management students to assess their interest in our proposed program with the following results:

- 225 students responded
- 78.7% said that they would have likely or very likely applied to this program if it had been offered when they applied to UTSC.
- 53% said that they were very interested in working abroad
- 25% said they were interested in working abroad but didn't know much about it
- 51.3% indicated that they would like to improve their language skills in an overseas environment
- 36.9% believed that a work term overseas would improve their job prospects upon graduation.

In 2008, a working group was convened within the Department of Management to explore how we might continue to deliver innovative programming within a global context and meet the UTSC priorities (Strategic Plan, Fall 2008) of internationalizing our campus and increasing experiential learning. Ten faculty and staff met on a regular basis to review and generate opportunities as well as conduct competitive research and student surveys. The group worked collaboratively with the departmental Executive and Curriculum Committees, and the *Specialist in Management and International Business (Co-op)* was the outcome of this two-year project within the Department. The

key differentiating factor of this program compared to similar programs in Canada is that we require **both** a study term and a work term abroad. This factor necessitates that we only offer a Co-op version of the program.

To launch the program, we will draw from our faculty's expertise and research interests in international business and will require three staff to manage the international study and work exchanges as well as to provide academic and career advice to students.

2. Rationale

Purpose/Overview

No organization is immune from changes in the world economy. Embracing international markets and appreciating the unique ways in which an organization can use all the global resources available to it is one way for companies and individuals to remain successful. Consequently, international business is an increasingly popular area of study at North American universities and has been a significant focus of the programming-related questions asked by prospective and current students. The literature indicates that topics involving cultural study and diversity permeate modern management and have created a new and emerging set of research and practical questions (Kanu, 2008). Furthermore, "judging by the richness of the proposed research agenda, the future of international business scholarship is very promising" (Griffith et al, 2008).

The Specialist Program in Management and International Business would offer students interested in international business a unique experience focused on interdisciplinary study and experiential learning. Combining a solid academic foundation in business with multiple courses in the development of leadership and interpersonal skills in cross cultural contexts as well as mandatory study and work abroad experiences, this program ensures that students become successful in adapting both personally and professionally to changes in the global economy.

Degree Nomenclature and Program Name

The Specialist Program in Management and International Business (Co-op) falls within the same family as all other specialist programs that we offer within the Bachelor of Business Administration (B.B.A.) at UTSC, and is built upon a very similar foundation of core courses. The core courses are required of all BBA students and in these courses, students learn aspects of all areas of business. They then select an area of business in which they will specialize. The name of the program follows the pattern of existing specialists in the B.B.A (Specialist Program in Management and: Accounting, Finance, Human Resources, Marketing, Strategic Management). The "International" part of the program name speaks to the unique program offerings which combine the latest developments in interactive teaching approaches in international business and a curriculum that aims to develop and prepare students to contribute professionally and operate effectively in a global business environment, understand and appreciate how differences and changes in business environments affect the way business is practiced, and deal with specific issues observed in international business.

Consistency with University, Campus and Departmental Priorities

The Department of Management is committed to providing excellent students with a top-tier business education delivered by world-class faculty within a context of various experiential learning opportunities. The Specialist Program in Management and International Business (MIB) will align with this commitment by enabling talented students who are internationally-minded to expand their knowledge of and experience in the global marketplace.

The MIB is strongly aligned with the campus's goal of becoming "an international hub for learning and partnership within the U of T system" (UTSC Strategic Plan, 2008, p. 18). By partnering with

like-minded, reputable academic institutions around the world, and by integrating high-quality work and study abroad experiences into an internationally focused curriculum, our program will meet several of UTSC's objectives for building our international reputation, among them:

- UTSC will offer a range of programs at the undergraduate level that provides students with an international perspective and awareness;
- Develop international partnerships, exchange, volunteer and workplace opportunities for our students and faculty with universities and other global organizations;
- Include international contexts in programs and courses to ensure that students have an appreciation of the global environment in which we live and work.

(UTSC Strategic Plan, 2008, p. 18)

Impact on Unit

The introduction of the MIB will move the Department in a new direction. It will have an energizing effect on students and faculty. The will also have some welcome indirect effects on existing programs. Students will bring their experiences back into the classroom following their work and study terms abroad, which raises the level of academic experience for everyone. All of these areas will only become stronger as our network broadens more tangibly via the MIB. This new and distinctive program will help Management preserve and build its share of the market for bright undergraduate students.

3. Program Description and Content

Innovative Features

The innovative features of the program include both academic and experiential aspects. Academically, the program requires a language development component and a number of specially designed courses emphasizing international business. The high-level curricular programming and the experiential learning piece embedded in our proposed program are particularly strong and also unique in the context of undergraduate business education in Canada. No other program provides such an emphasis on cross-cultural communication and leadership while simultaneously maintaining a quantitative and analytical focus. In addition, no other program offers language development, study abroad and work abroad components that are embedded into the curriculum, supported and managed by the offering department (see *Appendix A* for a list of comparable programs in Ontario).

The proposed program has no comparator within the existing UofT community. Rotman Commerce offers study abroad exchange programs that are not Commerce specific. These programs are part of the larger selection of exchange options offered on the St. George campus. UTM offers various Commerce and Management programs that touch lightly on international business. UTM Commerce students have the opportunity to participate in an international exchange program during 3rd year in much the same way as those enrolled through Rotman Commerce. The Chair of Management has consulted with the Vice Dean, Academic and the Associate Dean of the Rotman School, with other faculty there, and with the Chair of Management at UTM. All have confirmed that while they do offer some internationally focused courses, they do not have a competing program to our proposal. We will establish an ongoing process of communication to ensure that we are able to learn from and apply the collective wisdom of all three campuses in launching and managing this new program.

There are similar programs offered in Ontario and across the country, most notably at York (Schulich School of Business), via their International Bachelor of Business Administration degree (iBBA). However, few (Schulich included) offer a structured work-abroad component. The 2006 AUCC survey on Internationalization of Campuses shows that 26% of Canadian Universities offer an

International Business program at an undergraduate level. This relatively low percentage indicates that there is potential for U of T Scarborough to develop a clear niche in the area by leveraging our expertise in co-operative education delivery with a concentrated focus on international business that is grounded in our already solid BBA curriculum.

Mode of Delivery

The courses will be delivered in the format normal to all UTSC BBA courses. That is, typically, courses will be taught in small lecture sections permitting active involvement of students. Many of the courses will require group assignments and group work. In a number of courses, we will use cases to complement the normal teaching by topics. That is, students will be presented with cases in advance of the classes, and these cases will integrate what they have learned both in the course in question and in other courses. Students will come to class prepared to discuss the cases. Alumni and guest speakers will be invited to lectures to add relevance and real life application to our courses.

Some courses will provide students with the experience of actively engaging in situations that are simulated to reflect a variety of different work cultures. The simulations will require the students to incorporate theoretical knowledge gained in their current course and from other courses in the program. Students will then be able to obtain feedback on the quality of their behaviors in that cross cultural context from a variety of sources (the professor, their peers and objective standards [e.g., when they engage in a cross cultural computer simulation that provides objective standards on performance in the simulation]). These types of practices will ensure that students are able to acquire behavioral skills that have been validated to be adaptive in culturally different context (e.g., from research in expatriate adjustment and in cultural intelligence (Earley, 2001).

The program is designed to offer three co-op work terms. The first work term is anticipated to take place in Canada in order for co-op staff to assist each student with learning effective job search methods. Also, since Canadian work experience is valued internationally, students will be better prepared to compete for an international work term following a domestic work term. It is also the Department's goal that students will leverage first work term contacts to explore international opportunities. The second work term will be abroad. After that students will have the choice of completing their third work term in Canada or abroad.

The Management Co-op office will seek international work terms using a number of methods:

1. Utilizing existing relationships, including those with multinational corporations, to develop foreign placements;
2. Leveraging U of T Alumni connections to develop job opportunities in target countries.
3. Seeking out partnerships and study abroad opportunities with foreign Universities that have strong career services available to our students. Thus students could complete their study abroad terms while leveraging local career services to seek a work term in the same country;
4. Encouraging students to take ownership of the job searching process by conducting effective networking, joining strong international associations and leveraging their own personal contacts;
5. Reaching out directly to foreign employers to generate postings for our MIB students.

Countries to pilot this program will be determined based on the following criteria:

1. Pre-existing exchange agreements and access to top-tier academic institutions with similar academic timelines
2. Language of business (English preferred)
3. U of T alumni and faculty relationships

4. Reasonable expectation of safety
5. Student interest
6. Contains a business hub (i.e. will multi-national companies have locations there?)
7. Work permits easily accessible/available to our students
8. Reasonable cost of living
9. Reasonable compensation for work terms

The study term abroad will normally take place in second and/or third year and will precede the work term abroad. We will strongly encourage students to do both in the same country. We expect that the language that they learn as part of the program will be one spoken widely in the country. In this way we can give students the best chance to immerse themselves in the culture of the society in which they will be studying and working.

Criterion 1 will allow the Department to pre-arrange transfer credits with specific institutions where UofT or UTSC exchange agreements are already in place. During their study term abroad they will be able to use local career centres and their new personal networks to secure a local work term. Studying and working in the same country will also enable students to minimize their costs.

Costs of Studying and Working Abroad:

It is our intention that travel and medical costs will be covered by the student. We will leverage the expertise with our local ISC and the Central Centre for International Experience (CIE) as they currently practice this model of coverage and have the documentation in place to communicate this message. Currently, UTSC students have travel health insurance coverage as a part of the SCSU health plan (as long as they are not returning to their country of origin). We also hope to leverage existing scholarships through the CIE as well as yet to be developed UTSC Scholarships for the MIB program. Lastly, by making the study abroad and work abroad components a mandatory part of the MIB program, students are eligible for OSAP funding to cover these additional expenses.

Curriculum and Current State of Study

The Specialist Program in Management and International Business was developed to align with the current BBA in order to maintain the rigorous standards currently required of our students. Close consultation with faculty from each of the core areas of the Management Department suggested that this program needed to maintain the same standard of base knowledge in each of the core subject areas that is required in the BBA. Thus, for every core course required for the BBA, the international business program either includes the same course (e.g., Financial Accounting I), or we have developed the international version of that course (e.g., International Organizational Behaviour). Throughout the degree, students will be taught by faculty who have extensive business experience, conduct research and have pedagogical expertise in the core areas of study. In this way, the students will be constantly exposed to faculty who can discuss the lecture material in the context of the latest research advances in the field and their application in the business world.

All courses in the Department of Management are updated constantly so as to incorporate the latest developments in the various fields that make up Management (these fields include Accounting, Economics, Finance, Management Science, Marketing, Organizational Behaviour/Human Resources Management, and Strategy). In each of these areas, there is increasing interest among students to pursue a more global perspective. While this international focus is naturally being introduced into some of the courses in Management, the scope of a global perspective is too large for these courses alone. The new courses in the MIB will provide a special concentration on international issues and practices putting the focus on international business first and foremost rather than being just one of the issues that other courses and specialists take into account. For that reason, the new program fits directly into the evolving state of scholarship in Management.

Because the MIB program is an internationally focused program, we have also developed special B-, C- and D-level courses that are particularly relevant to conducting international business. For example, we have developed International Business Ethics because it will be important for these students to study the different ethical principles that guide business in different parts of the world. Another example is the D-level course that focuses on International Business Law in order to provide knowledge to students of how different legal systems affect business strategy. Finally, the International Capstone Case Analysis course requires that students use knowledge gained throughout the program and apply it to case studies of organizations in different parts of the world. In addition to these advanced courses and others detailed in the calendar entry, students will study and work abroad. Through an immersion experience, our students are guaranteed a depth of understanding of how business is both studied and conducted that is unprecedented in Management Departments at other institutions across Ontario.

Tuition Structure:

The MIB was developed to align within the BBA degree so it is expected that tuition for the proposed program will be the same as the deregulated BBA tuition. Any additional costs, such as those involving international travel, would be recovered as ancillary fees. In the future, should we pursue offering a separate IBBA degree, we would revisit this option.

4. Learning Outcomes

In keeping with our goal to admit and foster only the best and brightest students, this program's core and international business course offerings will be closely modeled on an MBA-level curriculum. Additional studies in language and culture complement students' understanding of how business operates within unique societies around the globe. Adding mandatory study and work abroad experiences provides students with unrivaled experiential learning opportunities.

Goals

- To attract the best and brightest globally-minded business students
- To develop students into highly skilled, analytical thinkers and leaders
- To enable students to become fully engaged in international business and the global economy
- To increase each students', and hence UTSC's, international profile
- To enhance the Management classroom experience by incorporating real world international experiences into the formal learning environment
- To ensure that our students are best prepared to be global business leaders

Learning Objectives

By the end of the program, students will have:

- Gained skills in and understanding of all the functional areas of business: accounting, economics, finance, management science, marketing, organizational behaviour and human resources, strategy – in an international environment
- Demonstrated skill in developing a framework for analyzing and formulating strategies that will enable companies to succeed in the international environment and applying knowledge of core business areas to questions around international business
- Competency in a second language
- An ability to think holistically and provide analysis from a culturally diverse perspective
- In-depth understanding of international business and how business is conducted across cultures and borders and how to lead and adapt in these contexts
- Developed a broad global perspective which will inform and enable their future success

Demonstration of Skills

Students will have the opportunities to demonstrate their knowledge and skills in a variety of ways. Two significant contexts of skills demonstration will be through the mandatory study and work abroad components of the program, and these are detailed below. Other ways include:

- Papers, presentations and exams which require students to apply their analytical and problem solving skills to how multinational corporations make different types of management decisions in an international context
- Role playing and simulations which require the application of theoretical concepts to cross-cultural communication, such as negotiations
- Case studies which enable students to consider both broadly and narrowly the essential concepts and skills managers need in today's increasingly globalized world economy
- Language development will be demonstrated through practice in the classroom as well as in work and study abroad contexts

Study Abroad

A mandatory study abroad component is considered standard among international business programs. Research suggests that studying abroad is a significantly beneficial experience for students. The impact of international study experience is positively correlated with the areas of: personal development (self-awareness, self-confidence and maturity); cultural awareness and adaptation (regarding both the host culture and one's own); and intellectual development. Study abroad opportunities are also highlighted in student engagement theory and the National Survey on Student Engagement (NSSE). This is likely because the intensity of the learning experience is created by being immersed in a learning environment 24/7, engaging with a diverse cultural group, and (as noted above) practicing another language.

Study abroad offers a cultural immersion that cannot be duplicated by (but would certainly enhance) the classroom experience here at U of T. In addition, the study abroad terms allow students to create business networks in the country where they intend to work, so the job search process and the students' knowledge of business and cultural norms are positively affected. Finally, the experiences gained while abroad will enrich the fabric of the Management program at UTSC, and what the returning students bring to the classroom will redound to the benefit of other students.

Co-op Work Terms

The value of co-op work terms is well known. Students are able to put ideas and concepts from the classroom to work in a very practical and meaningful way. In the MIB, students will complete three work terms, one of which must be completed outside of Canada. Prior to their work terms, students will engage in an International Work Term Prep Course, which focuses on developing the job search skills required to succeed in both domestic and international contexts. Due to the small cohort of students, the prep course will act like a learning lab, enabling students to start building connections and a strong support network within their unique academic community.

The analytical reports required of students after each work term, as well as the feedback from their employers, enables students to better understand how their skills actually play out in different cultures. The opportunity for international business students to bring this enhanced international perspective back into the classroom through a differing yet complimentary set of experiential pieces enhances the richness of experience for all students in our BBA programs.

Curriculum

The required courses in the MIB remain very similar to those of the existing Specialist Program in Management. Students will gain competency in all business areas while developing significant quantitative and qualitative skills. Courses with an international focus will round out the required

programming, ensuring that students are applying their knowledge in an international context from the beginning of the program. C- and D-level courses provide students with depth in particular areas of business while still maintaining a strong international flavour. Language study undertaken from both a linguistic and cultural perspective will teach students not only how to communicate in another language but also to understand why they must communicate in a particular way. Finally, an International Capstone Case Analysis will enable students to tie all their learning together.

Program Length

This program has designed such that students should be able to complete their studies in a 4-year time frame. The new courses added for this program will be cycled with particular attention to the needs of the students in the program, and students will be actively counselled on how to schedule these courses in line with their work-terms and study abroad so as to complete the program on time. All other courses are part of our regular BBA, and as such are offered in all terms so that students can easily complete their degrees within four years.

5. Program Structure and Degree Learning Expectations

Degree Learning Expectations	How developed within the program
Depth and Breadth of Knowledge - <i>Summary</i>	The core academic requirements consist of courses from key areas of management studies that provide students with a solid foundation for a well-rounded and successful career in international management. The required work and study terms abroad inherently provide depth to the international focus of the program. While focusing on an integrative and practical approach to learning within a global perspective, the program also offers students the flexibility of specializing in an area of management interest.
Knowledge of Methodologies	Each of the core areas of study in Management has its own set of methodologies and each are covered in the A- and B-level courses. Students are then given the opportunity in C- and D-level courses to test out their understanding of these methodologies through various projects. The D-level capstone course in International Cases is specifically designed to provide students with an opportunity to apply their knowledge of problem solving in various areas of business. In addition, by completing three work terms, it is expected that these students will have many opportunities to apply a variety of the skill sets taught over the course of the program.
Analytical Thinking (Awareness of Limits of Knowledge)	Through their course work students will be required to consider how a particular theory advances the field and what next steps would be needed in order to resolve a particular business problem. For example, in looking at the recent Toyota recall of accelerator pedals, students would be asked to consider the ramifications to the company generally, and/or in light of a particular area of management (e.g., marketing). They might then be asked to apply relevant research to effectively handle and recover from the bad publicity. More importantly, the student may be asked to develop distinct strategies for different markets/countries depending on the extent of damage done to the Toyota brand in different parts of the world. Using their knowledge of marketing and communication strategy, they could compare the strategy applied at Maple Leaf Foods to see whether a similar one could work in the auto industry. Through these types of exercises, the students develop a comfort using databases to find answers to real world problems based on academic research.
Skills & Competencies (Application of Knowledge)	The students will have gained skills related to all those developed in the regular BBA (e.g. business communication, leadership, accounting, critical thinking skills). They will have a strong foundation in each of the key functional business areas; accounting, economics, finance, human resources and marketing. Furthermore, students will also have developed the skills to move to a new place, create new networks, develop business contacts, and work in an

Degree Learning Expectations	How developed within the program
	<p>unfamiliar environment.</p> <p>From a Co-op perspective, upon completing the program students will have gained the ability to:</p> <ul style="list-style-type: none"> - Effectively market themselves on a global level - Demonstrate professionalism and effective communication in more than one country - Establish excellent project and time management skills as they meet the demands of a rigorous academic curriculum and ongoing job search activities
Preparation for Further Study (Autonomy & Professional Capacity)	<p>Despite being a professionally-oriented program, if students are interested in pursuing an advanced degree they will have the core skills and knowledge to do so. Specifically, the knowledge gained in the MIB would provide excellent preparation to take an MBA degree, but in addition, our students would likely receive advanced standing for programs such as the Masters in Industrial Relations and Human Resources (MIRHR) at the University of Toronto. If students choose to specialize in a particular field of business, they would be well prepared for a more specific graduate program or to pursue professional accreditation in that field. A number of our students each year proceed to law school, and this kind of program would be excellent preparation for students interested in areas of international law.</p>
Job Preparedness (Autonomy & Professional Capacity)	<p>Graduates of the international business program would be well-prepared to compete for positions in virtually any functional business area, especially if they chose to specialize further in a given field. Even if a student did not specialize (except in international business), s/he would graduate with a distinct and valuable generalist perspective – a perspective that is becoming more important in business with the growth of business design and strategic thinking. Furthermore, given the combination of rigorous study with language and study/work abroad components of the program, graduates would likely be viewed as being top-tier applicants to whichever company they choose to apply.</p> <p>These students would benefit from the already strong co-op BBA employment rate (roughly 80% of graduates have a full-time degree related job prior to graduation) and would be additionally competitive with multi-national employers who require expertise that can easily transcend borders.</p>
Communication	<p>Courses in the areas of Organizational Behaviour and Marketing (e.g., Business Communication and Leadership Skills, International Organizational Behaviour), as well as many other courses at the B-level and up incorporate individual and group writing and presentation assignments which require students to communicate information and/or to formulate and present arguments and analyses in a culturally sensitive manner and with accuracy and reliability. These expectations are based on a foundation of critical thinking that the students will develop starting in their first year.</p>

6. Assessment of Teaching and Learning

Methods of Assessment

Students will be assessed in the manner common to all BBA programs. Typically, student performance in each course will be assessed using a combination of tests and exams, assignments, and papers. Some weight is given in some courses to class participation and to presentations. Students in the BBA are expected to maintain an overall average (in CPGA terms) of at least 2.0 (equivalent to a C average) in order to remain in the program. A higher average is required of students in co-op programs, of which this is one. Those students are expected to maintain an

overall CGPA of 2.50. This reflects two things: a desire to ensure that all students who go out on work term have the ability to perform well at their placements so as to reflect well on the program itself and to satisfy the expectations of employers, and the need to ensure that students have the academic strength to cope with the demands of the program, including the need to study abroad, and the need to adjust their study terms to align with the schedule of their work terms.

The U of T Exchange office requires that all students have a minimum annual GPA of 2.50. As a result we can assume that MIB students with a minimum cumulative CGPA of 2.50 will be more than adequately prepared for their experience abroad.

In general in the BBA we keep track of the grades of students to monitor general performance while students are in the program. Because this particular program is a co-op program, we also monitor closely the job placements of students and expect them to do work-term reports when they return from placements. We keep track of the percentages of the students obtaining jobs when they graduate, and are beginning to put in place protocols to follow up on student job success in the years after they graduate.

7. Need and Demand

The number of students at U of T Scarborough who go abroad is increasing (124 in 2008 vs. 95 in 2007) and a significant portion of these students are BBA students (36% in 2008). In a recent survey of management students on international opportunities, 79% of respondents indicated that they would have applied to an MIB had it been available when they originally applied to UTSC. The same percentage of respondents expressed a strong interest in working abroad. In addition, students cited factors such as the desire to improve or learn language skills, the benefit of gaining work experience abroad and the opportunity to live in a different culture as reasons why they would pursue a study and work abroad program.

This interest is reflective of an increase in interest in international programs across the entire post-secondary student population of Canada. Based on Association of Universities and Colleges of Canada (AUCC) surveys, from 2000 to 2006 the percentage of Canadian students studying abroad has more than doubled (0.9% to 2.2%) and the absolute number has tripled.

International business programs appear to attract very talented students: Schulich's iBBA admits 100 students annually and has a cut-off in the low 90s, while Carleton's Bachelor of International Business students outperform their regular Commerce peers by 2-5% on admissions averages. That similar programs are able to admit such high-calibre students is likely indicative of very a deep applicant pool.

Interest expressed by potential employers

The Canadian co-op and internship market remains strong and stands at almost 100% employment rate for UTSC Management Co-op students. Having spoken to potential partner universities in the UK and Singapore, they have reassured us that Canadian students would be able to compete for internship opportunities posted by local employers once they had spent a term in the country as exchange students. Some partner universities have also offered to open up their career service resources for UTSC students, which would further enhance our students' ability to connect with potential employers. Finally, we have already received a certain number of international opportunities (J.P. Morgan in Hong Kong; NTU international internship program in Singapore) that actively target Canadian management students.

Employment opportunities for prospective graduates

UTSC Management Co-op graduates already enjoy a high level of employment offers upon graduation (80%) which we assume will extend or increase to graduates of the MIB. A co-op experience that combines working both in Canada and internationally can only open up further opportunities for students upon graduation. In addition, many of our current employers are multinational corporations with offices located across the world and the potential for re-hiring from one office to another in a global workplace is significant.

Government agencies and policy bodies

Governments in the main international business target countries (UK, Singapore) have policies in place that allow for Canadian students to apply for work visas. This will enable students to apply for positions without being concerned about their immigration status in the host countries.

Table 1: Undergraduate Enrolment Projections

- Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including timeline for achieving it.

Level of study	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
1 st year	25	40	40	40	40	40	40
2 nd year		24	40	40	40	40	40
3 rd year			24	38	38	38	38
4 th year				24	38	38	38

Please note when the program expects to reach steady state: 2016-17

*NOTE: We have built in a very small drop in enrolment each year to account for expected attrition.

8. Admission Requirements

As with the existing BBA programs, MIB students must present the following required high school courses:

Calculus & Vectors: 75% minimum
Advanced Functions: 75% minimum
English: 75% minimum

Calculus and Functions are required in order for students to be successful in their quantitatively-based studies, and English is a standard requirement for all potential UTSC students. Since the MIB has a language requirement, MIB students will be strongly encouraged to present evidence of study in a language other than English (one of: French, Tamil, Spanish, Hindi, Mandarin, Arabic, Japanese).

A supplementary application form, similar to that which already exists for admission to the BBA Co-op programs, will be used in order to assess interest, writing skills (in English), and previous work, volunteer and extra-curricular experience that will help them to excel in the program. From here, we plan to develop a short-list of candidates whom we would interview in order to ensure that the students have an "international mindset". The interviews would assess the following:

- Demonstrative leadership skills that would allow them to thrive in a foreign work environment
- Maturity, self-direction, responsibility, and their understanding that they must not

knowingly put themselves into situations wherein their safety and security could be compromised

- The level of the student's previous cross-cultural experience and whether they are independent enough to be successful while away from family and friends
- Potential to develop and implement the skill sets and qualities that will enable them to behave in an appropriate manner during their co-op work placements (i.e., self-confidence, positive and realistic commitment, practical problem-solving ability, flexibility and adaptability, sensitivity to the needs of others, openness to learning, desire to share skills, and ability to work with others)

We are proposing that the MIB be a direct entry program. The structure of the program necessitates that the International Co-op Prep Course be offered in first year, along with other core courses, so that students may complete the requirements within four years. The program has been designed so that starting in first year, international business students move together in a cohort format. Because of its strong inherent support networks, this format will enhance our students' overall academic, professional and social experiences while at University. The initial enrollment limit is 25 students for the first year and 40 students per year thereafter. These limits are necessary in order to properly facilitate co-op work terms, formulate appropriate partnerships with external institutions, and to allow students to move through the program in a tight-knit cohort.

9. Resources:

Faculty Resources

Management faculty support the proposal enthusiastically. In Appendix B fourteen are listed who are committed to the delivery of the program. In particular their qualifications which are relevant to the program are described. One of these will be the Supervisor of Studies. The experiential components of the program will be supervised in part by the Director of the Management Co-op Office in conjunction with the Supervisor of Studies.

We would expect that some of the MIB courses might be taught from time to time by sessional faculty to cover leaves and fill special needs if they arise. But each course has a full-time faculty member able to teach the course who is also responsible for monitoring the content and delivery of the course when it is taught by a sessional appointment.

Learning Resources

See below for

- Library statement confirming the adequacy of library holdings and support for student learning
- Standard statement concerning student support services

Space/Infrastructure

Our department, including Co-op, will be moving into a new building (the UTSC Instructional Centre) in late April 2011. Since the staff resources identified below are best suited to reside in the Co-op area, and that area has a fully allocated its new IC space to existing Co-op staff, we anticipate that we will require additional space for MIB staff roughly 8-12 months prior to the admission of the first cohort of students.

Co-op Resource Requirements:

At steady state, the program will require one MIB Manager, one Student Development Coordinator and one Program Clerk. While we anticipate some revenue to be generated via co-op fees and the

Co-op Revenue Grant, not all resource costs identified above should be entirely attributed to the Co-op budget. Staff will be involved in academic advising and related administration, assisting students in planning their study abroad terms and liaising with Study Exchange and institutional administrative offices both internally and abroad.

In order to define all aspects of the international study/work components and to begin implementation of the MIB program plan, we request that the Coordinator position be approved and funded so that hiring can occur immediately. This hire will design and oversee all supplementary entrance requirements and processes, facilitate international agreement terms, provide cross-cultural training, liaise with the U of T Student Exchange Office, foreign placement offices, international work associations, consulates and chambers of commerce, be the point of contact for all program enquiries from students, faculty and staff, develop literature for departure packages, manage international work permits and visas and conduct foreign country job development.

10. Quality and other indicators

Because of the global nature of most business activity, almost all of the faculty in the Department of Management engage in research that has a focus outside of the North American context. They work with colleagues and approach management and research questions from an international perspective. In Appendix B the expertise of particular faculty members which is relevant to specific areas in the proposed program is listed. These faculty will typically teach the new courses when they are first offered.

Undergraduate International Business Programs in Ontario, 2010-11

Institution	Degree/Program	Language Component	Study Abroad or Exchange	Work Abroad
Brock	BBA in International Business	Not required	Available but not required	Only available via BBA Co-op Int'l Dual-Degree Program (Canada-Germany); 10 students/year (direct admits)
Carleton	Bachelor of International Business	REQUIRED (one of French, German, Japanese, Mandarin, Spanish)	REQUIRED (3 rd year)	Not required
McMaster	BComm (Int'l Business not specified)	Not required	Available but not required	Not required
Queen's	BComm (Int'l Business electives)	Not required	Available but not required	Not required
Ryerson	BComm (Global Mgmt Studies Major)	Not required	Available but not required	Not required
UOIT	BComm (Int'l Business not specified)	Not required	Available but not required	Internship program which includes int'l destinations only available to qualified students in 4 th year.
Waterloo	Global Experience Certificate (not restricted to business students)	REQUIRED	Students must complete cross-cultural volunteer work @ home and one of the following (minimum 6 weeks): int'l exchange, study abroad, co-op work term abroad, volunteer work abroad	
Western	HBA & Global Studies (5 years)	REQUIRED	Students must achieve "significant international experience" such as a 4-month exchange opportunity, a 4-month summer experience in another country, or an experience facilitated by the Canadian International Development Agency.	
Wilfrid Laurier	Bachelor of Business Administration (Int'l Business Concentration)	Not required	Int'l study Tour REQUIRED	Not required
York	International BBA	REQUIRED	REQUIRED	Not required
University of Toronto				
Competitors				
Rotman	BComm (Int'l Business N/A)	Not required	Available but not required	Not required
Commerce	BComm, BBA	Not required	Available but not required	Not required
UTM	BComm, BBA	Not required	Available but not required	Not required

List of Committed Faculty

<i>Faculty name and rank</i>	<i>Area(s) of Specialization</i>
Professor Andrew Stark	Professor Andrew Stark developed the new D-level course in International Business Ethics. Professor Stark writes about business ethics issues as they apply to or emerge in a multitude of international contexts. For example, his article <i>Business in Politics: Lobbying and Corporate Campaign Contributions</i> , appeared in George Brenkert and Tom Beauchamp, eds., <i>Oxford Handbook of Business Ethics</i> (2009). The <i>Oxford Handbooks</i> select the most prominent international academics in a particular area to write their chapters. Professor Stark's most recent book <i>Drawing the Line: Public and Private in America</i> deals directly with the U.S. experience.
Dr. Phani Radhakrishnan, Sr. Lecturer	Dr. Radhakrishnan has a long history in researching and teaching cross cultural issues in organizational behavior, human resources and leadership skills. She has several peer reviewed journal articles and has taught a variety of courses in these areas.
Dr. Joanna Heathcote, Sr. Lecturer	Dr. Heathcote has served as Graduate Coordinator for the Masters in Industrial Relations and Human Resources and has researched the best practices in undergraduate business programs in North America. Dr. Heathcote has recently had a paper conditionally accepted on the subject of diversity in the workplace and prior to joining UTSC she consulted for many global organizations concerning how to manage diversity in the workplace. Drs. Radhakrishnan (see above) and Heathcote are teaching stream faculty who developed the new courses in International HR and International Business Leadership skills
Associate Professor Pankaj Aggarwal	Professor Pankaj Aggarwal developed the new D-level course in Global Marketing. Almost all research in Marketing is necessarily global, and Professor Aggarwal publishes almost exclusively in international journals. Before pursuing his PhD at Chicago, he was involved in upper-level management in a marketing firm in India, and is intimately involved in international issues in Marketing.
Dr. Hugh Laurence, Sr. Lecturer	Dr. Hugh Laurence is a teaching stream faculty member who developed the new course in International Business Law. Before joining our faculty, Dr. Laurence practised law for 25 years in several large law firms downtown. Many of the transactions in which he was involved were international, so he has personal experience with international law issues. He has written papers on international trade and finance and on computer law in an international context. He has tailored international agreements for use in Canada, and so is familiar with both U.S. and some foreign transactions. He is also very familiar with British case law and generally with international treaties on intellectual property.
George Quan Fun, Lecturer	George Quan Fun is a teaching stream faculty member and a CA who developed (with Dr. Laurence) the International Capstone Case Analysis course. He is closely linked with the Institute for Chartered Accountancy and has been responsible for introducing case analysis into a number of our accounting courses. He is involved in updating the UTSC curriculum to bring it into line with the new national and international standards. As an accountant, he works actively with international tax issues.
Professor Stanford Borins	Professor Stanford Borins has written about public management practices around the world. For example, some relevant articles include "Public management Innovation in Economically Advanced and Developing Countries" (<i>International Review of Administrative Sciences</i> 67:4) and "Public Management Innovation: Towards a Global Perspective" (<i>American Review of Public Administration</i> , 31:1).

<i>Faculty name and rank</i>	<i>Area(s) of Specialization</i>
Professor Jason Wei	Professor Jason Wei writes about world-wide financial markets and recently presented papers in Guangzhou, China, and Atlanta Georgia.
Professor Garth Frazer	Professor Garth Frazer writes extensively about Africa. His recent papers include "Trade Growth under the African Growth and Opportunity Act" (Review of Economics and Statistics 92:2), "Used Clothing Donations and Apparel Production in Africa" (Economic Journal, 118), "Learning the Master's Trade: Apprenticeship and Human Capital in Ghana" (Journal of Development Economics 81:2), and "Inequality and Development Across and Within Countries" (World Development 34:9).
Associate Professor Harry Krashinsky	Professor Harry Krashinsky writes about labour economics, primarily in the U.S. context. He has a forthcoming paper on international entrepreneurship: "The International Asian Business Success Story? A Comparison of Chinese, Indian and other Asian Businesses in the United States, Canada and United Kingdom".
Professor Ling Cen	Professor Ling Cen writes about equity markets, and has just completed a paper on the Hong Kong market entitled: "What Can We Learn from IPO Comparables Besides Valuation? IPO Shadow Stocks, Oversubscription Rates and Investor Sentiment in the Hong Kong Market."
Assistant Professor Elizabeth Dhuey	Professor Elizabeth Dhuey writes about the economics of education in an international context. For example, one of her papers is entitled: "The Persistence of Early Childhood Maturity: International Evidence of Long-Run Effects" (Quarterly Journal of Economics, 121:4).
Assistant Professor Esther Eiling	Professor Esther Eiling writes about international capital markets. One of her recently finished papers is entitled: "International Portfolio Diversification: Currency, Industry and Country Effects Revisited".
Assistant Professor Samantha Montes	Professor Samantha Montes works in the theoretical area of psychological contracts, and some of this work is in an international context. One of her current papers is entitled "An international study of psychological contract inducement, trust, and commitment".

SPECIALIST (CO-OPERATIVE) PROGRAM IN MANAGEMENT AND INTERNATIONAL BUSINESS (MIB)

Supervisor: TBD *Email:* TBA

The MIB is an exclusive co-op program that is designed to give students a broad exposure to all functional areas of Management while providing a unique understanding of the business world in a global context. Academically, the program requires a language development component and a number of specially designed courses emphasizing international business. Through the high-level curricular programming as well as the practical experiences abroad, students will experience an emphasis on cross-cultural communications and leadership while simultaneously maintaining a quantitative and analytical focus. Students will also have the opportunity to maintain a more general academic approach, or use their electives to focus in on a specific discipline within the Management Program.

Program Admission:

Enrolment in the program is limited, and students may only apply directly from secondary school. The MIB is only offered as a Co-op program, and admissions will be based on the applicant's academic performance as well as a supplementary application and interview process. Interviews are normally held from March until May for students who pass the initial screening. Successful students will demonstrate strength in academics, extra-curricular and volunteer activities as well as an interest and focus on developing global competencies. For further information please see the Co-operative Programs section in this Calendar at www.utsc.utoronto.ca/~registrar.

MIB Prep Course and Study Term:

Students must complete a non-credit international co-op prep course in their first year prior to the first approved work term. Students are also required to complete one study term outside of Canada, typically in their second or third year with an approved partner University. Although scholarships may be available, students are expected to budget for the additional costs of studying abroad.

Work Term:

This program requires four years of study along with three approved academically related work terms. At least one of the work terms must be outside of Canada. Students must complete 7.0 credits prior to the commencement of their first work term, which will likely be in Canada. The location of the international placements will vary according to student interest, availability of positions, practicability and safety of an area as well as established international relationships. For further information about status in the co-op program, fees and regulations, please see the Co-operative Programs section in this Calendar at www.utsc.utoronto.ca/~registrar.

Program Requirements: The Program requires the completion of the following minimum requirements as part of a twenty-credit degree B.B.A.:

Note: A single course may only be used once to fulfill one of the following requirements:

1. 10.5 credits in Management as follows:
 - MGTA03H** Introduction to Management I
 - MGTA04H** Introduction to Management II
 - MGTB03H** Management Accounting
 - MGTB05H** Financial Accounting I
 - MGTB06H** Financial Accounting II
 - MGTB07H** Principles of International Marketing
 - MGTB09H** Principles of Finance
 - MGTB22H** International Human Resources
 - MGTB25H** International Organizational Behaviour
 - MGTC09H** Intermediate Finance
 - MGTC31H** The Legal Environment of Business
 - MGTC34H** International Accounting
 - MGTC36H** Management Communications
 - MGTC74H** Analysis for Decision Making
 - MGTC76H** International Financial Management
 - MGTC91H** International Business Leadership Skills
 - MGTD01H** International Business Ethics
 - MGTD19H** Global Marketing
 - MGTD21H** International Business Law
 - MGTD48H** International Corporate Strategy
 - MGTD79H** International Capstone Case Analysis
2. 1.0 credit from:
 - [**MATA32H** (Calculus for Management I) & **MATA33H** (Calculus for Management II)] (strongly recommended), *or*
 - [**MATA30H** & **MATA35H/A36H/A37H**] (calculus equivalents)
3. 3.0 credits in Economics for Management Studies as follows:
 - ECMA04H** Introduction to Microeconomics: A Mathematical Approach
 - ECMA06H** Introduction to Macroeconomics: A Mathematical Approach
 - ECMB02H** Price Theory: A Mathematical Approach
 - ECMB06H** Macroeconomic Theory and Policy: A Mathematical Approach
 - ECMB11H** Quantitative Methods in Economics I
 - ECMB12H** Quantitative Methods in Economics II
4. 0.5 credit (1 course) in Economics for Management Studies from:
 - ECMC61H** (International Economics: Finance), *or*
 - ECMC62H** (International Economics: Trade Theory)
5. 2.0 credits (4 courses) of Languages (LGG) or French (FRE) courses, at least 1 credit of which must be completed at the **B-level** or above. All courses must be in the same language. Please note that your language skill will be assessed by the FRE and LGG areas before being formally placed in a given section.

6. 1.5 additional credits from courses other than MGT/ECM.

The following list of courses from other departments can be used to complement the Specialist Program in Management and International Business; students may want to consider these courses as potential electives. Please note that some of these courses require prerequisites not included in this program. Students are not required to take any of these courses; they are provided for guidance only.

- GASB30H Asian Religions and Culture
- HISB91H Modern Europe II: The Twentieth Century
- PHLB08H Ethics and International Development
- ANTA02H Introduction to Anthropology: Society, Culture and Language
- ANTB20H Culture, Politics and Globalization
- GGRA02H The Geography of Global Processes
- IDSB01H Political Economy of International Development
- IDSC12H Economics of Small Enterprise and Microcredit
- POLA83H Exploring Globalization
- POLA84H Globalization and Governance
- POLB80H Introduction to International Relations

APPENDIX B: COURSE DESCRIPTIONS

ECMA04H Introduction to Microeconomics: A Mathematical Approach

Economic theory of the firm and the consumer. Calculus, algebra and graphs are used extensively. The course is oriented towards students interested in the Specialist Program in Management, the Specialist program in Economics for Management Studies, and the Major Program in Economics for Management Studies.

Exclusions: [ECMA01H](#), ECO100Y, ECO105Y

Prerequisites: Grade 12 Calculus

Corequisites: It is strongly recommended that [MATA32H](#) & [MATA33H](#) be taken simultaneously with [ECMA04H](#) & [ECMA06H](#)

ECMA06H Introduction to Macroeconomics: A Mathematical Approach

Study of the determinants of output, employment, prices, interest rates and exchange rates. Calculus, algebra and graphs are used extensively. The course is oriented towards students interested in the Specialist Program in Management, the Specialist program in Economics for Management Studies, and the Major Program in Economics for Management Studies.

Exclusions: [ECMA05H](#), ECO100Y, ECO105Y

Prerequisites: Grade 12 Calculus

Corequisites: It is strongly recommended that [MATA32H](#) & [MATA33H](#) be taken simultaneously with [ECMA04H](#) & [ECMA06H](#)

ECMB02H Price Theory: A Mathematical Approach

Intermediate level development of the principles of microeconomic theory. The course will cover the same topics as [ECMB01H](#), but will employ techniques involving calculus so as to make the theory clearer to students. Enrolment is limited to students registered in programs requiring this course.

Enrolment Limit: 80 per section.

Exclusions: [ECMB01H](#), ECO200Y, ECO204Y, ECO206Y

Prerequisites: [ECMA04H](#) & [ECMA06H](#) & [([MATA32H](#) & [MATA33H](#)) or ([MATA27H](#))]

Students who have completed [ECMA01H](#) & [ECMA05H](#) & [([MATA32H](#) & [MATA33H](#)) or ([MATA27H](#))] may be admitted with the permission of the Supervisor of Studies.

ECMB06H Macroeconomic Theory and Policy: A Mathematical Approach

Intermediate level development of the principles of macroeconomic theory. The course will cover the same topics as [ECMB05H](#), but will employ techniques involving calculus so as to make the theory clearer to students. Enrolment is limited to students registered in programs requiring this course.

Enrolment Limit: 80 per section

Exclusion: [ECMB05H](#), ECO202Y, ECO208Y, ECO209Y

Prerequisites: [ECMA04H](#) & [ECMA06H](#) & [([MATA32H](#) & [MATA33H](#)) or ([MATA27H](#))]

Students who have completed [ECMA01H](#) & [ECMA05H](#) & [([MATA32H](#) & [MATA33H](#)) or ([MATA27H](#))] may be admitted with the permission of the Supervisor of Studies.

ECMB11H Quantitative Methods in Economics I

An introduction to probability and statistics as used in economic analysis. Topics to be covered include: descriptive statistics, probability, special probability distributions, sampling theory, confidence intervals. Enrolment is limited to students registered in programs requiring this course.

Enrolment Limit: 120 per section

Exclusions: [ECMB09Y](#), [ANTC35H](#), ECO220Y, ECO227Y, [PSYB07H](#), [SOCB06H](#), [STAB22H](#), [STAB52H](#), [STAB57H](#)

Prerequisites: [ECMA04H](#) & [ECMA06H](#) & [[[MATA32H](#) & [MATA33H](#)] or ([MATA27H](#))]

Students who have completed [ECMA01H](#) & [ECMA05H](#) & [[[MATA32H](#) & [MATA33H](#)] or ([MATA27H](#))] may be admitted with the permission of the Supervisor of Studies.

ECMB12H Quantitative Methods in Economics II

A second course in probability and statistics as used in economic analysis. Topics to be covered include: confidence intervals, hypothesis testing, simple and multiple regression. Enrolment is limited to students registered in programs requiring this course.

Enrolment Limit: 80 per section

Exclusions: [ECMB09Y](#), ECO220Y, ECO227Y, [STAB27H](#), [STAC67H](#). **Note:** [STAB27H](#) is not equivalent to [ECMB12H](#)

Prerequisites: [[ECMB11H](#) or ([STAB52H](#) & [STAB57H](#))] & [[[MATA32H](#) & [MATA33H](#)] or ([MATA27H](#))]

ECMC61H International Economics: Finance

Macroeconomic theories of the balance of payments and the exchange rate in a small open economy. Recent theories of exchange-rate determination in a world of floating exchange rates. The international monetary system: fixed "versus" flexible exchange rates; international capital movements, and their implications for monetary policy.

Enrolment Limit: 60

Exclusions: ECO230Y, ECO328Y, ECO365H

Prerequisites: [ECMB05H](#) or [ECMB06H](#)

ECMC62H International Economics: Trade Theory

An outline of the theories of international trade that explain why countries trade with each other, and the welfare implications of this trade, as well as empirical tests of these theories. The determination and effects of trade policy instruments (tariffs, quotas, non-tariff barriers) and current policy issues are also discussed.

Enrolment Limit: 60

Exclusions: [ECMC93H](#), ECO230Y, ECO328Y, ECO364H

Prerequisites: [ECMB01H](#) or [ECMB02H](#)

MATA32H Calculus for Management I

This is a calculus course with most examples and applications of an economic nature. Topics to be covered: linear programming (geometric); introduction to financial mathematics; continuous functions including exponential and logarithmic functions with applications to finance; differential calculus of one variable; marginal analysis; optimization of single variable functions; techniques of integration.

Exclusions: ([MATA20H](#)), ([MATA27H](#)), [MATA30H](#), MAT123H, MAT125H, MAT133Y, MAT135Y, MAT136Y, MAT137Y, MAT157Y, JMB170Y

Prerequisites: Grade 12 Vectors and Calculus.

MATA33H Calculus for Management II

This course will introduce the students to multivariable calculus and linear algebra. Topics will include: matrix algebra; multi-variable functions; contour maps; partial and total differentiation; optimization of multi-variable functions; optimization of constrained multi-variable functions; Lagrange multipliers.

Exclusions: ([MATA21H](#)), ([MATA27H](#)), [MATA35H](#), [MATA36H](#), [MATA37H](#), MAT124H, MAT126H, MAT133Y, MAT134Y, MAT135Y, MAT136Y, MAT137Y, MAT157Y, JMB170Y

Prerequisites: [MATA32H](#)

MGTA03H Introduction to Management I

This course serves as an introduction to the process of management, including planning, organizing and the role of management within the broader business community. This course should be taken before any other MGT courses.

Exclusions: (COM110H), MGM101H, RSM100Y

MGTA04H Introduction to Management II

This course serves as an introduction to the functional areas of business, including accounting, finance, production and marketing. It builds on the material covered in [MGTA03H](#).

Exclusions: MGM101H, MGM102H, RSM100Y

Prerequisites: [MGTA03H](#)

MGTB03H Management Accounting

An introduction to management and cost accounting with an emphasis on the use of accounting information in managerial decision-making. Topics include patterns of cost behaviour, transfer pricing, budgeting and control systems.

Enrolment Limit: 60

Exclusions: MGT223H, MGT323H, RSM222H, RSM322H, [VPAB13H](#)

Prerequisites: [[[ECMA04H](#) & [ECMA06H](#)] or [[ECMA01H](#) & [ECMA05H](#)]] & [MGTB05H](#)

MGTB05H Financial Accounting I

Together with [MGTB06H](#), this course provides a rigorous introduction to accounting techniques and to the principles and concepts underlying these techniques.

The preparation of financial statements is addressed from the point of view of both preparers and users of financial information.

Enrolment Limit: 60

Exclusions: MGT120H, MGT201H, MGT220H, RSM100Y, RSM220H, [VPAB13H](#)

Prerequisites: [MGTA03H](#) & [MGTA04H](#). **Note:** Students admitted into the Management Program directly from high school and students registered in programs requiring this course may take it in the same session as either [MGTA03H](#) or [MGTA04H](#).

MGTB06H Financial Accounting II

This course is a continuation of [MGTB05H](#). Students are encouraged to take it immediately after completing [MGTB05H](#). Technical topics include the reporting and interpretation of debt and equity issues, owners' equity, cash flow statements and analysis. Through cases, choices of treatment and disclosure are discussed, and the development of professional judgment is encouraged.

Limited enrolment: 60

Exclusions: MGT120H, MGT201H, MGT220H, RSM220H, [VPAB13H](#)

Prerequisites: [MGTB05H](#)

MGTB07H Principals of International Marketing (new)

An introduction to basic marketing concepts and tools that provide students with a conceptual framework for analyzing marketing problems facing global managers. Topics are examined from an international marketing perspective and include: buyer behaviour, market segmentation and basic elements of the marketing mix.

Prerequisites: MGTA03H & MGTA04H and enrolment in Specialist Program in IB

Exclusions: MGTB04H, RSM 250H, MGT252H

Enrolment Limit: 40

MGTB09H Principals of Finance

An introduction to basic concepts and analytical tools in financial management. Building on the fundamental concept of time value of money, the course will examine stock and bond valuations and capital budgeting under certainty. Also covered are risk-return trade-off, financial planning and forecasting, and long-term financing decisions.

Enrolment Limit: 60

Exclusions: [ACTB40H](#), ACT240H, ([MGTC03H](#)), (MGT331Y), (MGT337Y)

Prerequisites: [[ECMB09Y](#) or [ECMB11H](#)] & [MGTB05H](#)

MGTB22H International Human Resources (new)

This course examines how human resource practices are different across cultures and how they are affected when they 'go global'. It examines how existing organizational structures and human resource systems need to adapt to globalization in order to succeed domestically and internationally.

Prerequisites: MGTB25H

Exclusions: MGTC22H, MGT460H/RSW460H

Enrolment Limit: 40

MGTB25H International Organizational Behaviour (new)

Examines how and why people from different cultures differ in their workplace behaviors, attitudes and in how they behave in teams. Uses discussion and case studies to enable students to understand how employees who relocate or travel to a different cultural context can manage and work in that context.

Prerequisites: MGTA03H & MGTA04H

Exclusions: MGTB23H & MGTB29H & MGTB27H, WDW260H1, PSY332H1, MGT262H5, MGT300H5, ERI260H5, MGT262, MGM362, RSM260H1

Enrolment Limit: 40

MGTC09H Intermediate Finance

This course covers mainstream finance topics. Besides a deeper examination of certain topics already covered in [MGTB09H](#), the course will investigate additional subjects such as working capital management, capital budgeting under uncertainty, cost of capital, capital structure, dividend policy, leasing, mergers and acquisitions, and international financial management.

Limited enrolment: 60

Exclusions: (MGT331Y), MGT337Y

Prerequisites: [MGTB09H](#) or ([MGTC03H](#))

MGTC31H The Legal Environment of Business I

An introduction to the Canadian legal system and its effects on business entities. The course includes an examination of the Canadian court structure and a discussion of the various forms of business ownership, tort law, contract law, and property law.

Enrolment Limit: 60

Exclusions: MGT393H, RSM225H

Prerequisites: Completion of at least ten full credits including [MGTB05H](#) & [MGTB06H](#)

MGTC34H Accounting Issues in International Business

An overview of international accounting and financial reporting practices with a focus on accounting issues related to international business activities and foreign operations. Understanding the framework used in establishing international accounting standards, preparation and translation of financial statements, transfer pricing and taxation, internal and external auditing issues and discussion of the role of accounting and performance measurement for multinational corporations.

Enrolment Limit: 60

Prerequisites: [MGTB06H](#) & [MGTB03H](#)

MGTC36H Management Communications

In this course students will learn skills and techniques to communicate effectively in an organization. Creativity, innovation and personal style will be emphasized. Students will build confidence in their ability to communicate effectively in every setting. Those completing this course will experience a high degree of personal satisfaction.

Enrolment Limit: 40

Prerequisites: [MGTB23H3](#) or [MGTB27Y3](#)

MGTC74H Analysis for Decision-Making

The course develops understanding and practical skills of applying quantitative analysis for making better management decisions. Studies methodologies include linear and integer programming; multicriteria optimization; waiting line models; decision analysis. Methodologies are practiced in a broad range of typical business problems drawn from different areas of management.

Breadth Requirement: Quantitative Reasoning

Limited enrolment: 60

Prerequisite: [[MATA32H3](#) & [MATA33H3](#)] or ([MATA27H3](#)) & [ECMB02H3](#) & [[ECMB11H3](#) & [ECMB12H3](#)] or ([ECMB09Y3](#))

MGTC76H International Financial Management

This course provides students with a framework for making financial decisions in an international context. It discusses foreign exchange markets, international portfolio investment and international corporate finance. Next to covering the relevant theories, students also get the opportunity to apply their knowledge to real world issues by practicing case studies.

Enrolment Limit: 50

Exclusions: RSM437H, (MGT439H)

Prerequisites: MGTC09H

MGTC91H International Leadership Skills (new)

Leaders who work internationally must learn how to customize their leadership competencies to the different cultures in which they practice. By using role plays, simulations, cases and class discussions, students will develop the culturally-appropriate leadership skills of articulating a vision, planning and implementing goals, negotiation, and providing effective feedback.

Prerequisites: MGTA03H & MGTA04H, MGTB25H

Exclusions: MGTB90H, MGTC24H, MGTC90H

Enrolment Limit: 40

MGTD01H International Business Ethics (new)

In a world that's increasingly globalized internationally and multicultural domestically, an ability to deal with the ethical issues arising in international business is essential to a managerial career. Sample topics: Reconciling the different cultural norms of one's home and host countries, and dealing with issues such as child labour and human rights violations.

Prerequisites: MGTA03H & MGTA04H

Enrolment Limit: 40

MGTD19H Global Marketing (new)

This course examines the challenge of entering and operating in foreign markets. Topics such as international marketing objectives, foreign market selection, adaptation of products and communication and cultural issues are examined through case discussions and class presentations. The term project is a detailed plan for marketing a specific product to a foreign country.

Prerequisites: MGTB04H or MGTB07H

Enrolment Limit: 40

MGTD21H Introduction to International Business Law (new)

This course offers an introduction to key topics in the law governing international trade and business transactions, including the law and conventions governing foreign investment and the legal structure of doing business internationally, the international sale and transportation of goods, international finance, intellectual property and international dispute settlement.

Prerequisites: MGTC31H and enrolment in Specialist Program in IB

Enrolment Limit: 40

MGTD48H International Corporate Strategy (new)

International Corporate Strategy examines the analyses and choices that corporations make in an increasingly globalized world. Topics will include: recent trends in globalization, competitive advantage and national competitive advantage, the choice to compete through exports or foreign direct investment, the choice to compete, and the risks facing multi-national enterprises.

Prerequisites: Minimum of 10 FCEs including MGTB06H, MGTB07H, MGTB09H, and MGTB25H

Enrolment Limit: 40

MGTD79H International Capstone Case Analysis (new)

This course focuses on critical thinking and problem solving skills through analysing, researching and writing comprehensive business cases and is offered in the final semester of the IB specialist program. It is designed to provide students the opportunity to apply the knowledge acquired from each major area of management studies to international real-world situations.

Prerequisites: MGTB03H, MGTB07H, MGTB22H, MGTB25H, MGTC09H, MGTD01H, MGTD48H, and [ECMC61H or ECMC62H]

Enrolment Limit: 40

APPENDIX C: LIBRARY STATEMENT



UNIVERSITY OF TORONTO
LIBRARIES

University of Toronto Libraries Report for The Specialist Program in International Business, Department of Management, University of Toronto Scarborough 2011

Context: The University of Toronto Library (UTL) system as a whole is the largest academic library in Canada and is currently ranked fourth among academic research libraries in North America, behind Harvard, Yale, and Columbia.¹ The research and special collections, together with the collections of the undergraduate libraries, comprise almost 11.5 million print volumes, nearly 5.5 million microform volumes and more than 17,000 journal subscriptions in addition to a rich collection of manuscripts, films, and cartographic materials. The system also provides access to approximately 900,000 electronic resources in various forms including e-books, e-journals and journal collections, indices, and increasingly supports access via personal handheld devices.² There are numerous collection strengths in a wide range of disciplines reflecting the breadth of research and instructional programs at the University of Toronto. The strength of the collections, facilities and staff expertise attracts unique donations of books and manuscripts from around the world, which in turn draws scholars for research and graduate work.

	1998-1999	2005-06	2006-07	2007-08	2008-09
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Stanford	Columbia	Columbia	Toronto (3rd)	Columbia
4	Toronto (4th)	Toronto (4th)	Toronto (4th)	Columbia	Toronto (4th)
5	California, Berkeley	California, Berkeley	California, Berkeley	California, Berkeley	Michigan

	1998-1999	2005-06	2006-07	2007-08	2008-09
RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY	RANK/ UNIVERSITY
4/Toronto	4/Toronto	4/Toronto	3/Toronto	4/Toronto	
30/Alberta	27/Alberta	19/Alberta	12/Alberta	16/Alberta	
31/British Columbia	29/British Columbia	25/British Columbia	25/British Columbia	26/British Columbia	
57/McGill	34/Montreal	33/Montreal	26/McGill	34/Montreal	
76/York	39/McGill	36/McGill	33/Montreal	40/McGill	

Space and Access services: The Library system provides a variety of individual and group study spaces for both undergraduates and graduates in the 10 central and 23 divisional libraries on the St. George, Mississauga, Scarborough and Downsview campuses. Study space and computer facilities are available from 8 am to 10:30 pm as well as extended hours to 2 am and 24 hours during exams. Web-based services and electronic materials are accessible at all times from campus or remote locations, through the U of T-based Scholars Portal and other leading edge digital services. The UTSC library provides a variety of computer workstations and an extensive range of software.

¹ Chronicle of Higher Education, "Library Investment Index at University Research Libraries, 2007-2008." In the Almanac of Higher Education 2009.

² Figures as of September 2010 taken from UTL's "What's new in E-Resources page <http://main.library.utoronto.ca/cir/EIRwhatsnew.cfm> and UTL's annual statistics <http://discover.library.utoronto.ca/general-information/about-the-library/annual-statistics>

³ Association of Research Libraries Statistics.

Instruction & Research Support: The Library plays an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting four of seven degree level expectations related to the ability to gather, evaluate and interpret information. In particular, the Library will be of assistance in helping students to develop analytical thinking skills, skills and competencies pertaining to research and knowledge management, preparation for further study in the field and preparedness for entering the job market. These services are aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education.⁴

Program Specific Instruction:

Instruction will occur at a variety of levels for International Business students. The U of T Scarborough Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. The Coordinator of Information Literacy and other librarians provide instruction in Management including, though not limited to, recent classroom instruction for ECMC63, MGTC19 and ECMC32. The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in all Portal/Blackboard course pages. The Library also creates online "LibGuides" for various courses on the Scarborough campus to assist students in doing research and completing their assignments.

Collections: Collections are purchased in all formats by all college and campus libraries in support of the Specialist Program in International Business, and include new media formats where appropriate. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library supports open access to scholarly communication through its institutional research repository T-Space, its open journal and open conference services, and subscriptions to open access publications. In addition to the resources at the UTSC Library, research in International Business is supported by libraries on all three campuses, including Robarts Library and the Rotman Business Information Centre. The University of Toronto Library is committed to collecting both print and electronic materials in support of the Specialist Program in International Business at the University of Toronto.

Journals: The Library subscribes to all of the top 25 journals listed in ISI's 2009 Journal Citation Report Social Science Edition for the subject category of Management. Of these titles, all are available electronically to staff and students of the University. Additionally, the Library subscribes to all of the top 10 journals with the highest impact factor as listed in ISI's 2009 Journal Citation Report Social Science Edition for the same subject category. Again, these are available electronically to the staff and students of the University.

Monographs: In addition to the 53 book approval plans which University of Toronto Library maintains, the University of Toronto Scarborough Library also does title-by-title selection in the area of International Business, with a current move toward establishing its own additional approval plan for this area of study. This ensures that the Library receives academic monographs from publishers worldwide in an efficient manner. In this way, the Library continues to acquire more than 120,000 print monograph volumes per year and an ever growing number of electronic books. There is also a focus at the UTSC Library in acquiring an increasing number of e-books in order to suit the information-seeking behavior of both students and faculty members in the Specialist Program in International Business. Librarians will continue to build their partnerships with faculty, especially in their individual collaborations in the development of the research profiles, and approval plans will be continuously adjusted based on the program's curriculum and research interests of faculty members.

Preservation, Digitization, and Open Access: In addition to acquiring materials in support of the Specialist Program in International Business, the Library is also, in cooperation with the Internet Archive, digitizing its monograph holdings published before 1923. These books are available without charge to anyone with access to the Internet through the Scholar's Portal e-book platform.

⁴ Association of College & Research Libraries. *Information Literacy Standards*. ACRL, 2006.

Key Databases: UTL has subscriptions to all key databases in the areas of International Business. These include ABI/Inform Global, Factiva, CBCA Business, Business Abstracts, Business Source Premier, Proquest Asian Business, Proquest European Business, Bankscope, World Banking Information Source Osiris, and Management & Organization Studies: a SAGE Full-Text Collection. The Library also has access to numerous online encyclopedias such as the Encyclopedia of Management, Emerging Markets Information Service, and the Blackwell Encyclopedic Dictionary of International Management.

Special Collections: In 2010, the UTSC Library, in collaboration with faculty and staff, established the Digital Scholarship Unit. The mission of the unit is to create, acquire, preserve and provide access to digital collections that will inspire and facilitate research and knowledge creation for the purposes of teaching and learning. The early focus of the unit is in the disciplines of the social sciences and humanities with the long-term goal to collaborate and partner with a broad range of disciplines including management.

Current Gaps:

The Library is currently working to respond to the rapid growth of the Scarborough campus. We anticipate growth in staffing and resources in the short term to reflect recent expansion.

Prepared by: Chad Crichton, Coordinator, Reference, Research and Instruction February 11, 2011

Submitted by: Carole Moore, Chief Librarian, April 5, 2011



APPENDIX D: STUDENT SERVICES STATEMENT

Student Service Information for Quality Assurance Framework – UTSC April 18, 2010

All students at the University of Toronto Scarborough have access to a range of services and co-curricular educational opportunities that complement the formal curriculum. Housed within the Division of Student Affairs, these services support the success of our students from the time they are admitted through to graduation and beyond. Student services are *learning* services. Programs support, engage and challenge students to reach their full potential as learners, leaders and citizens.

Academic Advising & Career Centre (AA&CC) provides an integrated and collaborative suite of career, employment, advising and learning skill development services. Students consult with professionals who are both experts in one of these fields and generalists in all. Services begin with initial course selection and career exploration prior to first year and continue through advanced learning skill development to graduate/professional school exploration and/or workplace transition. Students access these services in individual one-on-one appointments, group seminars, web-based self-service and special events and fairs.

AccessAbility Services provides students access to a highly responsive disability service which is just now launching on-line services to link faculty exam accommodations, note-taking services, and registration. This service also serves a growing campus as a key resource for consulting re: accessible design, both physically and pedagogically. Advising and referrals are regularly provided for learning disabilities, acquired brain injury, and chronic mental health disabilities.

Athletic & Recreation Centre provides all students sport and recreational facilities and programs. Team play at all levels in a wide variety of sports up to inter-faculty, individual fitness and a variety of instructional programs are offered. Sport camps for several levels up to age 16 are hosted during the summer as well as a league comprising 48 basketball teams.

Department of Student Life (DSL) manages the recognition of approximately 250 **campus groups** including the facilitation of 9 **Departmental Student Associations (DSAs)**, risk assessment for all campus student events, multi-faith prayer spaces, space allocation for many clubs/events and represents the University as a partner in the annual Fall Orientation. First Generation outreach programming and **community in-reach mentorship programs** are also included. The DSL has a mandate to liaise with all **student societies** and ensure their compliance with University policy. **Leadership programming** is one of the best recognized features of the DSL along with its **Office of the First Year**. Another responsibility is managing the process for the annual distribution of **Club Funds** and **Student Enhancement funding** on behalf of the Council on Student Services

Health & Wellness Centre is an integrated service providing a full range of **physical and mental health care and health promotion** including a medical clinic, UHIP services for International students, immunization, contraception and five outreach teams of peer educators addressing mental health & stigma; sexual health; smoking cessation, alcohol and socializing and nutritional health. Mental health is professionally addressed through counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy, psychiatric services and referrals.

International Student Centre (@UTSC) provides orientation, study permit, travel and work permit advising, arranges specialized academic skills workshops, English conversation clubs; cultural

programming, tax clinics, notary public services, crisis intervention and collaborative inter-departmental services.

Orientation and First Year Transition programs provide information, coaching and inclusion in a student development context, making interventions on a sequential basis delivering content, when needed.

- **“Get Started”** offered by our integrated **Academic Advising & Career Centre** runs for two weeks in June and July hosting about 75% of new admits along with their parents. The program includes a plenary session introducing students to academic and career services to support them in their goal setting and decision-making. It also includes special sessions for parents, a sample faculty lecture, calendar navigation and course selection workshops. The program is staffed by 15-20 trained senior student peer leaders.
- **International Orientation** – provided by the ISC@UTSC is a full day experience in September covering many logistics special to this group and their visa status; learning styles and general academic orientation. This program is strongly complimented by our “International Buddy” program which pairs international students to campus-based peer educators long before arrival.
- **Fall Orientation** – a three to five day series of events hosted by the Student Village Council (SVC) and Scarborough Campus Athletic Association (SCAA) and the SCSU, as the anchor host. Fall Orientation is a partnership between Student Affairs and the SCSU and includes both meet-the-faculty opportunities, educational events and presentations (sexuality to financial debt management presented in theatrical/comical, engaging ways). Social events are distributed throughout the agenda including participation in the tri-campus parade. The goal is to have every student conclude “I’m so glad I chose to attend UTSC!”
- **Co-op** and other units outside of Student Affairs also host separate orientations.

Student Housing & Residence Life manages the on-campus residences and provides a robust and supportive system of Rez life via 20 Residence Advisors and other dedicated student services staff. This service also includes UTSC specific off-campus housing listings and resources for students living independently.

In addition to the programs and services offered through the Division of Student Affairs, co-curricular support is also provided through academic and student managed units.

Academic Travel Fund provides research and related scholarly funding for undergraduate students to underwrite the costs of valuable non-course based academic activities such as attending and presenting at conferences.

Centre for Teaching and Learning supports students and faculty in the development of skills directly associated with success in a scholarly environment. It provides direct service to students through **The Writing Centre, The Math and Statistics Aid Centre, English Language Development, Information Literacy, Science Engagement, and Instructional Technologies.**

Co-op Offices (Arts & Science and Management) serve students registered in 95 co-operative education programs, facilitating eight to twelve months full-time, paid experiential learning opportunities. Students in co-op receive developmental support in goal-setting, job search, resume writing and interviewing. For each four month experience they are evaluated on the basis of mid-term and final performance reviews as well as a final report that is graded by a faculty member within the discipline.

Departmental Student Associations (DSAs) were formed in 2006 to enable a bridge between students and their academic departments. Each of seven (nine as of July 1, 2010) academic departments has a DSA, governed by annually-elected student executive bodies and formed entirely of student members. These student groups liaise with faculty, the Department of Student Life and the Scarborough Campus Student Union to develop joint programming that enhances the discipline-specific learning and career development goals of students in each department.

Financial Aid and Awards provides resources and consultation services to assist students with financing their education, including processing of OSAP, UTAPS and other funding sources.

Lesbian, Gay, Bisexual, Transgendered and Questioning students are served by a campus-supported Positive Space Committee comprised of allies drawn from all segments of UTSC as well as a student LGBTQ club funded and facilitated independently through the Council on Student Services.

Registrar's Office provides front line advice for students from arrival to graduation, assisting with course and program enrolment and registration troubleshooting. It also administers the petitioning process to serve students whose circumstances require academic dispensation.

Student Centre offers bookable activity spaces for students as well as a food court, a full-service restaurant and a variety store. It also houses the Office of Student Affairs, the Department of Student Life, the International Student Centre, The Underground (student newspaper), the Health & Wellness Centre, the Women's Centre, Fusion Radio and the offices of the Scarborough Campus Student Union.

APPENDIX E: EXTERNAL REVIEWER REPORT

REVIEW OF THE PROPOSED SPECIALIST UNDERGRADUATE PROGRAM IN MANAGEMENT AND INTERNATIONAL BUSINESS AT UTSC

OVERALL ASSESSMENT:

There is ample reason to offer a new specialist program at UTSC in management and international business. Clearly global economic interaction is increasing as global value chains are strengthened and emerging economies push ahead in pursuing outward direct investment. In Canada's case, the geographical profile of exports and imports is widening. Employers are recognizing to a greater degree the need for skilled personnel able to handle various facets of international business. Potential students are also increasingly eager to study international business.* Hence, the addition of this specialization in management and international business at UTSC is most desirable.

The proposed specialization is well conceived [within the constraint of 20 credits], giving students an overall business background with an emphasis in the particular aspects of international business. The students also receive language training [although I think that the amount is too little], a semester at an exchange partner school and an internship. All three of these components give the student an appreciation of how business is carried on in other places and help develop cultural sensitivity so necessary for conducting international business. Having all these elements in a quantitatively-oriented undergraduate program is distinctive and innovative.

The curriculum that has been designed seems suitable and generally well constructed, although I have some reservations that are listed below. The new courses that emphasize the global aspects of functional areas and the ones that are fairly unique to international business seem to be the logical ones [although no course descriptions or course outlines have been provided]. The capstone course provides a nice finish for the program.

SPECIFICS:

1. **SECOND LANGUAGE:** Having students learn a second language when specializing in international business is a good idea as it gives a glimpse of the culture in which the business is conducted in a particular country. However, the program seems to require only one year of a second language. If the student were to start the language at UTSC, one year would not provide an adequate working knowledge to be able to take classes in that language when on exchange or to carry out meaningful employment using that language. One year of language is really inadequate. Moreover, while it is true that spending time in a country where that language is used will further enhance facility, I understand that in the initial phases of the program, internships will be limited to London and Singapore. In London, the official language is obviously English and in Singapore there are four languages: English, Malay, Mandarin and Tamil, none of which are likely to be the second languages of most of the students. Therefore, I am sceptical about how much "competency in a second language" can be achieved and how much. "[L]anguage development will be demonstrated through classroom as well as in work and study abroad contexts."
2. **INTERNSHIPS:** When does the internship take place? In the summer between the third and fourth year? How easy will it be for UTSC initially to obtain 25 internships and later 40? As mentioned, at first the sites are to be limited to London and Singapore, so that would be about 12 or 13 for each area. Even with the help of partner exchange schools, this might prove to be a formidable task. Although UTSC's long experience with co-op program will be of great assistance, finding internships abroad is vastly more complicated. However, if arrangements could be made with companies to take one or more students each and every year, the transactions costs would be vastly reduced after the first few years. I suggest that it will be

necessary to have adequate resources in place to assist in the internship search process, especially in those crucial first few years.

3. **EXCHANGE PROGRAM:** Am I correct that the exchange will come in the second term of the third year? If so, are there any curriculum modifications required by going on an exchange? Is a C+ average really adequate to demonstrate ability to profit from an exchange and to represent UTSC abroad? It is a departure from the goal of attracting "... the best and brightest globally-minded business students."
4. **STRUCTURE OF THE PROGRAM AND ITS QUANTITATIVE ORIENTATION:** The Management Program at the UTSC has chosen a quantitative approach to its teaching and hence, has established a reputation for this niche. What I wonder is, for the international business specialization, is too much attention being paid to theory and quantitative methods and not enough to the very important institutional, more qualitative aspects? For example, in the case of the international trade course that can fulfill one of the specialization's requirements, I agree that some trade theory emphasizing the ramifications of comparative advantage is vital. Yet, does that need to be followed by long study of complicated trade models and various cases of differently behaved offer curves, optimal tariffs, etc.? Would the students specializing in international business be better off to receive a blended course that combines trade with some political economy and history. The same goes for the required macroeconomics and microeconomics, both taught with a mathematical emphasis. As an economist, I do not want to underestimate the power of economic principles, but I am also acutely aware that spending too much time on formal economics can cloud the enormous complexity of doing international business around the world.
5. **FACULTY RESOURCES:** The fifteen faculty members, who are expected to be active in the program, are well distributed among functional areas and most have extensive international experience.
6. **LEARNING OUTCOMES AND HOW THEY ARE TO BE ACHIEVED:** Appropriate except as noted above.
7. **METHODS OF EVALUATION:** Appropriate.
8. **ADMISSION REQUIREMENTS:** These seem appropriate. I particularly applaud the use of interviews to ensure that the students have an "international mindset."

CONCLUSION:

Overall, I think that students taking the BBA at UTSC with the Specialization in Management and International Business as presented will receive an excellent education and be sought by employers. However, some attention to the specific issues that I have raised would further enhance the program.

*The statement contained in the program proposal about the high standards required for admission into Schulich's iBBA Program is technically correct; however, there is apparently no longer a distinction in the grade point average cut-off between applicants to the iBBA Program and to the BBA Program. They both require a 90%+ average as well as evidence of leadership skills.

** It would also have been helpful to have had a schematic diagram of when the courses, exchange and internship occur during the program. Certainly such a schematic diagram should accompany the submission as it proceeds in the approval process.

Bernard M. Wolf
Professor Emeritus of Economics and International Business
Senior Scholar
Schulich School of Business, York University
Toronto, Ontario, Canada
March 28, 2011

*New Program Proposal. Specialist (Co-op) in Management and International Business.
Prepared by the Office of the Dean and VP (Academic), University of Toronto Scarborough.*



Office of the Dean & Vice-Principal (Academic)

Response to Report By Professor Bernard Wolf on Proposed Program in Management and International Business

The report by Professor Bernard Wolf on the proposal for a Specialist Program in Management and International Business is very encouraging. He affirms that "there is ample reason to offer a new specialist program at UTSC in management and international business". In his view the program is well conceived. He finds that having language training, a term studying abroad and work placements abroad, all in a quantitatively-oriented undergraduate program is distinctive and innovative. He also raises a number of points and we have discussed these carefully with the Department of Management. In most instances, we have adjusted the program proposal in response to these points.

Second Language:

When designing the program, the Department did consider carefully how much language training was appropriate. It hesitated to require more than one credit in a language because the program is a very full one. However, in light of the reviewer's comment, that one full course equivalent is simply inadequate, it is changing the requirement to two FCEs. It is expected that the language a student learns as part of the program will be one spoken widely in the country in which they complete both their study term abroad and their work term abroad. In this way students will have the best chance to immerse themselves in the culture of the society in which they will be studying and working.

This change has not lead to an increase in the number of courses required in the program. Originally students were required to take 1.5 FCEs outside of Management for greater breadth in the program. This requirement has been removed since the additional language courses make it superfluous.

Internships:

The reviewer found that the proposal was vague about the timing of the work term abroad. The section in the proposal on Program Description and Content has been rewritten to make clearer how work terms (internships) and the study abroad (exchange) term will be arranged. The first work term will take place during the second year and will be in Canada. This may well be with a multi-national firm and could lead directly to a second placement abroad. The second placement will be an international one and will take place at the end of second year or during third year. The third placement may be abroad or in Canada.

The reviewer also wondered how easy it would be to find the number of internships envisioned, pointing out that it is much more difficult to find placements abroad than in Canada. In general the Management Co-op office will seek work terms abroad using a number of methods that are now elaborated in the proposal. The co-op office has some experience arranging work terms abroad for students in the existing co-op program, and so is confident that it will be able to meet the targets set in the program. We are putting the resources in place to provide adequate support for the internships and the study abroad term.

Ideally the study abroad term will be aligned with the international work term and will precede it. Suitable countries initially will be chosen according to the nine criteria that are now listed in the proposal. These include that the language of business should be English.

Exchange Program:

As with the internship, the reviewer found that the proposal was too vague about the timing of the study abroad term. He also asked how this would affect the curriculum and questioned whether a C+ average (2.5 GPA) is adequate. As mentioned above the proposal now makes clearer how the study term abroad will be timed. We will work out course equivalencies for courses at the business schools that students will attend. This will ensure that students in the program will receive credit towards their degrees for these courses. To accommodate the timing of the study abroad term and work-term placements, we will also teach sections of some of the courses required for the program in the summer term, just as we do presently for the sake of students in our existing co-op programs.

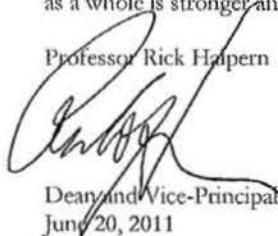
The minimum requirement of a GPA of 2.5 for a study term abroad is consistent with the minimum requirement in the Management co-op program. In fact the average GPA for Management co-op students going out on their first work term is 3.25. Incidentally, the minimum GPA of 2.5 is also what the U of T Exchange office requires. The section on Assessment of Teaching and Learning in the program proposal has been revised to explain this.

Quantitative Orientation:

The reviewer asks whether too much attention is being paid to theory and quantitative methods. He wonders whether greater emphasis should not be placed on the important institutional, more qualitative aspects of international business. As examples, he suggests that students in the program might be better off to receive a blended course on international trade that combines trade with some political economy and history and that the economic courses might focus less on "formal economics" with a mathematical emphasis so as to avoid the risk of clouding the enormous complexity of doing international business around the world. We see the strongly quantitative orientation of the B.B.A. programs as one of their hallmarks, which draws the best students. The Rotman Commerce programs, too, are very quantitative in their approach, so we feel the emphasis the reviewer questions is, in fact, a strength of the proposed program.

In conclusion, we are very grateful to Professor Wolf for his thoughtful report. The points he raises in it have obliged us to think more carefully about several aspects of the proposal and have led to several revisions of the program. As a result we believe that the program proposal as a whole is stronger and more compelling.

Professor Rick Halpern



Dean and Vice-Principal (Academic)
June 20, 2011

**APPENDIX G: ADMINISTRATIVE RESPONSE - OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS**



OFFICE OF THE VICE-PROVOST,
ACADEMIC PROGRAMS

June 24, 2011

**Professor Rick Halpern
Dean and Vice-Principal Academic
University of Toronto Scarborough**

Re: Appraisal Report, Proposed new BBA, Specialist Program in Management and International Business

Dear Rick

I am very pleased by the extremely positive appraisal of the proposed BBA, Specialist Program in Management and International Business. Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the reviewers for consideration. I note that in direct response to the review report prepared by Professor Bernard Wolf, you have added an additional full FCE in a second language for a total of 2 FCEs. I also note the clarification you have offered in the proposal concerning the timing and structure of the internship and exchange components of the program.

Professor Wolf describes the proposed program as distinctive, extremely well conceived and most desirable. I will be very pleased to recommend this new Bachelor's of Business Administration degree program to governance for approval, following approval at the Divisional level.

Sincerely,

A handwritten signature in black ink, appearing to read "CR".

**Cheryl Regehr
Vice-Provost, Academic Programs**

cc. Jane Harrison, Scott Moore