UNIVERSITY OF TORONTO

OFFICE OF THE GOVERNING COUNCIL

FOR RECOMMENDATION   **PUBLIC**   **OPEN SESSION**

TO:	Committee on Academic Policy and Programs
SPONSOR: **CONTACT INFO:**	Nicholas Rule, Vice-Provost, Academic Programs (416) 978-3948, vp.academicprograms@utoronto.ca
PRESENTER: **CONTACT INFO:**	See Sponsor.
DATE:	May 6, 2025 for May 13, 2025
AGENDA ITEM:	3

ITEM IDENTIFICATION:

New Graduate Program Proposal: Master of Management (MMgt), Joseph L. Rotman School of Management (Rotman).

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new graduate programs and degrees. (AP&P Terms of Reference, Section 4.4.a.ii)

GOVERNANCE PATH:

1. **Committee on Academic Policy and Programs [For Recommendation] (May 13, 2025)**
2. Academic Board [For Approval] (May 29, 2025)
3. Executive Committee [For Confirmation] (June 12, 2025)

PREVIOUS ACTION TAKEN:

The proposal for the Master of Management received approval from the Faculty Council of the Joseph L. Rotman School of Management on April 29, 2025.

HIGHLIGHTS:

This is a proposal for a professional master's degree, called Master of Management (MMgt), to be offered by the Joseph L. Rotman School of Management (Rotman School of Management).

This program is a three-session, full-time degree program with a typical registration sequence of Summer/Fall/Winter.

Applicants must have a bachelor's degree from a recognized university in a non-business field and a maximum of 2.5 years of full-time work experience, post-graduation. Applicants will also demonstrate quantitative proficiency. The program begins annually in late May, positioning it to accommodate freshly graduated students and allow early engagement with recruiters. Students will complete 7.0 full-course equivalents (FCEs): 5.0 FCE of required courses that focus on the functional business areas of Accounting, Finance, and Marketing completed in a structured sequence; and 2.0 FCEs of electives that allow students to customize their learning based on their interests. It includes experiential learning opportunities and culminates in a Management Practicum where students work on a real-world project with a partner organization. Students will also develop soft skills through the Rotman School's Self-Development Lab, enhancing their professional communication, teamwork, and career readiness.

By integrating academic excellence, industry engagement, and professional development, the MMgt is poised to become a leading option for early-career professionals in Canada and beyond. The MMgt addresses a growing need in today's labour market: graduates who can bridge deep subject knowledge from their undergraduate studies—such as the arts, sciences, or engineering—with core business competencies. Employers increasingly seek versatile professionals who can apply data-driven reasoning, ethical decision-making, and interpersonal communication to real-world business challenges. The MMgt directly responds to this demand by providing training in areas such as strategy, marketing, operations, leadership, data analytics, and AI applications in business.

The program will be delivered in person and at steady state enrolment is expected to be about 70 full-time students. The student mix is targeted at 65% domestic, 35% international.

Consultation outside the Rotman School occurred with the deans of Faculty of Arts and Science, Faculty of Applied Science and Engineering, Temerty Faculty of Medicine, University of Toronto Scarborough, University of Toronto Mississauga, Faculty of Information, Dalla Lana School of Public Health, the Leslie Dan Faculty of Pharmacy, John H. Daniels Faculty of Architecture, Landscape, and Design, and Faculty of Kinesiology and Physical Education. Any feedback provided has been addressed.

The program was subject to an external review on March 3, 2025 by: Professor Michael Maier, Associate Dean, Master's and Executive Education, Alberta School of Business, University of Alberta; and Professor Mary Zellmer-Bruhn, Associate Dean, MBA and MS Programs, Carlson School of Management, University of Minnesota. The reviewers made several recommendations and suggestions for the program, which were adopted as described in the Dean's administrative response to the review report.

FINANCIAL IMPLICATIONS:

The new financial obligations resulting from this program will be met at the divisional level.

RECOMMENDATION:

Be It Recommended:

THAT the proposed degree program, Master of Management as described in the proposal from the Joseph L. Rotman School of Management dated April 15, 2025 be approved effective May 25, 2026.

DOCUMENTATION PROVIDED:

- New Program Proposal Package (External Review Report, Dean's Administrative Response, VPAP Administrative Response, New Program Proposal) for the Master of Management, Rotman School of Management

University of Toronto

New Program Proposal: Master of Management

Joseph L. Rotman School of Management

External Review Report (April 15, 2025)

UTQAP Template
New Program Review Report

Framework for UTQAP Reviews

University of Toronto Quality Assurance (UTQAP) processes support a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus "quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life —academic and administrative complement, research and scholarly activity, infrastructure, governance, etc.—bear on the quality of academic programs and the broad educational experience of students. (*Policy for Approval and Review of Academic Programs and Units* (2010))

The University's approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

Program(s) under review:	*Master of Management (MMgt)*
Commissioning officer:	*Susan Christoffersen, Dean, Rotman School of Management*
Date of scheduled review:	March 3, 2025
Reviewers' names and affiliations:	*Prof. Michael Maier* *Associate Dean, Master's and Executive Education* *Alberta School of Business, University of Alberta* *Prof. Mary Zellmer-Bruhn* *Associate Dean, MBA and MS Programs* *Professor of Organizational Behavior* *Carlson School of Management, University of Minnesota*

New Program Review Report

Please provide a joint Report evaluating the standards and quality of the proposed program.

- Respect the confidentiality required for all aspects of the review process.
- Append the site visit schedule to the report.

Note: Issues that are addressed through existing, specific University procedures are considered **out of scope** for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns). **Any such issues raised at any point during a review process** (site visit, review report) **must immediately be brought to the attention of the commissioning officer and routed through appropriate University channels for resolution**.

A. Summary

Reviewers are asked to:

- Address the substance of the New Program Proposal.
- Comment on the adequacy of existing physical, human and financial resources, based in part on the external reviewers' assessment of the faculty members' education, background, competence and expertise as evidenced in their CVs.
- Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

We visited the Rotman School of Management at the University of Toronto on March 3, 2025 to review the proposal. We met with a wide variety of stakeholders. In our opinion, the proposal is very well developed and articulated. We feel there will be strong demand for this program as it will serve a need in the current marketplace that is distinct from other programs.

We found the physical resources to be adequate based on our assessment of the proposal and our discussions with leaders, faculty, and staff during our visit. Notably, the Rotman School plans to reduce the size of its Full-Time MBA (FTMBA) program by one cohort in the coming year, freeing up sufficient physical space for the proposed program.

The financial resources also appear sufficient. The school is currently operating with a surplus, placing it in a strong financial position to support this initiative. Even if program enrollment falls short of expectations in the short term—though we saw no particular indication to think that this would be the case—the school is not financially vulnerable, making the program launch a relatively low-risk financial decision.

Faculty capacity appears more than adequate to support the new program. As mentioned, reducing the FTMBA program by one cohort will free up faculty currently teaching in those courses. Many of the proposed courses align with existing faculty expertise, allowing for a smooth transition of faculty into the new program. Even if not all faculty teaching in the new program were to come from the FTMBA program, the report information, and associate faculty CVs and expected teaching assignments suggests that there is capacity under normal teaching loads to handle the addition of this program.

Other staff areas also seem well-positioned to support the program, particularly in its early stages with the planned initial cohort of approximately 40 students. However, we note potential added demands in career services, particularly in employer education, coaching, and placement. Additionally, our discussions suggested that the practicum course requirement may, over time, necessitate increased resources for experiential learning support, once the program is scaled.

We note that the Self-Development Lab is a distinctive and innovative feature of this program. This focused assessment and experiential aspect of the program is particularly important in this pre-experience audience, to assist learners in accelerating their personal and professional skills. Many programs offer career courses, or communication classes, but this lab course seems distinctive in its approach and intensity.

B. Recommendations

Please endeavour to distinguish between observations or suggestions (which can be included in "Findings") and formal recommendations (which should be included here). **The Dean and unit/program will be required to provide a public response to every recommendation listed in this section.**

The proposed program is very well developed. We believe that there are no significant deficiencies that need to be addressed within the program curriculum. We would like to make the following two recommendations:

1. *The list of comparator programs is strong; however, there is a notable omission as the University of Calgary has a Master's of Management Program. We recommend that this be included in the list of comparator programs or explain why it has not been included.*
2. *We do feel that given the lack of work experience for most students in this program that there will be a higher demand for career support relative to MBA students who usually have significant work experience. While we feel the present complement of career supports are sufficient for the proposed cohort of 40 students, we recommend that the School of Management commit to monitoring the career outcomes of graduates and increasing the availability of careers staffing as the program scales up.*

C. Program Evaluation Criteria

Please provide commentary on the following evaluation criteria. In some cases, it may be preferable to address multiple criteria holistically. In such cases, please clarify which criteria are relevant to the comments.

1 Academic rationale and program objectives

a) Clarity of the program's objectives.
b) Appropriateness of degree or diploma nomenclature given the program's objectives.
c) Consistency of the program's objectives with the institution's mission and the University of Toronto's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
d) Evidence that the following have been substantially considered in the development of the program and its associated resources:
   1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities
   2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health

3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in <u>Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada</u> (PDF)

4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the <u>Scarborough Charter</u> and consistent with the recommendations of the <u>Anti-Black Racism Task Force Final Report</u>

5. Opportunities for fostering an equitable, diverse and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the <u>Statement on Equity, Diversity, and Excellence</u>, the <u>Antisemitism Working Group Final Report</u>, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.

e) Unique curriculum or program innovations, creative components, significant high-impact practices, where appropriate.

Response:

The program objectives are very clear and the proposed curriculum is designed to provide key business competencies to pre-experience students who have completed an undergraduate degree but are now looking to gain skills within the business domain. The proposed title Master of Management (MMgt) is appropriate. Leadership of the Rotman School of Management and this program are committed to promoting an inclusive environment for those of diverse backgrounds.

The proponents have done a good job in explaining the differences between the various graduate degrees offered by the Rotman School of Management. We agree with the points that have been made. There should be no confusion between most of the specialized master's degrees (such as the MF) and this new degree. For the more generalist MBA degree, we wish to note that the Master of Management is distinct from the Master of Business Administration (MBA) degree. We also see this program as distinct from the Master of Management of Innovation program offered by the University of Toronto Mississauga Institute for Management and Innovation as this is a generalist management program not solely tailored to those coming from a STEM background.

In our opinion, the design of the MMgt degree is appropriate in that the focus is primarily on more technical business skills and less on organizational leadership. This is an important distinction as the MBA degree typically draws significantly on the prior work experience of students; whereas the MMgt degree assumes no business or prior leadership experience. We applaud the decision to limit admission to the MMgt degree to those who have less than 2.5 years of work experience, as the MBA program is better suited for those with experience. The unique incorporation of the Self-Development Lab into the curriculum Management Practicum experiential course set this program apart from other similar programs and will help prepare students for the world of work. These are particular strengths given that students in this program have little to no work experience and typically will not have an internship before seeking employment.

2 Program Requirements

a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).

b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations.

f) Appropriateness of the proposed mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flexible-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

g) Ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

The program structure and requirements are well-designed to achieve its objectives and program-level learning outcomes and is consistent with what we would expect to see in a graduate management education program. This graduate program does not include concentrations.

It follows a three-term structure, beginning in May and concluding in the following Winter term. This structure effectively supports the target student group—recent graduates—by providing a direct pathway from undergraduate studies to a graduate degree. It also aligns with the typical spring graduation cycle for many graduate programs, ensuring students can participate in hiring opportunities and entry into trainee programs.

The three-term format also allows for a practicum course in the final term, enabling students to apply their learning in a real-world setting. With most substantial coursework completed beforehand, the final term focuses on application and electives. The practicum offers a consulting-style experience where students work on real client projects, reinforcing problem-solving and professional development.

This is a full-time, in-person program, which is an appropriate delivery format for the target student population—pre-experience and early-career learners. These students will benefit most from an in-person experience, allowing them to build interpersonal skills, expand their professional networks. The program will use instructors who are largely involved in the delivery of other graduate programs at the Rotman School of Management and thus equipped to deliver courses at the graduate level. As a research-intensive university, faculty are passionate about bringing their current research to life in the classroom and this was evident in our discussions with the various faculty groups.

3 Program Requirements for Graduate Programs Only

a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.
b) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.
c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

As noted above with respect to structure, the proposed program follows a three-term structure, beginning in May and concluding in the following Winter term. This structure effectively supports the target student group—recent graduates—by providing a direct pathway from undergraduate studies to a graduate degree. It also aligns with the typical spring graduation cycle for many graduate programs, ensuring students can participate in hiring opportunities and entry into trainee programs.

Based upon our review, all courses in the program are at the graduate-level and primarily adapted from topics in the MBA degree. Where a student fails a course and must retake one, program administrators may allow a substitute course from the MBA to be included in the students program to allow for timely completion of the degree. This is not a research masters degree, so there are no research requirements for degree completion.

4 Admission Requirements

a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes.

h) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios and how the program recognizes prior work or learning experience.

The requirements for admission include the completion of an undergraduate degree along with meeting GPA and ELP requirements. These requirements are all sufficient to ensure students undertaking this degree will have a sufficient background to engage in graduate-level study. In our opinion, the admission requirements are consistent with MMgt degrees offered at other institutions as well as other graduate management degree programs offered at the University of Toronto.

5 Assessment of Teaching and Learning

a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
b) Appropriateness of the plans to monitor and assess:
    1. The overall quality of the program
    2. Whether the program is achieving in practice its proposed objectives
    3. Whether its students are achieving the program-level learning outcomes
    4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

The program learning outcomes are clearly defined, with appropriate assessment methods aligned to each outcome. Overall, the identified assessment approaches are thoughtful and well-matched to the intended learning goals. However, we offer a few cautions regarding the reliance on writing and published cases, particularly given the increasing use of AI.

Six of the seven program learning outcomes are planned to be assessed through written papers. Writing, however, is particularly vulnerable to AI-generated content. It is important to clarify the specific learning objectives behind written assessments and consider how they can incorporate AI or develop the targeted skills and abilities. Ensuring that written assessments effectively measure the intended learning outcomes is critical.

Similarly, six learning outcomes are set to be assessed, at least in part, through case studies. The proposal references traditional published case sources, such as Harvard Business Cases. These

cases have been susceptible to third-party solution sources, and AI now makes it even easier for students to generate answers. This raises concerns about the reliability of case studies as an assessment tool. We advise against over-reliance on these sources and strongly recommend designing case-based assessments that require personalized responses and applications, making them less susceptible to AI-generated solutions.

Beyond these concerns, the program incorporates several strong assessment techniques. Labs, class discussions, and practice observations are well-suited to their respective learning outcomes. The self-development lab is particularly valuable for assessing communication, persuasion, professional comportment, and interpersonal skills. The management practicum stands out as an effective means of evaluating problem-solving and real-world application of concepts, with presentations serving as a useful assessment tool. However, we wonder whether and how teamwork within the practicum will be assessed.

The plans for monitoring and assessing overall program quality, student achievement of learning outcomes, and the effectiveness of program objectives are well-developed and align with established policies and practices. Faculty and staff demonstrated a thoughtful approach to program design and a high degree of coordination across units and departments.

For example, our discussions with graduate career services staff highlighted their strong collaboration with undergraduate career services, despite being separate entities. These conversations reinforced the impression that key stakeholders are engaged and willing to support program decision-making. Additionally, faculty expressed openness to adjusting course delivery to fit the student population and background, demonstrating a commitment to adaptability as the program evolves.

Taken together, the combination of a solid assessment plan and a culture of continuous learning suggests that the program is well-positioned not only to monitor and evaluate outcomes but also to refine and improve over time.

6 Resources

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

    a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

    i) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and

the associated plans to ensure the sustainability of the program and quality of the student experience (see QAF Guidance).

j) If required, provision of supervision of experiential learning opportunities

k) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

l) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support and laboratory access.

m) If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Response:

The Rotman School of Management is highly regarded and has an excellent complement of faculty who are well-equipped to teach at the graduate level in a variety of disciplines. As noted in the program proposal the Rotman School of Management is looking to reduce the incoming number of MBA students from 280 per year to 210 by running three cohorts as opposed to four cohorts. This will free up both instructional and career resources to support this new program.

During our site visit we were able to speak with a wide variety of faculty members and were impressed with the extensive engagement that has taken place. Faculty members have taught in other graduate management programs at the Rotman School of Management and are very clear about the different approaches that will be necessary to teach in a program where students have lower levels of work experiences than MBA students.

Supervision of the Experiential Learning Opportunities will largely be driven by the careers team in arranging practicums for the students with appropriate academic oversight. The available library, technology and physical resources such as classrooms are more than sufficient to support this program.

We do feel that because students in this program will have less work experience than MBA students, the intensity of career programming will be higher. This means that MMgt students will on average require more hours of career services than an MBA student. We believe that while the present complement of career staff is sufficient, as the program scales, we recommend that the School monitor the career outcomes and ensure that sufficient career supports are available.

7 Resources for Graduate Programs Only

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:
   a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
   b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
   c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

The MMgt program is not a research degree and we would classify it as a professional degree as it does not intend to produce graduates seeking a career in academia. Instructional staffing for this program is appropriate for the anticipated number of students. Most faculty assigned to this program are Ph.D. qualified with extensive research records and are passionate about bringing their research into the classroom.

While some scholarship support will be provided to students, financial assistance will be limited. This is common in the graduate management program space which focuses largely on revenue generation. As a course-based master's programs, there is no one-on-one supervision for a thesis.

8 Quality and Other Indicators
   a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
        1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.
   n) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
   o) Any additional indicators of quality identified by the division or academic unit.
   p) How the proposed program compares to the best in its field among international peer institutions.

The program proposal and CV's provided are strong indications that the program will be taught by faculty members who are leaders in their respective fields. Academic faculty members are well-established researchers with extensive publication records. Teaching faculty have won

teaching awards and have many years of experience in both industry and teaching. We have no concerns as to the quality of instruction and believe the program will be demanding and sufficiently intellectually rigorous. Given the design of the program, available resources and intellectual horsepower of the faculty we are certain that this program has the potential to be internationally competitive.

9 Commissioning Officer Acceptance

After receiving the report from the reviewers, the commissioning officer formally accepts the final report and fills in the table below.

As Commissioning Officer, I confirm that:
✔ The New Program Proposal and all relevant faculty CVs were provided to the reviewers to support their assessment of the new program.   ✔ The Report addresses the program evaluation criteria, as required by the UTQAP.   ✔ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these.   ✔ I have brought to the attention of the reviewers any omitted UTQAP requirements.   ✔ I have attached the site visit schedule to the report.

Commissioning Officer*: Susan Christoffersen, Dean, Rotman School of Management	Report Accepted as Final on: April 15, 2025

Rotman School of Management
Master of Management Program Proposal
External Reviewers Meeting Schedule
Professors Mary Zellmer-Bruhn & Michael Maier
Monday March 3, 2025 - CIBC Room

Time	Name
8:45-8:50am	Mary & Michael to meet Joanne at Rotman main entrance by Front Desk and she will guide you to CIBC Room (105 St. George Street, Toronto On M5S 3E6)
9-9:30am	**Dean Susan Christoffersen**
9:30-10:00am	**Professor Joe Milner** – Vice Dean, MBA Programs **Professor Scott Liao** – Vice Dean, Undergraduate & Specialized Programs **Professor Craig Doidge** – Vice Dean, Faculty
10:00-10:20am	**Victoria Osler** – Chief Administrative Officer
10:25-10:35am	**BREAK**
10:35-11:00am	**Séan Corbishley** – Managing Director, Program Strategy & Student Experience **Dana Andrews** – Director, Program Services & Student Life **Renice Jones** – Director, Office of Student Engagement
11:00-11:30am	**Professor Dilip Soman** – Marketing **Professor Alexandra MacKay** - Finance
11:30-12:00pm	**Professor Azarakhsh Malekian** – Operations Management & Statistics **Professor Maria Rotundo** – Organizational Behaviour & HR Management
12:15-1:45pm	**Lunch with MMA / MBA Students** **Jocelyn Wei, Yinzhou Liu, Lola Adegbamiye** Gallery Grill – Hart House (7 Hart House Circle)
2:00-2:30pm	**Professor Avi Goldfarb** – Marketing & Executive Committee Chair **Professor Wendy Rotenberg** – Accounting & Finance, Executive Committee Vice Chair
2:30-2:50pm	**Professor Alexander Edwards** – Accounting **Professor Claire Tsai** – Marketing & Full-Time MBA Academic Director **Professor Alberto Galasso** – Strategic Management **Professor Mihnea Moldoveanu –** Economic Analysis & Policy
2:55-3:05pm	**BREAK**
3:05-3:30pm	**Mohammad Salhia** – Managing Director, Recruitment, Admissions, & Business Development **Fiona Duley** – Director, Recruitment & Admissions, Specialized Programs **Nicola Woods** – Director, Graduate Programs Recruitment
3:30-4:00pm	**Lyla Korhani** – Director, Career Services **Sheila Schaffzin** – Associate Director, Industry Engagement, Career Services **Mariana Ananieva** – Associate Director, Career Curriculum & Consulting, MBA Programs **Ambareen Hayat** – Associate Director, Career Curriculum & Consulting, Specialized Masters Prog.
4:00-4:45pm	External Reviewers to Discuss Report Planning

Dean's Administrative Response (April 7, 2025)

April 7, 2025

Professor Nicholas Rule
Vice-Provost, Academic Programs
University of Toronto

Dear Professor Rule,

I am writing to provide the administrative response to the recent external review of the proposed Master of Management program to be offered by the Rotman School of Management (Rotman School).

On March 3, 2025 Prof. Michael Maier, Associate Dean, Master's and Executive Education, Alberta School of Business, University of Alberta; and Prof. Mary Zellmer-Bruhn, Associate Dean, MBA and MS Programs, Carlson School of Management, University of Minnesota visited the Rotman School to serve as external reviewers for the proposed Master of Management (MMgt) as a new degree program. The reviewers hold senior academic appointments with universities in Canada and the United States and are experts in their field.

We received their New Program External Review Report on March 20, 2025 (finalized on April 15, 2025). We thank the reviewers for the thoughtful consideration of our program, and note they express their support for, and confidence in, the quality of the MMgt.

In section B (Recommendations) of their report, the reviewers recommend that we:
1. Add the Master of Management (MMgmt) program from the Haskayne School of Business, University of Calgary to the list of comparator programs, provided in Appendix D (Comparator Programs) of the New Program Proposal.
2. Commit to monitoring the career outcomes of graduates and increasing the availability of careers staffing as the program scales up.

We thank the reviewers for their recommendations. Regarding the recommendation to add the MMgmt program from the Haskayne School of Business, University of Calgary to the list of comparator programs, we note that the omission of this program was an oversight. A description of the Haskayne Master of Management has been added to section 7 (Need and Demand) of the proposal (see page 45) and to the table of Comparator programs in Appendix D (see pages 122-124).

Regarding the second recommendation, we have added language to section 10 (Resources) of the proposal (see page 71), committing to monitoring the career outcomes of graduates and increasing the availability of careers staff as the program scales up.

The External Review Report also makes several suggestions in addition to the formal recommendations in Section B. Specifically, the reviewers suggest that the Management Practicum course (RSM127XH) may, over time, require increased resources for experiential learning support once the program is scaled up. We have already acknowledged this need in section 10 (Resources) of the proposal (see page 70), where we state that we will expand the Office of Experiential Learning and Practicum Placement to ensure there are sufficient resources: "Currently there are four staff members in the OELPP [Office of Experiential Learning and Practicum Placement]. We will expand the office to ensure there are sufficient resources in the OELPP to secure projects for the program."

Regarding the appropriateness of written assessments, the reviewers caution it is critical that assessments are designed to effectively measure the intended course and program learning outcomes and note that such assessments are vulnerable to artificial intelligence generated content. They also caution against reliance on case studies, such as those available from Harvard Business School, in assessing student achievement, again, because of their vulnerability to artificial intelligence. They suggest designing case-based assessments that require personalized responses and applications. We acknowledge the issues the reviewers have highlighted. The Rotman School is currently developing best practices for incorporating artificial intelligence in business school courses and limiting academic integrity issues resulting from its use. The proposed program will benefit from these discussions. There are no changes to the proposal resulting from these suggestions.

The reviewers also inquired whether and how teamwork within RSM127XH (Management Practicum) will be assessed. We recognize the need for assessment of teamwork in group projects and the academic director for the program along with any faculty members supervising the projects will work with the organizations hosting the practicums to ensure that the teams are functioning well together and provide feedback and coaching to the students to improve teamwork. We do this within our other masters' programs for external practicums and projects to ensure we identify any issues early. This enables the course instructor to partially base assessment on teamwork. There are no changes to the proposal resulting from this suggestion.

Finally, in addition to the revisions to the proposal that directly respond to the recommendations and concerns raised by the reviewers, we have updated the course description for RSM121XH (Economics for Managerial Decision-Making) in Appendix A of the proposal (see page 82). The previous course description focused on microeconomics. The Executive Committee of the Rotman School recommended that the course should also cover material related to macroeconomics. This recommendation, from our faculty, came after the materials, including the proposal, were sent to the external reviewers. As graduates of the program should be able to interpret principal macroeconomic indicators and appreciate the techniques, problems and implications of

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fiscal and monetary policy, these course learning outcomes have been added. Material on risk in decision making and concepts of imperfect information were removed.

Thank you for considering this proposed program and my response to the external reviewers' report.

Sincerely,

Susan Christoffersen
Dean, Rotman School of Management

Rotman School of Management
UNIVERSITY OF TORONTO

105 St. George Street
Toronto, Ontario, Canada M5S 3E6

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Vice-Provost, Academic Programs' Administrative Response (April 14, 2025)

April 14, 2025

Professor Susan Christoffersen
Dean, Joseph L. Rotman School of Management
University of Toronto

Re: Review Report, Proposed Master of Management

Dear Professor Christoffersen,

I am pleased to receive the review report for the proposed Master of Management (MMgt) to be offered by the Joseph L. Rotman School of Management (Rotman School). Your administrative response nicely summarizes the report and addresses the specific recommendations made by the reviewers.

The reviewers express support for the program, noting it is well developed, appropriately resourced, and likely to receive strong demand from students. They are particularly impressed with the Rotman School's Self-Development Lab and highlight it as a distinctive and innovative feature of the MMgt.

The reviewers recommend that the Master of Management (MMgmt) program from the Haskayne School of Business, University of Calgary be included with other comparator programs in the proposal. You agree with this recommendation and note in your administrative response that the omission of this program from the proposal was an oversight. You confirm that the program has now been added to the Need and Demand section of the proposal, as well as to the Comparator table in Appendix D.

The reviewers also recommend that the Rotman School commit to monitoring the career outcomes of graduates from the program and increase the availability of careers staffing as the program scales up. You agree with this recommendation, and state in your administrative response that the Need and Demand section of the proposal has been revised to include language confirming your commitment to monitoring career outcomes of graduates and increasing the availability of Career Services staff in line with growth of the program.

In addition to these formal recommendations, the reviewers make several suggestions. First, regarding the Management Practicum course (RSM127XH), the reviewers say that increased resources for experiential learning support may be required once the program is scaled up. You note in your response that this need has already been addressed in

section 10 (Resources) of the proposal, where you state that the Office of Experiential Learning and Practicum Placement will be expanded to ensure there are sufficient resources to secure projects for the program.

Second, the reviewers have two suggestions around assessment tools in the program: first, with regard to written assignments, they indicate that it is critical to design assessments to effectively measure the intended course and program learning outcomes and note that such assessments are vulnerable to artificial intelligence (AI) generated content; and second, they caution against reliance on case studies, such as those available from Harvard Business School, in assessing student achievement because of their vulnerability to AI. In your administrative response, you acknowledge the reviewers' concerns and highlight that the Rotman School is developing best practices for incorporating AI in business school courses and limiting academic integrity issues resulting from its use. The proposed MMgt will benefit from these discussions. There are no changes to the proposal resulting from these suggestions.

The reviewers also inquire about how the Management Practicum course (RSM127XH) will be assessed. In your response, you note the need for assessment of teamwork in group projects, and confirm that the program academic director, along with faculty members supervising practicum projects, will work with organizations hosting the practica to ensure teams are functioning well and to provide feedback and coaching. There are no changes to the proposal resulting from this suggestion.

Finally, in addition to the revisions to the proposal that directly respond to the recommendations and suggestions from the reviewers, you note that the Rotman School has updated the course description for the Economics for Managerial Decision-Making course (RSM121XH); this change, which reflects the addition of macroeconomics material to the course combined with the removal of content on risk in decision making and concepts of imperfect information, is found in Appendix A of the proposal.

I will be very pleased to recommend this new professional master's program to governance for approval, following approval at the divisional level.

Sincerely

Professor Nicholas Rule, Vice-Provost, Academic Programs

Simcoe Hall, 27 King's College Circle, Room 225, Toronto, ON M5S 1A1 Canada +1-416-978-0490

cc:

Joseph Milner, Vice-Dean, MBA Programs, Joseph L. Rotman School of Management

Lachmi Singh, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

Jennifer Francisco, Academic Change Specialist, Office of the Vice-Provost, Academic Programs

Annette Knott, Academic Change Specialist, Office of the Vice-Provost, Academic Programs

University of Toronto Proposal: New Undergraduate and Graduate Program

Full name of proposed program: (i.e., Specialist in Historical Studies; Master of Arts in History)	Master of Management
Degree name and short form: i.e., Honours Bachelor of Science, HBA; Master of Arts, MA	Master of Management, MMgt
Program name: i.e., History; Sustainability Management	Management
Professional program (yes or no):	Yes
Unit (if applicable) offering the program: i.e., site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated. For graduate, if a new graduate unit is contemplated, please indicate here.	N/A
Faculty/division:	Joseph L. Rotman School of Management
Dean's office contact:	Joseph Milner - Joe.Milner@Rotman.Utoronto.Ca
Proponent:	Joseph Milner
Version date (please change as you edit this proposal)	April 15, 2025

Framework for UTQAP New Programs

the University of Toronto Quality Assurance Process (UTQAP) supports a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus "quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life – academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. – bear on the quality of academic programs and the broad educational experience of students. (Policy for Approval and Review of Academic Programs and Units (2010))

The University's approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations. These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement.

New Program Proposal

The New Program Approval Protocol applies to new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs, offered in full or in part by the University of Toronto or by the University of Toronto jointly or conjointly with institutions federated or affiliated with the University. New for-credit graduate diplomas and new standalone degree programs arising from a long-standing field in a master's or doctoral program go through the Expedited Approval Protocol (see UTQAP section 2.8). All proposed new programs except graduate diplomas are subject to external appraisal.

This template aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal.

Development and Approval Steps	Date (e.g., of external appraisal site visit, final signoff, governance meeting, Quality Council submission, Ministry submission)
New program consultation meeting	October 16, 2024
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	February 12, 2025
External appraisal	[date]
Decanal signoff In signing off I confirm that I have ensured appropriate: ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ consultation with faculty and students, other University divisions and external institutions	Susan Christoffersen, Dean, Joseph L. Rotman School of Management: February 18, 2025
Provostial signoff *In signing off I confirm that the new program proposal:* ✓ is complete ✓ includes information on all the evaluation criteria listed in UTQAP section 2.3	Nicholas Rule, Vice-Provost, Academic Programs: February 18, 2025
Unit-level approval (if required)	N/A
Faculty/divisional governance	April 29, 2025
Submission to Provost's Office	
AP&P	May 13, 2025
Academic Board	May 29, 2025
Executive Committee of Governing Council	June 12, 2025
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges and Universities (where the latter is required)."	
Ontario Quality Council	June 27, 2025 (TBC)
Submitted to the Ministry (in case of new graduate degrees and programs, new diplomas)	June 2025 (TBC)

New Program Proposal

Master of Management
Joseph L. Rotman School of Management

Table of Contents

1   Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal.

Response

The Joseph L. Rotman School of Management (Rotman School) at the University of Toronto is proposing a new, professional Master of Management (MMgt) program to provide high-achieving recent graduates, who possess deep learning in a non-business discipline, with the skills of business and management to enable them to enter professional roles where they can leverage their knowledge, rapidly distinguish themselves, and accelerate their careers. The program is intended for students who have learned a discipline and now seek an understanding of the business and management of the firms that will employ them. Whether students are coming from liberal arts, science, engineering, or other undergraduate study, there are firms that seek their skills; examples include marketing firms that rely on the creativity of the arts to develop new products and markets, market analyst positions that rely on an understanding of a science to evaluate the potential of a firm, manufacturing firms that need to balance economy with engineering elegance, and consulting firms that recognize that a diversity of skills ensures they are prepared to respond to any opportunity. In all these positions, employees who can leverage their undergraduate discipline with knowledge of the models of business and management, and the skills in social scientific reasoning taught in the program, will be able to distinguish themselves and channel their drive, determination, and dreams into meaningful careers.

The MMgt program at the Rotman School is designed to accommodate students from a variety of academic disciplines by providing a broad foundation in business and management principles. Through this multidisciplinary, graduate level program in business, students will learn the fundamental language and means of argumentation in business and management, the breadth of knowledge from a set of required core courses across the functional areas of business and management, tools in business analytics and business problem solving including the use and application of artificial intelligence, and the ability to interpret, apply and critique current management research to address business problems in original ways. Students will complement the required coursework with electives that deepen their management knowledge in topics that will support their careers.

Faculty at the Rotman School will apply multiple lenses to business problems including those of economics, psychology, management science, engineering, statistics, politics, and ethics. The result of this multidisciplinary approach is a program that develops all students because it recognizes they are coming from a variety of educational backgrounds.

To support students with different academic backgrounds, the program incorporates applied learning methods including cases, labs, and simulations. Throughout the program, students work with real-world data sets and business cases, allowing them to apply the concepts learned in class to practical business challenges. This approach ensures that students develop a deep understanding of how to apply course learnings to solve complex business problems. A Management Practicum course will provide an opportunity for the students to work directly with companies on a relevant business problem.

The Rotman School's broader academic plan emphasizes interdisciplinary learning and integration of diverse perspectives, aligning with the MMgt program's goal of preparing students for careers in business while leveraging their prior academic expertise. The program is structured as a three-term, full-time program with a defined sequence of required and elective courses, ensuring that all students, regardless of background, receive a standardized and comprehensive education in management, while also providing an opportunity for students to deepen their management knowledge in topics that will support their careers.

Through the program students will develop practical skills needed to compete in the job market including tools in statistics, data analytics, and AI problem solving. Students will also cultivate self-development skills and written and oral business communication skills to position students for career success. The program will also assist students in developing career search and acquisition skills.

The MMgt program is designed for students who have recently completed a non-business university degree and have a maximum of two and a half years of full-time work experience, post-graduation. This demographic is appropriate for the degree as the curriculum, co-curriculum, and career search supports are aimed at the development of entry-level employees with knowledge from any discipline but without the business skills and management frameworks to excel in industry.

The program will begin in late May each year and will have a Summer/Fall/Winter registration sequence. This late May start is intended for two key reasons: 1) it supports

students who are just graduating from their undergraduate degree who wish to apply to the MMgt; and 2) it supports students that have been accepted to the MMgt to engage with employers about future employment opportunities. Please see section 5.2 of the proposal for further details.

The MMgt degree is a growing degree in North America. Cognate programs are found at the University of Chicago (Booth), the University of Michigan (Ross), and the University of British Columbia (Sauder). While there are some differences in the length and curricula of these programs, they offer graduate courses in business and management across the breadth of the field and a selection of electives to deepen knowledge in an area, generally in a program lasting from 10 to 12 months targeted at students with two or fewer years of work experience. Programs also exist in Ontario including a Master of Science (MSc) in Management at Western University (Ivey), a Master of International Business at Queen's University (Smith) and a Master of Management at York University (Schulich).

The proposed MMgt from the Rotman School differentiates itself from other MMgt programs in several ways. First, the curriculum reflects the current research of the Rotman School faculty who are among the leading researchers and thinkers in management and business in Canada. The curriculum contains content developed in the many research centres and education labs of the Rotman School. Second, the program will cultivate the communication skills of the students, focussing on interpersonal, verbal and non-verbal skills, and written and oral business communication skills needed to position students for career success, through Rotman's unique approach based in the Self-Development Lab of the Desautels Centre for Integrative Thinking. Third, students will also gain the ability to work in teams through formal coursework, assignments throughout the program, and the Management Practicum experiential course. Practice in group-based decision making, working with known theory, will advance students and prepare them for employment. Finally, the Rotman School's connections to the business community in Toronto – one of the most dynamic economic regions in North America – will provide students with a depth and breadth of networking opportunities and real-world experiential learning.

The proposed MMgt is also distinct from the other programs at the Rotman School. The Master of Business Administration (MBA) is a degree in leadership in business and management. The Full-Time MBA program is targeted at students who, having worked on average for five years, are ready to take the step into a leadership position. Similarly, the Executive MBA program develops leaders who are at, or are moving into, senior leadership positions. While MMgt students will take one course in leadership, it is not

the focus of the degree. If in the future a student does seek leadership training, the Rotman School is looking at introducing a new Advanced Standing Option for the MBA program that will be suitable for graduates of the MMgt. The Master of Finance (MF) program is designed for finance professionals with an average of seven years of work experience, offering advanced training in financial reporting, fixed income markets, risk management, and financial technology to enhance expertise and career prospects. The Master of Management Analytics (MMA) trains students in the use of data analysis, statistical models, and performance metrics to help organizations make informed decisions and optimize operations, and positions students to take roles as data analysts and similar. The Master of Financial Risk Management (MFRM) program is narrowly tailored to provide students with advanced training in financial theory, risk modeling, portfolio management, and regulatory frameworks, equipping them with the quantitative and analytical skills needed to identify, measure, and manage financial risks in global markets.

The MMgt program will be a unique offering of the Rotman School, providing high-achieving students who seek to leverage their deep learning in a non-business discipline with the broad knowledge and skills of business and management, so they can enter careers knowing both the discipline and the business, preparing them for career growth and advancement.

This program will collect WGUs and so will be submitted to the Ministry of Colleges and Universities for grant and OSAP eligibility.

2 Effective Date and Date of First Review

Anticipated date students will start the program: May 25, 2026

First date degree program will undergo a UTQAP review and with which unit[1]: The Rotman School and its programs are currently undergoing external review, with a site visit planned for Fall 2025/Winter 2026. The new program will be included in the next cyclical review of the Rotman School and its programs, which is likely to be scheduled for 2032-2033.

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[1] Programs that are inter- and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

3   Academic Rationale and Program Objectives

3.1 Program Objectives

a) List the program's objectives.

The objective of the Master of Management (MMgt) is to provide high-achieving students who possess deep learning in a non-business discipline with the skills of business and management to enable them to enter professional roles where they can leverage their knowledge, rapidly distinguish themselves and accelerate their careers.

Supporting this overarching objective, the program is designed to:
*   Teach students to leverage their undergraduate skills in critical thinking, creative problem solving, and communications in a business context.
*   Enable students to interpret, apply and critique current management research to address business problems in original ways.
*   Provide students with:
    o   the fundamental language and means of argumentation in business and management;
    o   knowledge from a set of research-backed courses covering the breadth of the functional areas of management; and
    o   a set of tools in business analytics and business problem solving including the use and application of artificial intelligence.
*   Provide opportunities for students to gain professional experience in a real-world business environment.
*   Cultivate students' self-development skills including interpersonal, verbal and non-verbal skills, the ability to work in and lead teams, and the written and oral business communication skills needed to position students for career success.
*   Ensure students have networking and career search and acquisition skills for work in diverse industries such as consulting, technology, finance, marketing, and supply chain.

3.2 Academic Rationale

Provide the academic rationale for the proposed program considering the prompts below.

a) Discuss the appropriateness of degree or diploma nomenclature given the program's objectives.

b) Discuss the consistency of the program's objectives with the institution's mission and U of T's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.

c) Evidence that the following have been substantially considered in the context of developing the changes to the program and its associated resources:

1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities

2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health

3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Committee of Canada

4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report

5. Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.

d) Unique curriculum or program innovations, creative components, significant high impact practices, where appropriate

Response

The Master of Management (MMgt) program is designed to provide strong management and business skills to students, who have studied deeply in a non-business, non-commerce discipline at the undergraduate level, who seek to pursue careers in business and management. The program, similar to cognate programs at other universities, is designed for students who have recently completed a non-business university degree and have a maximum of 2.5 years of full-time work experience, post-graduation. As undergraduates complete their first-entry studies, many seek positions in business related to their previous studies, but lack the business and management tools and skills that firms want, and expect to find, in their entry-level recruits. The proposed MMgt will give academically strong students a broad introduction to business and management theory, tools, techniques, and applications. Through the program, pre- and early-work experience students will gain the skills needed to enter and accelerate in business and management.

The program targets students with a maximum of 2.5 years of work experience. In management classes discussions often relate the topic under study to the experiences that students have had. The limit of 2.5 years is established so that there is a commonality to the experience or lack thereof. This ensures that both the instructor and the students are entering the classroom with a well-defined framework of previous experience. Similar expectations are set for the Full-Time MBA (a minimum of two years with the average being targeted at five years) and for the Executive MBA (a minimum of eight years with three years in a management role). In addition, the Rotman School will work to attract firms to hire students post-graduation and having a common limit to the pre-program work experience will ensure that firms are viewing students in a common light. We note that other programs have established a two year maximum. We are allowing an additional six months to address students who graduate in the fall (October or November). Students with greater than 2.5 years' work experience seeking general graduate management education will be directed towards the MBA program offerings (Full-Time, Extended Full-Time, and Executive MBA programs).

Success in business requires skills in critical thinking, communication, and collaboration. While these skills will initially be developed at the undergraduate level within a given discipline, achievement in business is enhanced through understanding of the language, models, frameworks, and techniques of teamwork, management, leadership and decision-making in industry. Further, firms are increasingly looking for entry-level employees with adaptable skills that can be applied in a shifting market where analytics and technology are brought to bear to solve business programs (e.g., the use of data and Artificial Intelligence).

The MMgt will include courses across the breadth of the areas of management that provide the frameworks, models, and tools used in considering business and management problems. Examples of such problems include the analysis of strategic opportunities such as market entrance and exit, the evaluation of product or service changes with relationship to customer expectations, the development of processes for innovation, the motivation of human resources, the analysis of performance versus targets, and the consideration of partnerships and acquisitions. Through these courses students will be exposed to the established techniques of social science and management science and will be able to apply this knowledge to the critical analysis of a new question or of a specific problem or issue in a new setting. The deep research and teaching experience of the faculty of the Rotman School across these areas will support the program.

The program will cultivate the communication skills of the students, focussing on interpersonal, verbal and non-verbal skills, and written and oral business communication skills needed to position students for career success. In a required Self-Development Lab course, students will study, practice and develop their skills to demonstrate clarity, confidence, and presence in personal and professional communication and acquire skills for continuous adaptation to evolving job markets and professional challenges.

Students will gain the ability to work in teams through formal coursework, assignments throughout the program, and the Management Practicum experiential course. Practice in group-based decision making, working with known theory, will advance students and prepare them for successful careers.

Students in the program will gain skills in the use of management data analytics, and artificial intelligence. The Management Analytics course will introduce skills in manipulating, organizing and analyzing data rapidly. The GenAI and Business Problem Solving course will develop skills in creating, evaluating, and improving large language models (LLMs) to address business problems. Throughout the program students will study the application of analytics and Artificial Intelligence (AI) to problems within the various problem domains.

The Master of Management will provide students opportunities to apply the learning throughout the program through business cases, live simulations, and experiential learning. The program will conclude with an in-depth practicum experience where teams of students will address a real-world challenge for a partner firm. Such opportunities will benefit students as they seek employment.

The degree of Master of Management is the appropriate nomenclature given the above program objectives. The program will combine management theory and application at the graduate student level. The Master of/in Management (MMgt or MiM) degree has gained significant traction among business schools globally, particularly in Europe, where institutions such as ESCP (*École Supérieure de Commerce de Paris*) Business School, HEC (*École des hautes études commerciales de Paris*) Paris, and London Business School have established themselves as leaders in this area. Within Canada, Master of Management programs have been established at the University of British Columbia and York University, and in the United States at such leading schools as the University of Chicago, the University of Michigan, Duke University, and Northwestern University. These programs typically target recent graduates and early-career professionals seeking to enhance their managerial skills and articulate broad business perspectives without the extensive work experience often required for an MBA. The MMgt curriculum is designed to provide students with comprehensive grounding in business fundamentals, along with specialized knowledge in areas like analytics, AI, and innovation. Moreover, the combination of theoretical insights and practical applications helps graduates improve their employability and adaptability in an increasingly competitive job market, offering significant advantages to those entering the workforce.

The Master of Management (MMgt) program at the Rotman School aligns with U of T's mission, academic priorities, and strategic commitments. As stated in U of T's [Statement of Institutional Purpose](), the University is committed to being "an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." The MMgt embodies this commitment by offering a highly rigorous graduate program that integrates research, innovative pedagogy, and experiential learning. Designed for students from non-business backgrounds, the program ensures high academic standards while expanding access to graduate-level management education. In doing so it supports the University's goal of "responding to the needs of a diverse student population." Unlike the Full-Time MBA program, which caters to experienced professionals, the MMgt allows recent graduates from diverse academic disciplines to acquire business knowledge and accelerate their careers. This ensures that U of T offers a comprehensive suite of management education programs, meeting the needs of students at different career stages.

In terms of teaching excellence, U of T prioritizes "achieving the highest academic standards". The MMgt reflects these commitments through a structured curriculum that provides foundational business knowledge across finance, marketing, operations,

strategy, and business analytics. The coursework is informed by faculty research and insights from Rotman's research centers and institutes, ensuring students are exposed to leading-edge thinking in management and decision-making. By integrating quantitative analysis, AI applications, and business problem-solving skills, the program prepares graduates to excel in data-driven and technology-enhanced business environments.

U of T's mission emphasizes equity, diversity, and inclusion (EDI) in teaching and research. The MMgt supports this through scholarships and outreach initiatives aimed at underrepresented communities. This aligns with Rotman's commitment to diversity, ensuring that the program attracts and supports a broadly representative student body. The curriculum also integrates training in leadership and leveraging diverse teams, reinforcing U of T's mission to foster responsible global leaders.

The MMgt aligns with Rotman's strategic priorities, particularly its goal to "Deliver Transformational Management Education." The program incorporates experiential learning opportunities, including case-based discussions, business simulations, and a culminating Management Practicum. These initiatives allow students to apply classroom knowledge to real-world business challenges, reinforcing Rotman's commitment to bridging academic learning with industry application. Graduates will enter the workforce with practical experience, critical problem-solving skills, and strong professional networks—attributes that align with Rotman's and U of T's emphasis on producing globally competitive, industry-ready graduates.

The Master of Management from the Rotman School differentiates itself through its rigorous focus on integrating training in data analysis with a strong understanding of business dynamics and innovation. The Rotman School will leverage its strengths in research and its 20+ institutes and centres to develop a strong program across a broad set of topics. The Rotman School's unique approach to developing individuals with personalized feedback and coaching through the Self-Development Lab will contribute to a MMgt that is unlike others in the market. Additionally, the Rotman School's connections to the business community in Toronto – one of the most dynamic economic regions in North America – will provide students with a depth and breadth of networking opportunities and real-world experiential learning not possible in other Master in/of Management programs. By combining its scholarly expertise, location in Toronto, and an emphasis on innovation and diverse learning opportunities, the Rotman School will establish itself as a leader in among Canadian Master of Management programs.

The introduction of a MMgt is a strategic imperative for the Rotman School. The School and MBA programs across North America have seen a general decline in applications. Further, structurally, the Canadian employment market is more aligned to hiring early experience students. the Rotman School needs to consider how it can continue to provide the leading business school education that benefits from the excellence inherent in our faculty and staff. The MMgt will support the Rotman School's academic plan to expand and deepen the learning opportunities we offer students, supporting them with new and enhanced programs and environments.

Further to rounding our competitive advantage as compared to our peers in both the domestic and global graduate management landscape, the MMgt will serve as a feeder into our suite of MBA programs The Rotman School of Management is looking at introducing a new Advanced Standing Option for the MBA program that will be suitable for graduates of the MMgt.

The program is designed to attract a diverse cohort of professionals, enhancing peer learning and collaboration, which is crucial in tackling complex, interdisciplinary business problems. The Rotman School will actively recruit from undergraduate faculties within the University, leveraging alumni networks from different academic departments and disciplines. Recent graduates and early career professionals can be attracted through existing on-campus engagements (e.g., graduate program fairs, career fairs, the Backpack to Briefcase initiative) and communication channels. On-campus recruitment efforts will also be targeted to upper year and graduating students, to socialize them to the Master of Management as a program of choice for career enablement. Similar avenues will be explored at other post-secondary institutes. Additionally, multi-media marketing campaigns will be segmented to target diverse leads, creating a pipeline of prospective students that will be nurtured with a combination of in-house Rotman events, email communication campaigns, and 1:1 prospect consultations, in-person and virtually.

The Rotman School is actively involved in ensuring access for Indigenous students and working to ensure their retention and successful entry into business and industry. The Rotman School is also committed to attracting and establishing pathways for Black applicants to access the Rotman School. The Rotman School continues to be a place of learning on the U of T campus where civil discussion is emphasized. A team of external relations personnel, including a Diversity and Outreach Officer, will focus on building relationships with student organizations and clubs to attract leads from equity deserving groups. The team will focus on recruiting students who are Black-identifying, from Indigenous communities, and who identify as First Generation. At UofT, relationships

would be developed with, for example, First Nations House and the Black Students Association to build program awareness within these communities on campus. Outreach will be planned for analogous structures at other institutions. The Rotman School intends to allocate a subset of the Master of Management's scholarship budget to admitted students who are Black-identifying and First Generation, and Indigenous admits who are not within scope of the University's Indigenous Tuition Initiative.

The Rotman School, in all its programs, is committed to ensuring access to learning broadly. We have established robust support systems for students including processes to support students needing academic accommodations for disability related barriers. Further, we have been at the forefront in supporting our students' mental health needs, working closely with Accessibility Services. We encourage and aid our students in registering with accessibility services. Further, we have staff who support students in exercising academic accommodations (please see https://inside.rotman.utoronto.ca/registrar3/ and pages within, for more information).

4   Calendar Copy

Insert calendar copy, including the program description.

Response

The **Master of Management (MMgt)** provides students with comprehensive grounding in business fundamentals, along with specialized knowledge in areas like finance, marketing, and innovation. The program combines theoretical insights and practical applications to help graduates improve their employability and adaptability in an increasingly competitive job market, offering significant advantages to those entering the workforce. The MMgt program is designed for students who have recently completed a non-business university degree and seek to enhance their managerial skills and articulate broad business perspectives.

Minimum Admission Requirements
- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Rotman School's additional admission requirements stated below.
- A bachelor's degree from a recognized university in a non-business field. (Students possessing a Bachelor of Commerce, Bachelor of Business Administration, or similar degree are not appropriate for the program.)

- A maximum of 2.5 years of full-time work experience, post-graduation, by the time applicants start this program.
- **English-language proficiency.** Applicants from universities outside Canada where English is not the primary language of instruction must provide results of an English-language proficiency examination as part of their application. Tests must have been taken **within the last 24 months** at the time of submission of their application.
  - Test of English as a Foreign Language (TOEFL) Internet-based format: minimum 107 overall, with minimum 25 on the speaking section and writing sections; or
  - International English Language Testing System (IELTS) Academic: minimum overall band of 7.5, with minimum 7.0 on the speaking and writing sections
- **Quantitative proficiency.** Evidence of quantitative proficiency can be satisfied by one of the following:
  - completion of at least one course in statistics, calculus, linear algebra, or similar during undergraduate studies indicating a strong command of the subject matter (strong command may generally be interpreted as receiving at least a "B" in a course.);
  - successful completion of an undergraduate-level course in statistics, calculus, linear algebra, or similar offered by a third-party platform such as Coursera or EdX demonstrating strong command certified by the provider;
  - completion of the Graduate Management Admission Test (GMAT) Focus with a minimum quant score 77 (45 GMAT Classic); or
  - completion of the Graduate Record Examination (GRE) with a minimum quant score of 160.
- Two professional or academic references.
- Completion of an asynchronous video-based assessment.
- After the written application has been submitted, select candidates will be invited to complete an interview.
- Meeting the minimum admission requirements does not guarantee admission.

The Master of Management program starts annually in late May. Applicants for the program are encouraged to apply as per the deadline dates (beginning in September with a final deadline in February). International students requiring a study permit are strongly encouraged to apply early.

Students must be on campus by the start of the program as given on the program website.

Completion Requirements

- Within this three-session program, students must successfully complete a sequence of 7.0 full-course equivalents (FCEs) (14 half-course equivalents). No advanced standing will be granted for previous academic work completed or professional designations earned. Students who are unable to follow courses in their prescribed order must attain special approval from the Academic Director in order to continue in the program.
  - 5.0 FCEs (10 half-course equivalents) are mandatory for all MMgt students and are completed as a structured sequence of courses:
    - RSM120XH Strategic Management
    - RSM121XH Economics for Managerial Decision Making
    - RSM122XH Financial and Managerial Accounting
    - RSM123XH Financial Markets and Valuation
    - RSM124XH Operations Management
    - RSM125XH Managing Customer Value
    - RSM126XH Leadership
    - RSM126XH Self-Development and Career Readiness
    - RSM127XH Management Practicum
    - RSM128XH Management Analytics
  - 2.0 FCEs (4 half-course equivalents) chosen from the following list. Note: not all electives are offered each year.
    - RSM120XH Strategic Management of AI and New Technologies
    - RSM121XH Business in the Global Economy
    - RSM121XH GenAI and Business Problem Solving
    - RSM122XH Financial Statement Analysis and Valuation
    - RSM123XH Corporate Finance
    - RSM125XH Brand Management
    - RSM126XH Managerial Negotiations

The Academic Director of the program can add a Full-Time MBA elective in a year if courses are required to ensure student progression.

Mode of Delivery: In person.
Program Length: 3 sessions full-time (typical registration sequence: S/F/W)
Time Limit: 3 years full-time

5   Rationale for Program as Designed

5.1 Rationale for Admission Requirements

a) Discuss the appropriateness of the program's admission requirements as they are articulated in the calendar entry above, given the program's objectives and program-level learning outcomes.

b) Provide a sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

Response

Appropriateness of the Admission Requirements

1. The Master of Management (MMgt) is intended for recent graduates of non-business degree programs who, having finished their first degree, want to begin careers in business and business-related areas. The program includes introductory courses that will cover the breadth of management studies (as articulated in the PLO1) and, consequently, is unsuitable for students who have already earned a degree in management or business. (Bachelor of Commerce, Bachelor of Business Administration, or similar; the Academic Director for the program will have the discretion to determine if an undergraduate degree is too similar to a BCom or BBA to allow admission.)

2. We are setting the maximum work experience for the degree at 2.5 years at the time of program start. This maximum work experience is common across other Master of Management and similar programs. The coursework will be geared towards such pre- and early-experience students providing them with the tools that they will need to succeed in entry-level positions. This includes the courses across the breadth of the areas of management and the courses on management analytics, artificial intelligence, and communications which are tailored to students expecting to take entry-level analyst positions. This contrasts with our MBA program that targets students with typically 4 to 5 years of work experience and that tailors the course programming more towards leadership.

3. We are looking for students who will succeed in the course academic programming, the search for jobs, and in their first positions on graduation. We want our employer

partners to know that they will find strong employees from the program. To ensure this we are including both English-language proficiency and quantitative proficiency requirements in the program.

4. For students who did not attend an undergraduate program where English is the primary language of instruction, we are setting a high bar for English-language proficiency. Applicants meeting the bar are able to understand and analyze complex academic texts and lectures with minimal difficulty; can communicate effectively, with clear and accurate pronunciation, vocabulary, and grammar, though minor errors may occasionally occur; can produce well-organized, coherent, and error-free essays on academic topics. As such as it demonstrates that the individual is capable of understanding and participating in an English-speaking academic environment. This ability will be required for students to acquire and demonstrate specific program learning outcomes (PLOs); e.g., PLO3, PLO4, PLO6, PLO8, PLO9, and PLO10 (the full list of PLOs is provided in section 5.2, below).

5. We require students to possess evidence of quantitative proficiency. This is needed for students to gain learning in multiple subjects in PLO1 including courses in economics, finance, operations management, quantitative methods and data analysis. Similarly, quantitative proficiency is required to achieve PLO2 and PLO6. We are providing multiple means of demonstrating such proficiency. An undergraduate transcript demonstrating strong command of statistics, calculus, linear algebra, or similar should be sufficient for recent graduates who retain their undergraduate quantitative skills. 'Strong command' may generally be interpreted as receiving at least a "B" in a course. However, depending on the course, the course average, and the number of quantitative courses represented on the transcript, the Academic Director of the program will have the discretion to determine the meaning of 'strong command'. A student can also complete an undergraduate-level course offered by Coursera or EdX with a certified passing mark. The Academic Director will have the discretion to determine if the applicant has demonstrated sufficient quantitative proficiency, again noting that we would expect the equivalent of a "B", but the exact score would depend on the nature of the course completed and how the mark is reported.

   Where a student has not taken an undergraduate quantitative methods course or where a sufficiently high grade is not reported, an applicant can complete a standardized test. The noted quant scores on the GMAT and GRE represent approximately the 50th percentile of test takers. As such this represents a moderate quantitative proficiency and is the minimum acceptable score. We would expect

students with such scores to achieve the noted PLOs but would likely need to have other strong aspects of their application to gain admission and excel at other PLOs.

6. In addition, we seek two professional or academic references as is standard at the graduate level at Rotman. Applicants will also complete an asynchronous video interview, responding to a prompt provided. These requirements provide us with a check to ensure the applicant has aptitude to accomplish PLO3 and PLO4. It also provides us with clarity that the applicant is who they say they are.

7. Finally, applicants for whom we would consider admission (meeting the general regulations of SGS and the additional admission requirements noted above), will undergo an interview. These interviews provide information on the applicant's aptitude to complete successfully PLO5, PLO6, PLO7, PLO8, PLO9, and PLO10.

5.2 Rationale for Program Structure

5.2.1   All New Programs

In a **single** response, please discuss the new program requirements, by considering the program relative to the following criteria:

a) Discuss the appropriateness of the program's structure and requirements as stated in the calendar to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate). Please include a discussion of the program's planned/anticipated class sizes.

b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations

c) State the proposed mode(s) of delivery of the program. Discuss the appropriateness of the mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flex-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

d) Discuss the ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

Program Learning Outcomes

Upon completion of the program, students will be able to:

PLO1: Display a strong knowledge of key management concepts and models of decision making in the functional areas of business and management: Accounting, Economic Analysis and Policy, Finance, Marketing, Operations Management and Statistics, Organizational Behaviour and Human Resource Management, and Strategic Management.

PLO2: Exhibit a strong understanding of how data analytics, machine learning, and artificial intelligence tools can be used to approach and solve business problems.

PLO3: Interpret, apply and critique current management research to address business problems in original ways.

PLO4: Conduct original research using social scientific reasoning and the models of business and management.

PLO5: Apply models and frameworks of business and management in the context of specific problems.

PLO6: Cultivate self-development including interpersonal, verbal and non-verbal skills.

PLO7: Demonstrate professional comportment including taking personal responsibility for work assignments, working in teams, and leadership skills in a business environment.

PLO8: Use networking and career search and acquisition skills for diverse industries.

PLO9: Write clearly, demonstrate oral business communication, create engaging presentations.

PLO10: Persuade a variety of audiences of the merit of their ideas.

Rationale for Program Structure

The Master of Management program's structure effectively aligns its course and activity design with program-level learning outcomes, supporting both specific learning outcomes and broader program objectives. The program provides a comprehensive and targeted educational experience that prepares students for successful careers in various industries.

The program will begin in late May. We recognize that this may imply that some students entering the program will have just completed their undergraduate studies in April. The late May start supports students who are just graduating from their undergraduate degree who wish to apply to the MMgt. Moreover, the job market for programs such as this one generally begin in the early fall. Some recruiters will look for students' initial grades on core subjects to determine if they will interview them. Further, we want to provide initial training on networking, job search and job acquisition prior to the fall. Our market research indicates that there is a slight preference to a fall start as opposed to a summer start (78% vs 71% agreeing the start time of fall or summer); however, we believe the benefits for students will outweigh the costs.

The program is a lock-step program in the first two terms though one elective may be offered in the second term as scheduling permits. In the third term students will have some latitude in which courses they take so as to align with career aspirations. For a student who fails to complete a course successfully (receiving either a FZ, F, INC, NCR, or WDR) in Terms 1 and 2, the student will be able to either take a 100% exam if appropriate or will be required to take the course at the next offering. The appropriateness of such an exam would be at the discretion of the Academic Director. To support student progression in the program, the student may complete a replacement course from another program, as appropriate, again at the discretion of the Academic Director of the program. If no replacement course is deemed acceptable, the student will need to repeat the course with the next cohort. Students failing to successfully complete a course in Term 3 (not including the Management Practicum) will be allowed to take another elective from the list of MBA electives at the next available time; determination of the suitability of the replacement elective will be at the discretion of the Academic Director of the program.

Alignment of Structure with Learning Outcomes and Broader Objectives

1. Challenging Students in Theory and Application: The program design includes a core set of required courses across functional business areas (e.g., Accounting, Finance, Marketing), complemented by electives to deepen specific management knowledge. This approach ensures a strong theoretical foundation while allowing students to

customize their learning based on their interests. Courses integrate theory with real-world applications through live cases, simulations, and labs, challenging students to apply learning broadly. For example, archival business cases from Harvard Business School provide scenarios that require students to analyze data, use decision-making models, and make evidence-based recommendations. This approach directly supports learning outcomes related to knowledge depth and breadth (PLO1, PLO2) and broader program objectives of challenging students in practical applications of theory.

2. Cultivating Self-Development and Interpersonal Skills: The program emphasizes self-development and interpersonal skills through courses such as Leadership and Self-Development and Career Readiness. These courses cover essential professional skills, including interpersonal communication, leadership, teamwork, and ethical decision-making, all of which are crucial for career success. Students engage in group projects, participate in discussions, and develop their verbal, non-verbal, written, and presentation skills, supporting learning outcomes related to professional comportment and teamwork (PLO6, PLO7, PLO9). These activities directly align with the broader objective of cultivating skills essential for effective professional interaction and self-awareness.

3. Developing Practical Job Market Skills: The curriculum equips students with practical skills vital for the job market, especially in data analytics, statistics, and AI. Courses like AI and Business Problem Solving and Management Analytics teach students to analyze and interpret data, use machine learning algorithms, and evaluate models. These practical skills ensure students are well-prepared for data-driven roles, addressing program outcomes related to applying knowledge and developing practical skills (PLO2, PLO5) and supporting the objective of job market readiness with in-demand technical skills.

4. Providing Real-World Business Experience: A key component of the program is the Practicum course, which requires students to apply their cumulative knowledge to address a current management problem in a real-world business context. This hands-on experience fosters research skills, critical analysis, and decision-making under complex conditions, aligning with outcomes related to research, scholarship, and knowledge application (PLO3, PLO4). It also meets the broader objective of providing students with professional experience, enabling them to understand industry dynamics and apply classroom knowledge in practical settings.

5. Ensuring Career Readiness Across Diverse Industries: To prepare students for diverse fields like consulting, technology, finance, marketing, and supply chain, the program incorporates a Self-Development and Career Readiness course and other career-oriented activities. These components focus on developing essential job search skills and building resilience for career advancement, supporting outcomes related to career acquisition and communication (PLO8, PLO10). Through various activities, students are trained to navigate the job market, aligning with the objective of ensuring career readiness across industries.

In conclusion, the Master of Management program's structure — through a blend of core and elective courses, project-based learning, and the Management Practicum experiences — effectively supports both program-level learning outcomes and broader program objectives. Each structural element, from theoretical learning to practical application and professional development, contributes to preparing students by equipping them with a well-rounded skill set in management knowledge, research, practical application, professional comportment, communication, and critical awareness. This holistic approach equips graduates to thrive in diverse industries, providing them with the theoretical grounding, practical skills, and career readiness necessary for long-term success.

This Master of Management is awarded to students who have demonstrated the following:

1. **Degree Level Expectation: Depth and Breadth of Knowledge**
Depth and Breadth of Knowledge is recognized as a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.

Master's Program Learning Outcomes: Depth and Breadth of Knowledge is defined in the Master of Management as an understanding of the principles of business and management and the tools used to support decision making.

This is reflected in students who are able to:

PLO1: Display a strong knowledge of key management concepts and models of decision making in the functional areas of business and management:
- Accounting
- Economic Analysis and Policy

- Finance
- Marketing
- Operations Management and Statistics
- Organizational behaviour and human resource management
- Quantitative methods and data analysis
- Strategic Management

PLO2: Exhibit a strong understanding of how data analytics, machine learning, and artificial intelligence tools can be used to approach and solve business problems.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:
The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are:
- Students take a set of required core courses with representation from the functional areas of business and management. These courses provide the students with the language of management, the models of reasoning, and the frameworks used to evaluate opportunities and make decisions. Within the scope of these courses is scholarship on game theory, mathematics, motivation, psychology, probability, and statistics. To approach problems in business, students need to understand
    o fundamental models of economic reasoning (Economics for Managerial Decision Making).
    o the language and measurement of business (Fundamentals of Financial and Managerial Accounting).
    o how firms raise and deploy capital (Financial Markets and Valuation).
    o how work in and lead teams effectively (Leadership).
    o how to find, develop, and create value in markets (Managing Customer Value).
    o how to organize processes and coordinate service and production (Operations Management); and
    o the creation of long-term value and sustained competitive advantage in a dynamic environment (Strategic Management).
  i. Most problems encountered in business address some if not all these issues. Understanding them as whole allows one to determine which models to use to analyze an issue and how to set a policy to address the situation.
- Students take a required course on Management Analytics

- o At the completion of the Management Analytics course students will be able to analyze and interpret data, perform data manipulation tasks, use descriptive statistics and data visualization, apply machine learning algorithms, evaluate model performance, and conduct exploratory data analysis
- Students will take elective courses to deepen their management knowledge in areas of interest. These courses may be selected:
  - o Brand Management
  - o Corporate Finance
  - o Financial Statement Analysis and Valuation
  - o GenAI and Business Problem Solving
  - o Business in the Global Economy
  - o Managerial Negotiations
  - o Strategic Management of AI and New Technologies
- Within the breadth of courses students will learn to use data analytics and generative AI in decision making including:
  - o To assist with basic financial decision making while maintaining critical oversight to ensure comprehension of the concepts.
  - o To use financial statement analysis prospectively to forecast and value firms using cash flow based and accounting-based methods
  - o To develop and administer market research, new product concepts, marketing plans, and social media plans.
  - o To model human interactions through Large Language Models (LLMs), by building, evaluating and refining them
  - o To use data analytics to support operational decision-making including capacity and inventory choices

2. Degree Level Expectation: Research and Scholarship

Research and Scholarship is recognized as a conceptual understanding and methodological competence that:
- Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
- Enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following:
  - o The development and support of a sustained argument in written form; or

     o   Originality in the application of knowledge.

Master's Program Learning Outcomes: Research and Scholarship is defined in the Master of Management to be a working comprehension of the established techniques of social and management science in developing and evaluating theories on business and management; understanding of how to critically evaluate current and advanced discoveries and practices in business and management; and enabling a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge.

This is reflected in students who are able to:

PLO 3: Interpret, apply and critique current management research to address business problems in original ways.

PLO 4: Conduct original research using social scientific reasoning and the models of business and management.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:
The program design and requirements that ensure these student outcomes for research and scholarship are:
- The teaching of current techniques of research methodologies as well as findings within the core and elective courses.
- Research-based readings given as parts of the core and elective courses.
- Most courses use one or more archival business cases (from Harvard Business School Publishing or similar portfolios) that specifically require research-based analysis to solve. Students are asked to discuss and present solutions based on models, research, data, and methodologies rooted in social science scholarship.
- The expectation that in-class discussions and projects students provide critical assessments of the decisions and policies exemplified in cases and readings.
- The expectation that students provide creative, evidence-based recommendations using taught techniques to cases and data sets.
- Within the Management Practicum, students will have the opportunity to synthesize the program learning to address a novel problem presented by a firm. As part of the completion of the practicum students will be required to set the

> problem in a research context, reviewing the formulation with the course instructor, and then conduct the research needed to address the problem.
>   - This will demonstrate the student's capacity for originality in the application of knowledge.

3. Degree Level Expectation: Level of Application of Knowledge

Application of Knowledge is defined as competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

Master's Program Learning Outcomes: Application of Knowledge is defined in the Master of Management as the ability of students to apply knowledge of management and business models to the critical analysis of a new question or of a specific problem or issue in a new setting.

This is reflected in students who are able to:

PLO2: Exhibit a strong understanding of how data analytics, machine learning, and artificial intelligence tools can be used to approach and solve business problems.

PLO5: Apply models and frameworks of business and management in the context of specific problems.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:
The program design and requirements that ensure these student outcomes for the application of knowledge are:
- Courses are designed to ensure that there is applied learning in all courses through cases, labs, and simulations. Throughout the program, students work with real-world data sets and business cases, allowing them to apply the concepts learned in class to practical business challenge.
- All courses in the MMgt program present current business and market situations and problems related to the content taught in class via readings, examples, videos, and expert class visits. Students are asked to apply their knowledge by analyzing and making recommendations based on the research and insights taught in the course.
- Courses require completion of term projects including courses in Finance, Brand Management, Management Analytics, and AI and Business Problem Solving.

- The Management Practicum Course will require students working in teams to demonstrate the breadth of their coursework to a current management problem in a business setting.

4. Degree Level Expectation: Professional Capacity/Autonomy

Professional Capacity and Autonomy is defined as:
- The qualities and transferable skills necessary for employment requiring:
  - The exercise of initiative and of personal responsibility and accountability;
  - Decision-making in complex situations;
- The intellectual independence required for continuing professional development;
- The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
- The ability to appreciate the broader implications of applying knowledge to particular contexts.

Master's Program Learning Outcomes: Professional Capacity/Autonomy is defined in the Master of Management as the ability to translate the knowledge gained in the program to a professional setting with the ability to take personal responsibility, represent themselves including in career attainment and advancement, have skills in networking and the soft skills needed to form business relationships that are enduring, show self-knowledge of strengths and limitations, work ethically within teams, and recognize the impact of decisions and applications of knowledge broadly in the firm and society.

This is reflected in students who are able to:

PLO 6: Cultivate self-development including interpersonal, verbal and non-verbal skills.

PLO 7: Demonstrate professional comportment including taking personal responsibility for work assignments, working in teams, and leadership skills in a business environment.

PLO 8: Use networking and career search and acquisition skills in diverse industries.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:
The program design and requirements that ensure these student outcomes for professional capacity/autonomy are:

- The course on Leadership teaches concepts related to organizational behaviour, leading organizations, and leading diverse teams by which students will identify practical strategies for leveraging the advantages of diverse teams while minimizing challenges and apply selected organizational leadership frameworks to analyze of real-life leadership challenges.
- Within the Self-Development and Career Readiness course, students will develop the interpersonal skills and career search and acquisition skills.
- Both core and elective courses create opportunities for group work, necessitating the collective assessment the skills of team members, negotiation of roles and responsibilities, allocation of tasks, establishment of performance expectations and group member performance evaluation.
- Students practice their management skills, including decision-making, ethics, and teamwork, and understand the difficulties and solutions inherent in the practice.
- A focus on group work, group leadership, team dynamics, and executive functioning in teams will enable graduates to work professionally in business and management. Students will solve problems collectively and apply learned skills of management in the process.

5. Degree Level Expectation: Level of Communications Skills
Communications skills are defined as the ability to communicate ideas, issues and conclusions clearly.

Master's Program Learning Outcomes: Communications skills are defined in the Master of Management as the ability to deliver effective written documents and presentations and engage effective teamwork skills. Communication skills will be reflected in students who are able to:

PLO9: Write clearly, demonstrate oral business communication, create engaging presentations.

PLO10: Persuade a variety of audiences of the merit of their ideas.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:
The program design and requirements that ensure these student outcomes for level of communication skills are:
- The Self-Development and Career Readiness course.

- Presentations in class and written assignments are part of most courses. These help to develop students' communications skills. In several of the courses, part of a student's grade is based on the quality of that student's presentations.
- Throughout the program students develop and practice communications skills appropriate to an array of stakeholders, including technical peer-to-peer interaction; interacting with senior managers; consultation with suppliers; messaging to the general public; and impacting clients.
- Persuasion of ideas and achievement of outcomes is also part of many courses including most directly the course on Managerial Negotiations.
- There are extracurricular opportunities for case competitions and other skills workshops, all of which help students to prepare for major presentations, negotiations, meetings, and interviews that form the core of the management profession.

6. Degree Level Expectation: Awareness of Limits of Knowledge

Awareness of Limits of Knowledge is defined as the cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.

Master's Program Learning Outcomes: Awareness of Limits of Knowledge is defined in the Master of Management as the ability to identify the unknowns within a managerial decision-making context, to critique the applicability of business and management models to problems, and to consider alternate approaches from other disciplines.

This will be reflected in students who are able to:

PLO3: Critically assess research and industry analysis using social and management scientific reasoning and the models of business and management.

How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes:

The program design requires all students to learn frameworks and models of management reasoning. Such models include ones based on game theory, mathematics, probability, psychology, and statistics. Fundamental to understanding these frameworks and models is a deep understanding of the assumptions and heuristics they are based on. Students will gain the ability to critique these models and the limits of their applicability in a wide variety of situations. Courses that introduce and critique models and frameworks using social scientific and management scientific reasoning include Strategic Management, Financial Markets and Valuation, Managing

Customer Value, Operations Management. An awareness of the limits of knowledge and a need to incorporate alternate interpretations, methods, and disciplines is developed through application. The program design requires all students to complete the Management Practicum, where students are required to assess critically an application of the program learning in the context of an extensive project.

Program Mode of Delivery

The program will initially consist of a cohort of approximately 40 students, moving to a maximum section size of approximately 70 students. These section sizes have proven effective in Rotman's other Master's programs including the Full-Time and Extended Full-Time MBA, the Master of Management Analytics, and the Master of Financial Risk Management. Since the Master of Management will include subject matter that has been taught in these programs, faculty are familiar with working with such cohort sizes and have been effective in the classroom in ensuring the course learning outcomes, and in turn the program level learning outcomes are achieved.

The program will be delivered in-person, primarily in lecture format for the core and elective courses. The Self-Development and Career Resources course will be in-person, but given the nature of the course, many exercises may take place in small group format. The Management Practicum course will primarily take place away from campus. There will be in-person and online workshops to support the students in the course. These formats have previously been used at the Rotman School to support similar courses and are appropriate to ensure the course learning outcomes.

The courses in the MMgt program contain the current state of knowledge in the various areas of management. They are taught by research faculty who bring their current scholarship to the courses. As discussed, faculty will introduce current methods of research and recent findings. Research-based readings are given as parts of the core and elective courses. Further, students will be asked to discuss and present solutions based on models, research, data, and methodologies rooted in social science scholarship. As appropriate, courses contain recent developments in management analytics and artificial intelligence relevant to the subject. For students that have completed an undergraduate program in a non-business discipline, such pedagogy is appropriate in a master's program as it leverages the students' skills in research and argumentation to the study of business and management.

The MMgt will feature a Management Practicum. This immersive, hands-on practicum course challenges management students to integrate and apply their accumulated

knowledge in a real-world business environment. The course will take place during the winter term starting with seminars on management consulting practice, problem definition, and team organization. Then over an intensive four-week period, student teams will engage with a partnering organization to tackle a strategic or operational challenge that has direct implications for the firm's success. Collaborating closely with company leaders, students will conduct comprehensive research on the problem. They will set the problem clearly within the set of models and frameworks they have studied. With the guidance of the course instructor, they will address the problem. To do so they will conduct library research, develop and analyze data, and conduct original research, as necessary. In sum, they will craft strategic recommendations tailored to address the company's unique goals and constraints.

Throughout the practicum course, students will participate in skill-building workshops focusing on advanced consulting competencies, such as problem structuring, data-driven decision-making, and impactful communication. Faculty experts and seasoned industry mentors provide continuous guidance, ensuring students produce professional-quality deliverables that reflect best practices in consulting and strategic management.

The practicum course culminates in a high-impact final presentation, where teams pitch their findings and recommendations directly to senior company stakeholders. This experience not only reinforces students' business acumen but also hones essential professional skills such as client management, teamwork, and persuasive communication.

The graduate programs of the Rotman School of Management have a number of corporate partners that they work with on similar projects in the Master of Business Administration (MBA), Master of Management Analytics (MMA) and Master of Financial Risk Management (MFRM) programs. Recent engagements that could provide future experiential learning opportunities include:
- Ontario Lottery and Gaming Corporation (OLG)
- Toronto Hydro
- J Lohr (vineyard)
- Brambles
- Canada Post
- NationEx
- Scotia Bank
- Coaching Association of Canada
- Global Risk Institute

- Regional Municipality of York
- Technical Standards & Safety Authority (TSSA)
- Canadian Bureau for International Education
- Co-operative Housing Federation of Toronto
- Canadian Hemophilia Society
- IMBY (In My Back Yard)
- JIAS (Jewish Immigrant Aid Services)
- Kapisanan
- Kensington Market Community Land Trust
- Music at Port Milford
- New Circles
- Partna
- Society for Academic Continuing Medical Education
- Sketch

Additional organizations are always coming forward with interesting projects. Having strong, well-trained MMgt students working with them will only encourage more to join.

5.2.2   For Graduate Programs Only

a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.
b) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses (see language included in response below).
c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
d) Guidance: Please remove this section if the proposed program is undergraduate. For professional graduate programs, please describe how the research expectations of the degree level expectations will be met.

Response

The program learning outcomes are achievable through a three-term program where students take a total of 7.0FCE (14.0HCE) with 4.0HCE taken in each of the summer and winter terms, 5.0HCE taken in the fall term, and a 1.0HCE course on Self-Development and Career Readiness that spans the three terms [4+4+5+1=14.0 HCE]. Each of the program learning outcomes is supported and reinforced by the courses as

noted above. Regarding the ability of the students to complete the program, the program is most similar to the Full-Time MBA program in which students complete approximately 5.2HCE each term. As noted in Section 5.1, we are seeking students who have appropriate quantitative and verbal skills to engage in the courses and achieve the program learning outcomes.

Whereas the Province's Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses. This proposed program complies with this requirement.

The SGS Personal Time Off Policy only applies to programs that are more than 12 months in duration. Students will begin the MMgt in mid to late May and complete the program by April 30 of the following year, which is less than 12 full months. Whereas the Province's Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses. This proposed program complies with this requirement.

6 Assessment

a) Discuss the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.
b) Discuss the appropriateness of the plans to monitor and assess the following:
   1. The overall quality of the offering's structure
   2. Whether the program and/or the offering within the program is achieving in practice its proposed objectives
   3. Whether its students are achieving the program-level learning outcomes
   4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Table 1: Assessments

PLO List	Exams	Written Papers	Class Discussion	Oral Presentations	Labs/Case Studies	Practice Observation
PLO1: Display a strong knowledge of key management concepts and models of decision making in the functional areas of business and management.	X	X	X		X	
PLO2: Exhibit a strong understanding of how data analytics, machine learning, and artificial intelligence tools can be used to approach and solve business problems.	X	X			X	
PLO 3: Interpret, apply and critique current management research to address business problems in original ways.		X	X			
PLO 4: Conduct original research using social scientific reasoning and the models of business and management.		X		X		X
PLO5: Apply models and frameworks of business and management in the context of specific problems.		X	X	X	X	X
PLO 6: Cultivate self-development including interpersonal, verbal and non-verbal skills.				X	X	X
PLO 7: Demonstrate professional comportment including taking personal responsibility for work assignments, working in teams,						X

PLO List	Exams	Written Papers	Class Discussion	Oral Presentations	Labs/Case Studies	Practice Observation
and leadership skills in a business environment.						
PLO 8: Use networking and career search and acquisition skills for diverse industries.					X	
PLO 9: Write clearly, demonstrate oral business communication, create engaging presentations.		X		X		
PLO 10: Persuade a variety of audiences about the merit of their ideas.			X	X	X	

<mark>*Response*</mark>

Appropriateness of Assessment Methods for Student Achievement of Program-Level Learning Outcomes and Degree Level Expectations:

- Exams: The program will use exams to assess students' foundational knowledge and understanding of core concepts, ensuring that they have a solid grasp of the theoretical components of the curriculum.
- Written Papers: Written papers will allow students to demonstrate critical thinking, analytical skills, and the ability to communicate complex ideas in writing. These assignments will be used to evaluate students' depth of understanding and their ability to construct logical arguments. Within the written papers, we expect students to demonstrate scholarly achievement through rigorous exploration of the issue using the methods of social science and the models developed to support research in management.
- Class Discussion: Through structured class discussions, students will develop and demonstrate their communication skills, engage with diverse perspectives, and apply

course concepts in interactive settings. Class discussions will also help assess students' ability to articulate and defend their viewpoints.

- Oral Presentations: The program will use oral presentations to evaluate students' verbal communication skills, confidence in presenting information, and ability to convey ideas clearly and persuasively to an audience. This method will assess both content knowledge and presentation abilities.
- Labs/Case Studies: Labs and case studies will provide hands-on experience, allowing students to apply theoretical knowledge to practical situations. These assessments will measure students' problem-solving abilities and their skills in applying concepts to real-world scenarios.
- Practice Observation: Observational assessments will be used to monitor students' performance in practical settings, evaluating how effectively they can translate learning into action. This method will help assess competencies that are best observed in practice, such as technical skills and behavioural competencies.

Management Practicum

The Management Practicum will be assessed through a final presentation (outlined in the previous section) and a final report discussing the framing of the problem, library research conducted, data gathering and analysis, and testing of potential solutions, and the synthesis of the analysis into recommendation that is supported by the original research conducted.

These assessment methods will be applied strategically throughout the program to ensure a comprehensive evaluation of each student's progress toward meeting the program-level learning outcomes and degree-level expectations.

Appropriateness of Plans to Monitor and Assess Specific Aspects

- The Overall Quality of the Offering's Structure: The program will conduct regular evaluations, including feedback surveys from students and instructors, peer reviews, and curriculum committee assessments, to monitor the quality of the course structure. These evaluations will ensure that the structure facilitates logical progression through material, supports diverse learning styles, and aligns with the intended learning outcomes. Such reviews are conducted annually at the completion of each cohort for existing programs by program staff and will be completed for this program as well.
- Achievement of Program Objectives in Practice: The program will track graduate success, including employment rates, and will gather feedback from employers and alumni. This approach will help ensure that the program meets its objectives and

effectively prepares students for their careers. Feedback is sought through our Career Services from both alumni and employers.

- Student Achievement of Program-Level Learning Outcomes: The program will implement regular assessments aligned with learning outcomes and collect data on student performance to gauge how well students are meeting these expectations. This process will include analyzing assessment results and gathering instructor feedback to maintain alignment with program goals. The analysis is conducted by the Academic Director of the program annually and is presented and discussed by the appropriate academic committee (in this case the Specialized Graduate Programs Committee).

- Documentation and Use of Information for Continuous Improvement: The program will systematically document and review information collected from assessments and evaluations. This data will be used in periodic program reviews and improvement plans, ensuring that the program remains relevant, addresses areas for development, and continually enhances student learning experiences. The Office of the Dean conducts these analyses under the UTQAP framework.

7   Need and Demand

a) Provide a brief description of the need and demand for the proposed program, including information on student demand and internal cognate and external comparator programs. Please fill out and refer to the table in Appendix E listing the comparator programs.

Response

Market Survey

A comprehensive market survey to gauge interest in the proposal MMgt was conducted in Fall 2024 by The Strategic Council (TSC). The survey targeted 500 respondents from the target cohort of undergraduates and recent graduates without prior business/commerce education who were considering graduate management education, split equally between Greater Toronto Area (GTA) residents and those from across Canada. The respondents had to be a current university undergrad student (not studying Business or Commerce) or be a young working professional employed full-time, part-time, or not employed and looking for work with a university degree other than Business or Commerce and in the workforce less than three years. The survey results showed that among those without a Business/Commerce degree, there is demand for a

one-year full-time Master of Management program offered by the Rotman School. At the targeted tuition of $40K (holding the other schools' tuition fees at their posted rates), roughly 21% of students preferred this program compared with several peer institutions. As noted in Appendix D, the program differs from their offerings and location and as such the preference for the students is an indicator of unmet demand. Based on this market analysis, we find the expected number of students very interested in the proposed Master of Management program to be between 300 and 375 students per year in Ontario. To be sure, interest does not imply that students will meet the entrance requirements. But the overall numbers do speak to the potential demand from students for such a program.

The top reasons for taking a Master of Management were:
- Increasing my job opportunities
- Increasing my chances for job promotions in my career
- Making me more competitive in the job market
- It is important to acquire business management skills

There are barriers that need to be considered:
- I don't want to take on more student debt
- I want to get some/more work experience before considering doing a business graduate program
- It is too expensive to do a Master of Management
- There is potentially less exposure to course content offered compared to an MBA

Respondents stated:

"I would enroll in a Master of Management because it offers the perfect opportunity to fast-track my career with minimal work experience. Since I'm early in my professional journey, the program allows me to develop a strong foundation in essential business areas like finance, and marketing, giving me the versatility to thrive in various industries. I would be enhancing my leadership and management skills."

"Compared to other graduate programs, a Master of Management offers a quicker path to leadership positions, often requiring less work experience than an MBA, making it an attractive option for recent graduates or early-career professionals"

> "It is a quicker and more affordable option."

> "In today's competitive job market, having a master's degree in management can give you an edge over other candidates."

> "To become capable of reaching higher management positions and an overall better lifestyle."

Together, these comments and similar ones speak to why students are interested in the Master of Management.

As we detail below, the Master of Management program will be a unique program at the University of Toronto; there are no other programs at the University that aim to provide a broad graduate management education for the target audience: specifically, recent graduates from non-business programs.

Other Programs at the Rotman School

The **Master of Management Analytics** is a specialized program that "offers a curriculum that combines analytical depth with a focus on business issues and applications. Analytical depth is provided by courses on acquisition and structuring of data, predictive and prescriptive analytics, machine learning, artificial intelligence (AI) and deep learning, decision analysis, and simulation modelling." https://sgs.calendar.utoronto.ca/degree/Management,-Rotman-School-of-Management

The **Master of Financial Risk Management** is a specialized program "designed to prepare students who excel at finance and quantitative analysis for careers in this in-demand sector." https://sgs.calendar.utoronto.ca/degree/Management,-Rotman-School-of-Management

The **Master of Financial Economics** (offered by the Department of Economics and Rotman) "provides a broad understanding of financial theory and the economics framework upon which that theory is based…Best suited to the MFE program are those with a strong quantitative background and undergraduate degree in finance, economics, commerce, math or statistics." https://www.sgs.utoronto.ca/programs/financial-economics/

Elsewhere at the University of Toronto

The **Master of Management of Innovation** (MMI) program, offered by the University of Toronto Mississauga: "attracts students with science, engineering, and technology backgrounds. The program prepares students with the knowledge, skills, and strategic perspectives required to become leaders and senior managers. The curriculum provides a strong foundation in economic analysis, technology management, business strategy, finance, accounting, marketing, and policy. The required academic core courses focus on management and economics; students select three electives tailored to their interests and goals." https://www.sgs.utoronto.ca/programs/management-of-innovation/ While the program provides courses in several areas of business and management, its focus is on innovation and is aimed particularly at engineering and science graduates, as opposed to the MMgt broader target including students from FAS, FASE, and other first-entry undergraduate programs.

Within Ontario

The closest comparator is the Master of Management offered by the **Schulich School of Business** at York University. It is a 12-month, full-time **Master of Management** (MMgt) program designed for recent graduates from non-business fields, providing essential management skills to transition into leadership roles. The curriculum emphasizes leadership, problem-solving, and communication, with an option for graduates to pursue an Accelerated MBA after gaining two years of work experience. Admission requires a non-business undergraduate degree with a B+ average, though no prior work experience is needed. This program prepares students to broaden their career prospects and take on diverse managerial roles across various industries. The proposed Rotman program distinguishes itself through (1) integration of concepts related to artificial intelligence including courses on strategic use of AI and teaching how to use AI to solve business problems; (2) skill development in coding for data analytics; (3) the support of the Self-Development Lab; (4) the rigorous inclusion of current research knowledge in courses.

The **Ivey Business School's Master of Science in Management** (MSc) program at Western University offers a 16-month International Business specialization designed for recent graduates seeking to develop cross-cultural leadership skills. This program emphasizes experiential learning through Ivey's case-method approach, providing practical insights into global business challenges. Students have the option to pursue the prestigious CEMS Master in International Management (MIM) designation, enhancing their international career prospects.

Similarly, the **Master of International Business** (MIB) at **Smith School of Business**, at Queen's University, is a full-time program commencing each September, offering both single- and double-degree options. The curriculum encompasses topics such as global economy comprehension and cross-cultural leadership, with no prior work experience required for admission. Students can choose a 12-month single degree path, including a semester abroad at one of over 50 international partner schools, or pursue a double degree, earning a second master's from a global partner institution. The program emphasizes team-based learning, cultural intelligence development, and provides comprehensive career support through the Career Advancement Centre.

Both of the latter two programs' emphasis on international business and placement of graduates globally differs from the domestic focus of the Rotman program.

Elsewhere in Canada

The **Master of Management** (MM) program at the University of British Columbia's **Sauder School of Business** is a nine-month, full-time program designed for recent graduates holding non-business bachelor's degrees. It provides foundational business knowledge across disciplines such as marketing, strategic management, and operations, complemented by a three-month hands-on consulting project with a non-profit or charitable organization. The program emphasizes experiential learning, offering global exchange opportunities, internships, and case competitions to enhance practical skills. Additionally, students receive personalized career coaching to support their professional development and transition into the business world. There are many similarities between this program and Rotman's. The main difference is in the placement of graduates. The Rotman program seeks to place graduates in leading Ontario-based firms where smart, well-trained graduates with skills in critical thinking, communication, and collaboration can benefit Ontario whereas the UBC is primarily placing their students in Vancouver.

The **Master of Management** (MMgmt) program at the University of Calgary's Haskayne School of Business is a ten-month program designed for recent graduates holding non-business bachelor's degrees. The coursework topics covered include business strategy, entrepreneurship and innovation, finance and accounting, information technology, marketing, organizational behaviour, operations and supply chain management. Students have the opportunity to engage in either a work-integrated learning elective during the last month of the program or can complete a 12-16 week internship instead. The program offers a dual degree with the Technical University of Munich. Students engage in career services workshops and other career development

events. The program is similar to Rotman's in the academic background of the targeted students. Rotman's program has been designed with coverage of artificial intelligence (AI) in the course work. Rotman also allows students to choose four electives, compared with the lockstep nature of Haskayne's program. Finally, the Rotman program seeks to place students in Ontario.

There are also similar programs at leading American schools including at
- University of Chicago — Booth School of Business
- Duke University — Fuqua School of Business
- University of Michigan — Ross School of Business
- Northwestern University — Kellogg School of Management
- University of Southern California — Marshall School of Business
- Cornell University — SC Johnson College of Business

There are also leading European schools with similar programs including
- ESCP (*École Supérieure de Commerce de Paris*) Business School
- ESSEC (*École Supérieure des Sciences Economiques et Commerciales*) Business School
- HEC (*École des hautes études commerciales de Paris*) Paris
- London Business School
- University of St. Gallen

While these schools are producing leading graduates, it is unlikely that many of them will take positions in Ontario or Canada to address demand in the labour market.

b) In 500 words or less, discuss the labour market demand for the program, including three occupations that graduates from the proposed program may be employed in, the demonstrated demand for employment the professions and employment prospects.

==Response==

Graduates with a Master of Management (MMgt) degree are uniquely positioned to meet the increasing demand for management talent across various sectors in Canada. Since early 2021, management roles have grown by 33%, a surge that significantly outpaces the 8% increase in non-management roles, reflecting an acute need for skilled professionals (Source: The Globe and Mail) Additionally, over 20% of Baby Boomers recently retired at a faster rate than in previous years creating a risk of labour shortages

many in the business, finance, and administration sectors. (Source: LMIC-CIMT). The following roles are aligned with MMgt skill sets.

Management Consulting
Professionals in business management consulting occupations provide services to management such as analyzing the structure, operations, managerial methods or functions of an organization to propose, plan and implement improvements. They are employed by management consulting firms and throughout the public and private sectors. Graduates of the MMgt would typically take analyst positions at such firms. The prospects for this role are good to very good across jurisdictions with 326 jobs currently posted and wages starting at $53,997 for entry level and a median salary of $86,403 and potential for $143,998 with career progression.
(Source: https://www.jobbank.gc.ca/marketreport/summary-occupation/300/ca)

Marketing Analyst
Business development officers and market researchers and analysts conduct research, provide statistical and analytical supports, identify market trends and potential opportunities, formulate policies and manage programs to stimulate industrial and commercial business investment, tourism, or to promote products and services. MMgt students could be employed by marketing firms, government departments, international organizations and business associations. The prospects for this role are moderate to good across jurisdictions with 339 jobs posted and wages starting at $51,584 for entry level and median salary of $89,149 and potential for $149,323 with career progression.
(Source: https://www.jobbank.gc.ca/marketreport/summary-occupation/3871/ca)

Financial Analyst
Financial and investment analysts collect and analyze financial backgrounds of companies, historical performances and future trends of stocks, bonds and other investment instruments to provide financial and investment advice for their company or their company's clients. MMgt students could find employment as entry-level financial analysts in a wide range of establishments throughout the private and public sector, such as banks, brokerage houses, insurance companies, investment companies, manufacturing firms, utility companies and underwriting firms. The prospects for this role are moderate to good with 219 jobs posted and wages starting at $55,598 with a median salary of $86,008 and potential for $139,360 with career progression. (Source: https://www.jobbank.gc.ca/marketreport/occupation/12417/ca)

Given the breadth of the program, graduates have access to a range of future careers. Industries such as healthcare, financial services, technology, consumer goods, and

retail are particularly active in recruiting MMgt graduates. Companies like Amazon, Google, Sanofi, and TD Bank offer development programs that give graduates structured opportunities to gain hands-on experience and are designed to fast-track them into managerial roles by exposing them to various aspects of operations, strategy, and functional management areas, developing their skills critical for future leadership while setting them up for lifelong learning.

8   Enrolment

a) Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary).
b) Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

Table 2: Enrolment Projections*

Year of Study	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Year 1	40	70	100	136	136	136	136
Total	40	70	100	136	136	136	136

*Program reaches steady state in 2029-30.

Response

The program is targeted to initially start with 40 students, growing to one full section of 70 in the second year of the program. Assuming we have strong placement of the students in the first cohort, we will target growth to two sections of approximately 50 students in the third year and move to a steady-state target of two sections of approximately 68 students or 136 students.

The student mix is targeted at 65% domestic, 35% international. Note that recruiting efforts will be primarily domestic, aimed at current or recent graduates from Ontario universities. The international cohort in the program is planned to come primarily from

international students who are completing their first-entry undergraduate studies in Ontario.

The enrolment is in line with the Rotman School enrolment plan that has been submitted in the Academic Budget Review process. The five-year plan (Plan 2030) considers the impact of reductions from the existing approved MBA program enrolment (in Plan 2029), and the onboarding of the Master of Management and other new programs. In advance of the plan's submission, Planning and Budget were provided with forecasted enrolments for each program to complete the requisite enrolment forecasting, and tuition and grant modeling.

9   Consultation

a)   Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community or professional organizations, etc., as appropriate).

Response

Within the Rotman School

Consultation with the Rotman School faculty is happening at multiple levels. The proposed program was initially brought forward at an all-faculty retreat in May 2024. Subsequently, we have established a committee of faculty with representatives of all research areas of the Rotman School to discuss the various aspects of the proposed program. The committee is chaired by Vice-Dean Joe Milner. He has also met with all the area coordinators of the various areas to ensure there is clear communication on the program. Faculty have expressed support for the broad aspects of the proposed program including the target audience for the program, the general nature of the academic coursework, and the experiential learning aspects of the program. The courses were proposed by each of the various Areas.

Vice-Dean Milner has also introduced the proposed program at several Rotman School standing committees including the Undergraduate Program Committee, the MBA Program Committee, and the Specialized Graduate Program Committee (SGPC). Each of these committees includes representatives from the faculty and relevant student cohorts. These meetings were held in October 2024 as this proposal was being formed so that input from the committees is reflected in the document. In addition, Dean Susan

Christoffersen held a Rotman School faculty town hall on November 5, 2024, so that all faculty members could comment on the introduction of the proposed program.

The Vice-Dean, Faculty has been consulted on the proposals and is fully aware of the proposed implications for faculty. As detailed in Section 10, faculty teaching resources are available for the proposed program.

In January 2025 the SGPC and the Executive Committee of the Rotman School reviewed an updated version of the proposal. Subsequently, the Executive Committee asked that Area Coordinators elicit comments on the updated proposal from their area faculty members.

Following the Executive Committee review, faculty were consulted on the updated proposal. Based on their feedback the total number of FCE's required for completion of the degree was increased from 6.5FCE to 7.0FCE. The increase reflects the faculty's view that the program required 1HCE additional to satisfy achievement of PLO1 and PLO2. Also, based on the feedback, the course on Operations Management was set as a required course and the course on GenAI and Business Problem Solving was set as an elective. These changes were supported by the Master of Management curriculum committee that worked on the initial proposal.

Additional changes to the program such as including more elective offerings were suggested. After the program launches and grows such changes can be made through normal program modification.

A town hall was held for current graduate students — online and in-person in January 2025. The town hall was widely advertised. The proposed program was introduced through a brief presentation. Students expressed support for the program. In general, the students were most concerned about the number of students and the jobs they would be seeking. When we explained that the program was directed at pre-experience students with more general knowledge, the students were satisfied that we were not creating competition for MBA-level employment or for other master's programs.

At the Wider University of Toronto

The proposal has been shared with the deans of Faculty of Arts and Sciences, Faculty of Applied Science and Engineering, Temerty Faculty of Medicine, University of Toronto Scarborough, University of Toronto Mississauga, Faculty of Information, Dalla Lana School of Public Health, and the Leslie Dan Faculty of Pharmacy for comment. We also

informed the Deans of John H. Daniels Faculty of Architecture, Landscape, and Design, and Faculty of Kinesiology and Physical Education of the program but did not ask for feedback.

As of February 5, 2025, the response has been:

- The Faculty of Information is supportive and indicate they are open to opportunities for collaboration as the program progresses.
- The Dalla Lana School of Public Health is supportive.
- University of Toronto Scarborough did not raise any concerns.
- The Faculty of Arts and Science shared the proposal with their academic units and there was no feedback. As a supplementary action, they will bring the proposal to their Graduate Curriculum Committee, scheduled for early March; if there is feedback, it can be incorporated into the proposal ahead of governance.
- No feedback was received from either the Faculty of Pharmacy or the Faculty of Medicine.
- The Faculty of Applied Science and Engineering provided several comments on the program. Comments came from the Dean of FASE and faculty members associated with the Institute for Studies in Transdisciplinary Engineering Education and Practice (ISTEP). Comments noted the development of interpersonal and communication skills as part of the program and asked where in the program they are being developed. It is in the Self Development and Career Readiness course but also in courses with projects such as the management analytics course. We perhaps could be more explicit in detailing. They also read the program as being more business/management analytics than it is. We don't quite understand why that is the case but will work so that potential students are aware of the nature of the program. There were also questions on how we differentiate from undergraduate studies. This is detailed in Section 5.2.
- From the University of Toronto Mississauga, we heard from the Institute for Management & Innovation (IMI) regarding the Master of Management of Innovation (MMI) and the Master of Management & Professional Accounting (MMPA). The voiced concern was that there may be overlap in the applicant pool between these programs and the proposed MMgt program. We note the following:
  - The one-year MMPA requires an undergraduate accounting degree, while the two-year MMPA accepts students from any background but differs significantly from the MMgt.
  - The two-year MMPA is a longer program focused on professional accounting, unlike the MMgt, and its recruitment is currently paused.

- o The MMgt, while directed to students with similarly limited work experience as the MMI, is open to students from liberal arts and humanities, in addition to students with science, engineering or technology backgrounds.
- o The MMgt is targeting students to roles as analysts at management consulting, marketing and financial services firms, compared with MMI that is targeting technology-focused organizations.
- o The proposed program is a non-specialized one, in contrast to specialized degrees such as the MMI, Rotman's Master of Management Analytics (MMA) and Master of Financial Risk Management (MFRM).
- o As noted, the Master of Management is the common name for similar programs including those at York University, UBC, and the University of Chicago, and as such is appropriate and distinct from the MMI designation.
- o Given this, we believe that different students will seek the MMgt than the MMI and MMPA degrees currently offered at UTM.

External Stakeholders

The program has also been discussed in a working group of the Dean's Advisory Board, which consists of highly regarded Rotman School alumni, and senior faculty. We reviewed with the working group the proposed program along with the changes to the school's offerings including a reduction in the size of the Full-Time MBA program and the introduction of an advance standing, one-year MBA. We provided them with background information on the demand for our programs from applicants, the quality of the students that enroll, our current curriculum offerings, and our placement of students into jobs post-graduation. With that information, the alumni agreed that the plan to create a pre-experience Master of Management would best position the School for success. They endorsed the program objectives and supported the broad program learning outcomes and courses.

The proposal has also been presented to the full Dean's Advisory Board which is supportive of the proposal.

In January we reached out to our employer partners. Staff in the Career Services team discussed the program with human resources managers at major consulting companies, several banks, and several consumer packaged goods firms. These firms are representative of the potential employers for graduates of the MMgt program.

What we learned was:

- Awareness of the MMgt program is varied, with some companies familiar and already hiring similar graduates, while others are not hiring this degree or would need more education to understand the program's relevance and how it fits into their recruitment structure.
- Employers are cautious, but open, with interest contingent on deeper understanding and clear articulation of MMgt graduates' unique value. The lack of internship experience would be a deterrent for some organizations, especially within banking and consulting. To encourage hiring, they would need clear communication about how the MMgt program differs from other graduate or undergraduate degrees.
- The top desired skills from these students are:
  - Project management, Agile methodology, and programming languages
  - Technical and soft skills like finance, marketing, strategy, and storytelling with data
  - Specialization in industry of functional areas

This indicates that with the program our Career Services will need to work to develop our employer partners for the program. It also indicates that we will need to work to develop practicum projects with the firms to provide opportunities for our students, especially those interested in banking and consulting positions.

Based on the discussion with our partners we are encouraged that the program design is on track to provide the skills the firms are looking for. Noting that hiring will be dependent on the special skills the students bring from their undergraduate studies, we will need to be mindful of the mix of students and work with our recruiting and admissions teams to bring in students that we believe are going to be successful in the program and in the job market. In particular, we will need to be mindful of the applicant's expectations. Further, we will need to continue to work with our employer partners on developing practicums which will serve as on ramps for the students to full-time positions.

10 Resources

10.1 Faculty

Please fill out the table below. In a separate appendix provide all CVs of all faculty in the table.

Table 3: Faculty Complement (please list alphabetically by category)

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Tenure Stream: Full					
Bernardo Blum	Rotman 100%		Full, Rotman	MBA, Commerce	[CI] Business in the Global Economy
Francesco Bova	Rotman 100%		Full, Rotman	MBA, EMBA, Commerce	[CI] Financial and Managerial

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
					Accounting, Financial Statement Analysis and Valuation
Ing-Haw Cheng	Rotman 100%		Full, Rotman	MBA, MFRM	[CI] Corporate Finance
Alex Edwards	Rotman 100%		Full, Rotman	MBA, Commerce	[CI] Financial and Managerial Accounting, Financial Statement Analysis and Valuation

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Alberto Galasso	Rotman 100%		Full, Rotman	MBA, Commerce, PhD	[CI] Strategic Management of AI and New Technologies, Strategic Management
Joshua Gans	Rotman 100%		Full, Rotman	MBA, Commerce	[CI] Strategic Management of AI and New Technologies
David Goldreich	Rotman 100%		Full, Rotman	Commerce	[CI] Financial Markets and Valuation,

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
					Corporate Finance
Walid Hejazi	Rotman 100%		Full, Rotman	MBA, EMBA	[CI] Business in the Global Economy
Ming Hu	Rotman 100%		Full, Rotman	MBA, PhD	[CI] Operations Management
Geoffrey Leonardelli	Rotman 100%		Full, Rotman	MBA	[CI] Managerial Negotiations
Azarakhsh Malekian	Rotman 100%		Full, Rotman	Commerce, MBA	[CI] GenAI and Business Problem Solving
Nitin Mehta	Rotman 100%		Full, Rotman	PhD, Commerce	[CI] Managing Customer Value

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Partha Mohanram	Rotman 100%		Full, Rotman	MBA, PhD, MMA	[CI] Financial and Managerial Accounting, Financial Statement Analysis and Valuation
Mihnea Moldoveanu	Rotman 100%		Full, Rotman	MFRM, MMA	[CI] Self-Development and Career Readiness, GenAI and Business Problem Solving

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Sridhar Moorthy	Rotman 100%		Full, Rotman	Commerce, MMA	[CI] Brand Management
Brian Silverman	Rotman 100%		Full, Rotman	MBA, PhD, Commerce, GEMBA-HLS, EMBA	[CI] Strategic Management
Mikhael Simutin	Rotman 100%		Full, Rotman	MBA	[CI] Financial Markets and Valuation
David Soberman	Rotman 100%		Full, Rotman	PHD, Commerce, MMA	[CI] Managing Customer Value
Dilip Soman	Rotman 100%		Full, Rotman	MBA, PhD, EMBA, Commerce	[CI] Managing Customer Value

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Will Strange	Rotman 100%		Full, Rotman	MBA	[CI] Economics for Managerial Decision Making
Glen Whyte	Rotman 100%		Full, Rotman	MBA, Commerce, EMBA, GEMBA-HLS	[CI] Managerial Negotiations
Tenure Stream: Associate					
Kevin Bryan	Rotman 100%		Full, Rotman	MBA, Commerce	[CI] Strategic Management, Strategic Management of AI and New Technologies

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Marlys Christianson	Rotman 100%		Full, Rotman	MBA, GEMBA-HLS, Commerce	[CI] Leadership
Matthew Feinberg	Rotman 100%		Full, Rotman	Commerce, PhD	[CI] Leadership
Scott Hawkins	Rotman 100%		Full, Rotman	MBA, Commerce	[CI] Brand Management
Byung Soo Lee	Rotman 100%		Full, Rotman	MBA, PhD, Commerce	[CI] Economics for Managerial Decision Making
Spike Lee	Rotman 100%		Full, Rotman	MBA	[CI] Managing Customer Value
Hong Luo	Rotman 51%	Faculty of Arts and Science, Department of Economics 49%	Full, Department of Economics (Secondary)	MBA	[CI] Strategic Management

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Jan Mahrt-Smith	Rotman 100%		Full	MBA, Commerce, GEMBA, GEMBA-HLS	[CI] Financial Markets and Valuation
Gonzalo Romero	Rotman 100%		Full, Rotman	MBA, PhD	[CI] Operations Management
Tenure Stream: Assistant					
Nasser Barjesteh	Rotman 100%		Associate, Rotman	Commerce, MMA	[CI] Management Analytics: Models and Implementation
Kristen Duke	Rotman 100%		Associate, Rotman	MBA, Commerce	[CI] Brand Management
Sheng Liu	Rotman 100%		Associate, Rotman	MBA, Commerce, MMA	[CI] Management Analytics: Models

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
					and Implementation
Kate Odziemkowska	Rotman 100%		Associate, Rotman	Commerce	[CI] Strategic Management
Rachel Ruttan	Rotman 100%		Associate, Rotman	MBA, Commerce, PhD	[CI] Leadership
Eugene Tan	Rotman 100%		Associate, Rotman	MBA, MFRM	[CI] Business in the Global Economy
Harrison Wheeler	Rotman 100%		Associate, Rotman	MBA	[CI] Economics for Managerial Decision Making
Teaching Stream: Full					

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Alexandra MacKay	Rotman 100%		Associate, Rotman	Commerce	[CI] Financial Markets and Valuation
Teaching Stream: Associate					
Gerhard Trippen	Rotman 100%		Associate, Rotman	MBA, Commerce, MMA	[CI] Management Analytics: Models and Implementation
Teaching Stream: Assistant					
Inez Blackburn	Rotman 75%		Associate, Rotman	Commerce	[CI] Brand Management
Kevin Mott	Rotman 100%		Associate, Rotman	Commerce, JRE	[CI] Corporate Finance

Name	Unit of Primary Budgetary Appt and %	Unit of Other Budgetary Appt and % (if applicable)	Graduate Faculty Membership Status (e.g., Associate/ Full privileges)	Commitment to Other Programs (Please list other programs in which the person routinely teaches/ supervises.)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Vahid Roshanaei	Rotman 100%		Associate, Rotman	MBA, Commerce, MMA	[CI] Operations Management
Non-Tenure Stream (i.e., CLTA)					
Maja Djikic	Rotman 100%		Associate, Rotman	EMBA, GEMBA, GEMBA-HLS	[CI] Self-Development and Career Readiness
Sessional Lecture					
N/A					
Others (please specify; i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)					
N/A					

10.1.1 All New Programs

Given the program's planned/anticipated class sizes and cohorts (enrolment section) as well as its program level learning outcomes please discuss:

a) Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

Response

The faculty associated with the program, identified in Table 3, are ideal to support it. There is a roughly even mix of senior, mid-level, and junior faculty (21 at the Professor rank; nine at the Associate Professor rank; seven at the Assistant Professor rank; one at the Full Professor, Teaching-Stream rank; one at the Associate Professor, Teaching-Stream rank; three at the Assistant Professor, Teaching-Stream rank; and one CLTA) to ensure the long-term viability of the program. Most of the faculty are in the tenure-stream (37 faculty in total; 36 at 100% and one at 51%) to provide current research topics for the program. There are several of our best teaching-stream faculty also in the program (five in total; four at 100% and one at 75%). The faculty associated as course instructors have taught similar courses within the existing programs at the Rotman School and are highly competent instructors as evidenced by course evaluation reports.

The addition of the proposed program and other changes being proposed are consistent with the Rotman School's workload policy and will not require instructors to go beyond the normal course load. Faculty designated to teach in the program will not be required to teach in all three terms. There are sufficient teaching resources at Rotman for this program to ensure faculty have a non-teaching term.

 There are three items that will affect the total number of half course equivalents (HCE's) being proposed by Rotman. First, the Rotman School plans to reduce the size of the Full-Time MBA program in 2025/2026 by one section (approximately 70 students). This will result in a reduction of 13.0 HCEs from the required core courses and 15.0 HCEs from the elective courses. That means that in 2025/2026 there will be a reduction of 13.0 HCEs and a total of 27.0 HCEs in 2026/2027 going forward. The Rotman School is proposing to add the MMgt with the first section beginning in 2026/2027. The MMgt has a requirement of 14.0 HCE. The Rotman School is also proposing in a major modification the creation of an Advanced Standing option to the Full-Time MBA. The option would require 14.5 HCEs of teaching.

Table 4: summarizes the effect of these changes on the workload

	2025-26	2026-27	2027-28	2028-29	2029-30
1st section of 2-year MBA reduction (core)	-13	-13	-13	-13	-13
1st section of 2-year MBA reduction (electives)		-15	-15	-15	-15
1st section of MMgt		14	14	14	14
Advanced standing 1-year MBA		14.5	14.5	14.5	14.5
Total	-13	0.5	0.5	0.5	0.5

The numbers given above reflect the changes based on the reduction of one section of the MBA program.

The creation of the proposed program results in a net zero change, requiring no more use of overload or sessional instructors.

The faculty members listed in the table as course instructors will not be required to teach on overload. As the Full-Time MBA program has 14 required courses (13.0 HCE), the reduction will free sufficient faculty resources to teach in the proposed program without materially impacting their workload. There are comparable required courses in Full-Time MBA program to the following proposed courses:

- RSM120XH Strategic Management
- RSM121XH Economics for Managerial Decision Making
- RSM122XH Financial and Managerial Accounting
- RSM123XH Financial Markets and Valuation
- RSM125XH Managing Customer Value
- RSM126XH Leadership
- RSM123XH Corporate Finance
- RSM124XH Operations Management
- RSM121XH Business in the Global Economy

The following courses are taught or have comparable courses that are taught as electives in the Full-Time and Extended Full-Time MBA program and would have

availability for faculty members to teach based on the reduction of the Full-Time MBA cohort:

- RSM120XH Strategic Management of AI and New Technologies
- RSM122XH Financial Statement Analysis and Valuation
- RSM125XH Brand Management
- RSM126XH Managerial Negotiations

There are three courses being introduced in the MMgt that do not have direct equivalents in the Full-Time MBA program but where we have faculty available to teach:

- RSM126XH Self-Development and Career Readiness
- RSM128XH Management Analytics
- RSM121XH GenAI and Business Problem Solving

These courses will be taught as part of the faculty member's regular workload. As noted, the Self-Development course can be taught by Profs. Moldoveanu and Djikic. The Management Analytics course, while it does not have a direct equivalent in the MBA program, is similar to courses taught in the MMA program. Profs. Gerhard Trippen, Nasser Barjesteh, and Sheng Liu can teach the course. The GenAI and Business Problem Solving Course can be taught by Prof. Moldoveanu. As this is a new course, we will be working with our faculty to find additional instructors. Prof. Kevin Bryan has the skills for the course as does Prof. Azarakhsh Malekian.

As noted, we are also proposing the addition of an Advanced Standing option for the Full-Time MBA program. The individual courses that would be required for that program include:

- RSM1160 Business Ethics
- RSM1165 Leveraging Diverse Teams
- RSM1201 Strategic Management.
- RSM1215 Decision Making with Models and Data
- RSM1260 Leading People in Organizations

The reduction in the number of sections of the Full-Time MBA will free resources beyond those noted above to ensure these courses can be taught within our current workload policy. The additional elective courses offered for students in the proposed Advanced Standing option will be balanced by the reduction provided by the reduction of the Full-Time MBA program.

All faculty listed to teach in the program are appointed faculty with the exceptions of Prof. Maja Djikic who teaches in the Self-Development Lab.

Faculty teaching in the proposed MMgt are all experts in their fields and the courses they will teach stem from their areas of research and will be research informed.

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.

Response

As noted, Prof. Maja Djikic has a limited term appointment in the Self-Development Lab. We note that the Self-Development Lab is a strategic priority of the Rotman School, and we will continue to employ sufficient human resources to ensure the success of the Lab and the programs it serves.

There are no other adjunct/sessional faculty/limited term appointments used in the delivery of the program.

c) If required, provision of supervision of experiential learning opportunities.

Response

The experiential learning course in the program is the required practicum course: RSM127XH Management Practicum

Rotman has sufficient resources to provide a practicum placement for all students. The practicum will be supported by the Academic Director for the program, the Academic Director for Experiential and Global Learning, and the Office of Experiential Learning and Practicum Placement. Most practicum projects will be completed in teams of three or four students. Initially with a cohort size of 40 students that implies approximately 12 projects need to be sourced. There will be approximately 40 projects for the anticipated steady-state program size of 136 students. This is similar to the number of projects supervised in other programs.

The Academic Director for the program, when named, will assume responsibility for the supervision of the Management Practicum. Academic Directors are always tenured/continuing appointment professors. With the establishment of the MMgt a colleague from among the existing faculty who is qualified to teach the Management Practicum course will be named the Academic Director of the program and will teach the course. When the cohort grows, we will evaluate whether an additional faculty member will be needed to supervise projects.

Supporting the instructor in the experiential learning course is the Academic Director for Experiential and Global Learning (AD EAGL) and the staff in the Office of Experiential Learning and Practicum Placement (OELPP). The AD EAGL and OELPP staff have been instrumental in developing practicums and experiential learning projects for current Full-Time and Extended Full-Time MBA, Master of Management Analytics, and Master of Financial Risk Management students. These projects are typically arranged at firms and organizations who employ our graduates or are otherwise associated with the Rotman School. Currently there are four staff members in the OELPP. We will expand the office to ensure there are sufficient resources in the OELPP to secure projects for the program.

d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

Response

The Master of Management (MMgt) program will be adequately supported by the Rotman School through the strategic reallocation of human, physical, and financial resources. The School's ability to balance the new programs alongside existing programs like the MMA and MBA, demonstrates its capacity to manage these resources effectively.

Human Resources
The program will leverage the existing expertise of core faculty from related programs such as the MMA and the Full-Time MBA. The planned reallocation of faculty resources ensures that the teaching load is balanced:

Within our Academic Budget Review process, we have signalled that the two-year MBA will be reduced from four to two sections over three to four years, and one or two one-year Advanced Standing option Full-Time MBA sections are contemplated to be added.

This adjustment ensures that there is no increase in required faculty or undue additional staff burden, with ample capacity remaining for the MMgt and possibly another program. Additionally, faculty teaching in the MMgt program are well-versed in teaching and managing professional programs, further ensuring their sustainability.

The Vice-Dean, Faculty has been consulted on the proposals and is fully aware of the proposed implications for faculty.

Given that students will enter the proposed MMgt program with limited or no full-time work experience, following their undergraduate degree, the Rotman School recognizes this reality will create a higher demand for career support relative to our Full-Time MBA students who typically enter their program with significant work experience. We are committed to monitoring the career outcomes of graduates of the program and to increasing the availability of Career Services staff as the program scales up.

Physical Resources

The MMgt program will require a classroom and additional study rooms and breakout rooms. With the reduction in the size of the Full-Time MBA there will be physical space for the program and ensure that there are resources available for the other programs. The infrastructure will fully support the MMgt program without requiring significant new investments.

Financial Resources

The MMgt will be a regularly funded program (i.e. collect WGUs and tuition regulated by the fee framework). The plan is for tuition to be $40,000 in the first year of the program. The financial model for the MMgt program is designed to be self-sustaining, with tuition fees covering the costs of faculty, staff, and program-specific needs. The strategic reduction of a Full-Time MBA section and the introduction of the Advanced Standing Option for the Full-Time MBA and MMgt program ensures that the school's financial resources are allocated efficiently.

With a projected steady-state enrolment of 136 students annually from 2029/2030 onwards, the MMgt program is expected to generate sufficient revenue to cover its operational costs, maintaining financial viability.

Impact on Other Programs

The MMgt program is designed to complement Rotman's existing programs, such as the MMA and MBA, rather than compete with them. Several key factors illustrate this:

Shared Expertise and Synergies Across Programs: The MMgt program draws upon the well-established reputation, industry connections, and alumni network of the Rotman Commerce program, and the Full-Time, Extended Full-Time and Executive MBA programs. This cross-program synergy allows MMgt students to benefit from shared faculty expertise, cutting-edge course design, and a wealth of professional resources, enriching their academic and career development.

Expanded Networking and Collaborative Opportunities: MMgt students will have opportunities to connect with Rotman School students and alumni, fostering a diverse and dynamic network. This includes collaboration in clubs, case competitions, access to mentorship from MBA students, experienced professionals, and exposure to varied industry insights. Additionally, MMgt students, as members of the Graduate Business Council, will take part in all GBC social and professional events, helping to create a cohesive and supportive Rotman community.

Cross-Program Enrichment and Long-Term Benefits: The integration of MMgt with the Specialized Graduate and MBA programs promotes cross-program interaction through shared events, workshops, and guest speaker sessions. These interactions not only enhance learning but also strengthen the Rotman School brand, offering students a platform for lifelong professional growth. By sharing experiences and industry perspectives, students across programs will be better equipped to tackle complex, interdisciplinary challenges in their respective fields.

Conclusion: In conclusion, the MMgt program format, shared faculty, and efficient resource utilization ensure minimal impact on existing programs. By fostering connections across programs, the MMgt program will enrich the student experience and strengthen networks within the Rotman School of Management. Over time some of the courses unique to the MMgt may be offered to MBA students increasing faculty teaching efficiency.

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

Response

The Master of Management program is well-equipped to sustain the quality of student scholarship and research activities, drawing on the robust resources provided by the Rotman School of Management and the University of Toronto.

Library Support

The MMgt program benefits from both the specialized Milt Harris Library and the wider University of Toronto Libraries system, which together provide extensive access to business, finance, data science, and AI resources. The Milt Harris Library offers key databases such as Business Source Premier, Datastream, and WRDS, which are useful for research in management and AI applications in business. The broader U of T Libraries further supports this with access to millions of digital and print resources, available remotely through the UTORid system, ensuring that students in the hybrid program can access academic materials from anywhere. The libraries' research support services, including assistance from liaison librarians, ensure that students have guidance for their practicum projects and coursework (Appendix B).

Technology and Information Systems Support

The Information Technology Services (ITS) at the Rotman School provide support for the program. This includes support for digital learning platforms, classrooms and recording of courses, and analytics tools that students will use within their coursework. The school's technology infrastructure is designed to support in-person courses and materials online. Technology support teams are available to resolve technical issues, ensuring a seamless experience.

Laboratory and Research Facilities

Students will have access to Rotman School's Education Labs, including the TD Management Data and Analytics Lab, which provides advanced AI and machine learning tools, enabling students to tackle real-world business challenges. Other labs, such as the BMO Financial Group Finance Research and Trading Lab further support practical learning by giving students hands-on experience in data analysis and AI projects. These labs serve as critical spaces where students can merge theoretical knowledge with practical applications, enhancing their research skills.

Physical Facilities

The MMgt program will take place at Rotman School's existing state-of-the-art facilities, including classrooms and lab spaces, ensuring that students have access to physical resources. No additional space proposals or renovations are currently required to accommodate the MMgt program, as the current facilities are sufficient to meet the program's needs.

Academic and Student Support Services

Rotman offers a range of academic support services to ensure student success. This includes personalized academic advising, career services, and peer learning support, which help students navigate both their academic journey and their career development. The MMgt program will also benefit from the Teaching and Learning Office, which supports both in-person and online education, ensuring a high-quality learning experience across delivery formats. Additionally, accessibility services and other student support structures are available to ensure that all students can succeed regardless of their individual needs (Appendix C).

Faculty and Resources for Practicum Project
The program's practicum project, a key component of the experiential learning process, will be supervised by core faculty including the Academic Director of the program. Supporting the faculty leading the practicum is the Academic Director for Experiential and Global Learning and the Office of Experiential Learning and Practicum Placement (OELPP). The OELPP will source projects from firms in Toronto and across Canada. The OELPP has sourced international projects for other programs in the past and will work to develop international projects for the MMgt.

In conclusion, the MMgt program is supported by a comprehensive range of resources, from libraries and technology support to advanced labs and student services, ensuring that students can engage in high-quality research and scholarship.

Please also see the following appendices:

Appendix B: Library statement confirming the adequacy of library holdings and support for student learning.

Appendix C: Student support services statement.

   f)   If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Response

The MMgt program will require a dedicated recruitment and marketing plan. Admissions processes, including clearance of conditions and admissions rubrics will also need to be developed. The Rotman School is currently assessing any resource requirements to manage prospects through to enrollment. Regarding student support in program, currently we have dedicated staff for each cohort of 60 Full-time MBA students. The

reduction of a cohort in the MBA will allow the equivalent of 2.5 FTE to administer the delivery of the first cohort of the MMgt. The Office of Student Engagement and Office of the Registrar already have processes in place to easily deliver the program to a new cohort of students. If/when we increase the number of students in the MMgt to include a second cohort we will evaluate the need for additional staff resources.

10.1.2 Resources for Graduate Programs Only

Given the program's planned/anticipated class sizes and cohorts as well as its program level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

Response

The faculty who have been teaching in the Full-Time MBA and other Rotman graduate and undergraduate programs will teach in the Master of Management program. The faculty have the expertise to teach in all of these programs, to sustain them, promote innovation and foster an intellectual climate.

Financial assistance to the Master of Management program students will come from operating funds as it does for the current graduate programs at the Rotman School. These funds will provide needs-based bursaries to help the program be affordable for students of varied backgrounds.

As noted earlier in the proposal, with the replacement of a section of the Full-Time MBA with one of the Master of Management, there will be limited effect on the supervisory loads of the faculty, especially as this is a professional master's program.

11 Quality and Other Indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective

faculty expertise to contribute substantively to the program and commitment to student mentoring)
1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.
   b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
   c) Any additional indicators of quality identified by the division or academic unit.
   d) How the proposed program compares to the best in its field among international peer institutions.

==Response==

Evidence of the Quality of the Faculty

The faculty involved in the Master of Management (MMgt) program bring strong qualifications, recognized through research funding, honours, awards, and contributions to innovation in economics, finance, strategy, accounting, organizations, AI, and business analytics. Notable faculty (and not an exhaustive list) include:

Prof. Francesco Bova is an Associate Professor of Accounting at Rotman. Francesco is a former recipient of the Dean's Award for Excellence in Teaching and the GBC Instructor Award for Full-Time Courses. Francesco has diverse research interests, and has papers published in a variety of top journals including: The Accounting Review, Journal of Financial Economics, Contemporary Accounting Research, Journal of International Business Studies, Marketing Science, and Production and Operations Management. Most recently, his research has focused on the economics of quantum technologies. This research includes his co-authored work on quantum economic advantage and the commercial applications of quantum computing.

Prof. Ing-Haw Cheng is a Professor of Finance at the Rotman School, Academic Director of the Master of Financial Risk Management program, and Research Director of FinHub: The Financial Innovation Hub. He researches capital markets, the financial system, and the economy. Ing joined Rotman in 2021 from Dartmouth College, where he was an Assistant and Associate Professor from 2013-2021. He was an Assistant Professor at the University of Michigan from 2009-2013. Ing holds a PhD in Economics from Princeton University, an MA in Economics from Princeton University, and a BS in Mathematics from the University of Chicago.

Prof. William Strange is a Professor of Economic Analysis and Policy and the SmartCentres Chair in Real Estate at the Rotman School. Will is currently Editor of Journal of Urban Economics (with Stuart Rosenthal), and he served in 2011 as President of the American Real Estate and Urban Economics Association. He works in the areas of urban economics and real estate. His research has considered agglomeration, industry clusters, labour market pooling, skills, private government, real estate development and real estate investment.

Prof. Ming Hu is University of Toronto Distinguished Professor of Business Operations and Analytics. He is a Professor of Operations Management at Rotman School of Management, University of Toronto and one of the 2018 Poets & Quants Best 40 Under 40 MBA Professors. He is the recipient of Wickham Skinner Early-Career Research Accomplishments Award by POM Society (2016) and Best Operations Management Paper in Management Science Award by INFORMS (2017). He currently serves as the editor-in-chief of Naval Research Logistics, co-editor of a special issue of Manufacturing & Service Operations Management on sharing economy and innovative marketplaces, and associate editor of Management Science, Operations Research and Manufacturing & Service Operations Management, and senior editor of Production and Operations Management. He received a master's degree in Applied Mathematics from Brown University in 2003, and a Ph.D. in Operations Research from Columbia University in 2009.

Prof. Azarakhsh Malekian is Professor of Operations Management at the Rotman School of Management. Her research interests include network and data economics, mechanism design, game theory, combinatorial optimization, and randomized algorithms. Her research has been published in Operations Research, Econometrica, American Economic Review, and Management Science. Her co-author, Daron Acemoglu won the 2024 Nobel Memorial Prize in Economic Sciences.

Prof. Mihnea Moldoveanu is the Desautels Professor of Integrative Thinking, Professor of Business Economics and Director of the Desautels Centre for Integrative Thinking and the Mind Brain Behaviour Hive at the Rotman School. He is the founder and Academic Director of the Self-Development Lab and the Leadership development Lab. His work on managerial algorithmics, the cognitive super-structures of problem solving, decision theory, and discourse analysis has been published in leading academic (Psychological Review, Management Science, Strategic Management Journal) and practitioner (Harvard Business Review) journals. He is the author of six books, including the recent The Design of Insight: How to Solve Any Business Problem, Stanford University Press, 2015), co-written with McKinsey Director Olivier Leclerc. He is a serial

high technology entrepreneur, and Founder and past CEO and CTO of Redline Communications, Inc. (TSX:RDL) a leading global manufacturer of wireless broadband networks. He was selected as one of Canada's Top 40 Under 40 in 2008 for his contributions to academia and business.

Prof. Dilip Soman is a Canada Research Chair in Behavioural Science and Economics, and was the former Director of the Behavioural Economics in Action Research Centre at Rotman [BEAR]. His research is in the area of behavioural science and its applications to consumer wellbeing, marketing and policy. He is the author of "The Last Mile" [University of Toronto Press] and teaches a massive open online course [MOOC] "BE101X: Behavioural Economics in Action" on EdX.

Prof. Alberto Galasso is Professor of Strategic Management at the University of Toronto, where he holds the Rotman Chair in Life Sciences Commercialization. He is Research Associate at the National Bureau of Economic Research (NBER) and Research Fellow at the Centre for Economic Policy Research (CEPR). He serves as co-editor for the Journal of Economics and Management Strategy, as associate editor for the Journal of Industrial Economics and the International Journal of Industrial Organization, and as member of the editorial board for the Strategic Management Journal. His research agenda focuses on the determinants of innovative activity, the management of innovation and the functioning of markets for technology.

Collectively, these faculty members and many others contribute to a rich intellectual environment, ensuring the scholarship and research of the faculty directly inform their teaching. Many of the faculty members lead research centres and labs, provide thought leadership through industry partnerships, and foster innovation in teaching. Their academic publications and leadership roles in initiatives demonstrate their commitment to enhancing the quality of student experience through innovative learning methods.

Evidence the Program and Faculty Will Ensure the Intellectual Quality of the Student Experience

Beyond bringing faculty steeped in research and teaching quality, the program will ensure the intellectual quality of the student experience through access to the many research labs, lectures and events that the Rotman School holds throughout the year. Rotman will leverage its strengths in research and its 20+ institutes and centres to develop a strong program across a broad set of topics. Rotman School's unique approach to developing individuals with personalized feedback and coaching through

the Self-Development Lab and the Desautels Centre for Integrative Thinking will contribute to a MMgt that is unlike others in the market.

Additional Indicators of Quality

Additional indicators of quality include:

Interdisciplinary Approach: The program integrates diverse fields such as financial management, management analytics, AI, leadership, and strategic management, enhancing the overall intellectual depth.

Industry Connections: Faculty members have extensive partnerships with leading organizations, providing students with direct access to industry insights, networking opportunities, and potential career placements.

How the Program Compares to the Best in its Field

When compared to leading international programs, the MMgt program stands out for its integration of a contemporary approach to the hallmarks of a strong program in management focusing on critical thinking, communications and collaboration. As noted, the program combines the development of the broad skills of management through rigorous coursework across the disciplines of management, with skills training in management analytics and artificial intelligence, and communications training through the personalized feedback and coaching of the Self-Development Lab. Additionally, Rotman's connections to the business community in Toronto – one of the most dynamic economic regions in North America –provides students with a depth and breadth of networking opportunities and real-world experiential learning not possible in other Master of Management programs. By combining its scholarly expertise, location in Toronto, and an emphasis on innovation and diverse learning opportunities, the Rotman School will establish itself as a leader in Canadian Master of Management programs.

Appendix A: Courses

Course List

Course Number	Course Title	Status
RSM1201H	Strategic Management	Current Course
RSM120XH	Strategic Management of AI and New Technologies	New based on current course
RSM121XH	Economics for Managerial Decision-Making	New based on current course
RSM121XH	Business in the Global Economy	New based on current course
RSM121XH	GenAI and Business Problem Solving	New course
RSM122XH	Fundamentals of Financial and Managerial Accounting	New based on current course
RSM122XH	Financial Statement Analysis and Valuation	New based on current course
RSM123XH	Financial Markets and Valuation	New based on current course
RSM123XH	Corporate Finance	New based on current course
RSM124XH	Operations Management	New based on current course
RSM1250H	Managing Customer Value	Current Course
RSM126XH	Leadership	New based on current course
RSM127XH	Management Practicum	New course
RSM128XH	Management Analytics	New based on current course
RSM129XH	Self Development and Career Readiness. The course is continuous (taught over two terms)	New course
RSM2512H	Brand Management	Current Course
RSM2604H	Managerial Negotiations	Current Course

Course Descriptions

1. RSM1201H Strategic Management

Course Description

Why do some firms consistently earn higher profits than others? The field of strategy was spawned by a paradox. On one hand, long-held economic intuition predicted that

firms earning above-normal profits would invite entry and imitation, which eventually would drive all firms' economic profits to zero. On the other hand, both casual and formal empiricism indicated that some industries consistently outperformed others and, within industries, some firms consistently outperformed their rivals. Understanding the causes of persistent performance differences between firms is the central concern of strategic management. Achieving superior performance, and importantly, sustaining it is the central objective of the strategist. We are looking to identify sources beyond "luck" which explain why firms with equally good products and equally competent employees nonetheless perform so differently. This course will equip you with the most sophisticated and up-to-date research-based explanations on the causes of superior firm performance and empowering you to apply this knowledge to make better strategic decisions in your careers.

Course Length: 24 hours

Course Learning Outcomes
In this course, you will gain fluency in fundamental concepts, frameworks and methodologies useful to managers in crafting and executing business strategy. In particular, you will learn:
- Why firms differ in their long-run profitability
- A series of "tools" with which firms can gain a persistent competitive advantage
- The importance of strategic positioning relative to rivals and strategic fit between firm activities
- When firms should grow, shrink, or expand in scope
- How firms pursue innovation

2. RSM120XH Strategic Management for AI and New Technologies

Course Description
Innovation is a key driver of growth in firms, industries and national economies. To manage technological innovation effectively is crucial for entrepreneurs, SMEs and large enterprises. In "Strategic Management of AI and New Technologies" we will examine how firms can protect their innovation and develop cooperative and competitive strategies in the market for technology. Particular focus will be given to the strategic management of Artificial Intelligence (AI) technologies. We will examine how firms can use machine learning algorithms and their predictions as a tool to improve strategic decision making. We will discuss the risks associated with the use of machine learning in managerial decision making.

Course Length: 24 hours

Course Learning Outcomes

By the end of this course, students will be able to:

- Describe the process required to obtain intellectual property protection in Canada and internationally.
- Evaluate the costs and benefits of a technology commercialization strategy.
- Formulate and present a strategic plan for the management of innovation in corporates and start-ups.
- Understand the economics of artificial intelligence and learn how to use artificial intelligence in business operations.

3. **RSM121XH Economics for Managerial Decision-Making**

Course Description

This course covers the principles of microeconomics, with a focus on applications in managerial decision-making, and develops managerial perspectives on macroeconomic and global issues. Students will explore key economic concepts, including consumer theory, producer theory, market equilibrium, price discrimination, game theory, and various market structures. Students will also develop an understanding of aggregate output and cyclical patterns in GDP as well as factors that determine employment, prices, interest rates, and exchange rates.

Course Length: 36 hours

Course Learning Outcomes

At the completion of the course students will have the following learning outcomes:

- Understand and apply the principles of market equilibrium, elasticity, and consumer theory to analyze economic decisions.
- Evaluate different market structures, including perfect competition, monopoly, and oligopoly, and their implications for managerial decision-making.
- Utilize game theory and strategic concepts to address competitive interactions and cooperation in business environments.
- Interpret principal macroeconomic indicators including GDP, inflation measures, and the balance of payments in order to assess national and international business risks and opportunities.
- Appreciate the techniques, problems, and implications of fiscal and monetary policy and understand the ways in which these policies have changed in recent decades.

4. RSM121XH Business in the Global Economy

Course Description

This course presents the theory and practice of managing in the global environment. In order to achieve this goal a set of tools and concepts will be developed. Those will be then applied to the analysis of what makes a firm successful in international markets. Examples of important real-world questions that firms face when operating in the international environment include: a) How to structure production and supply chains to remain competitive in a globalized works? Should my firm off-shore its production and, if so, what should be off-shored and where? b) How to navigate tariff and non-tariff barriers, protectionism, intellectual property protections, and exchange rates risks? How does the World Trade Organization (WTO) work and how the rules of international trade can affect my firm? c) What are payment and currency risks, and how I can protect my firm from these?

Course Length: 24 hours

Course Learning Outcomes

At the completion of the course students will have the following learning outcomes:
- Know the theory and practice of taking companies global.
- Know how to assess a company's product potential in global markets
- Understand which global markets to enter.
- Understand strategies on market entry: how to enter a market?
- Know how to design global supply chains
- Understand how to navigate global markets, including managing tariff and non-tariff barriers, protectionism, intellectual property protections, and exchange rates risks.

5. RSM121XH GenAI and Business Problem Solving

Course Description

Generative AI (GenAI) – primarily comprising Large Language Models and Large Language Agents - has come through 3 (three) generations of technological progress during the course of 24 months. Some hype surrounding GenAI has been hyperbolic and unrealistic. But the technology - accessed and deployed via platforms such as OpenAI's ChatGPT, Google's Gemini and Meta's Llama3 – has already had significant impact in both business and academic environments (see, for instance, Mollick, 2024; Moldoveanu, 2024; Kosslyn, 2024). By now, there is a well-defined 'GenAI skill set'

employers are looking for, and forward-looking academic institutions are seeking to build into their curricula [Zamfirescu Perreira et al, 2023; Tankelevich et al, 2024; Moldoveanu and Nohria; 2024; Moldoveanu and Siemens, 2025]. The right stance is not 'what AI can do', but rather 'what I can do with AI'. This course is meant to help students develop that skill set and stance.

Students will analyze and reverse engineer existing and emerging business applications of Large Language Agents, ranging from client narrative, interaction and comment or reaction analysis and summarization (Amazon, Shopify) to cross channel optimization of sales processes (Shopify) to personal(ized) banking assistants (WealthSimple, RBC) to virtual executive trainers, coaches and interview assistants. Students will learn how to program/pattern/design GenAI agents via natural language and some light Python code (completely self-contained) to solve useful problems across business functions and roles, and to analyze human tasks in terms of how augmentable and automatable they are by agents that make use of LLM's. They will design, test and refine agents that perform computational and inferential tasks (extractive/abstractive summarization, data pre-processing, hypothesis generation and testing, predictive and causal model building, calibration and testing, etc.) as well as interactive tasks of communication, dialogue and co-reasoning tasks (virtual coaches, mentors, tutors, evaluators, feedback providers, meeting summarizers/annotators, etc.). they will also learn to evaluate and reason about the organizational, economic and interpersonal consequences of introducing such agents or agent architectures in an organization.

Course Length: 24 hours

Course Learning Outcomes
By the end of the course, students should be able to:
- Model human tasks and skills in both interactive ('dealing with other reasoning agents') and non-interactive ('dealing with knowledge and perceptual structures that do not model you back') settings.
- Build LLM-based agents and agent teams that together can replicate, augment or modify the tasks and workflow of an individual, team or organization.
- Evaluate the performance of such agents in a multi-dimensional setting and –
- Refine agent architectures in ways that improve them relative to specific performance metrics.
- Understand the implications of applications of deep tech innovation in the LLM space (new agents, new models, new protocols, new architectures), so that they (1) are not dependent on 'middleman' translators and synthesizers, and so that

(2) that can themselves be reliable agents of change and transformation in their organizations.

6. RSM122XH Fundamentals of Financial and Managerial Accounting

Course Description

This course introduces the fundamentals and essential concepts of Financial Reporting and Management Accounting. The first part of the course covers the key concepts for Financial Accounting. Financial accounting revolves around the preparation and understanding of financial statements, including income statements, and balance sheets which help management and other stakeholders understand the state of affairs within an organization. The course then shifts focus into internal decision making with an introduction to Management Accounting. Managerial Accounting provides management with information, analysis and reports that support management's decision making.

Topics include:
- Introduction to Financial Accounting & Reporting
- The Accounting Equation and Financial Statements
- Recording Transactions and the Accounting Cycle
- Financial Statement Analysis and Interpretation
- Revenues and Expenses
- Assets and Liabilities
- Introduction to Managerial Accounting
- Cost Accounting and Cost Allocation
- Budgeting
- Variance Analysis
- Relevant Costs
- Decision Making with Management Accounting Information
- Key Performance Indicators (KPIs)

Course Length: 36 hours

Course Learning Outcomes

By the end of the course, students should be able to:
- Read and understand basic financial statements.
- Identify, analyze and resolve applied financial reporting issues.

- Determine how accounting choices affect financial statements and the implications of these accounting choices for assessing the future prospects of the firm.
- Make effective use of management accounting data to make decisions.
- Extend accounting knowledge from the manager's perspective.
- Performance Evaluation and Control

7. RSM122XH Financial Statement Analysis and Valuation

Course Description

This course will help develop a set of tools for in-depth financial statements analysis and valuation. The course will build upon the foundation established in the Fundamentals of Accounting course and thus assumes a basic familiarity with financial statement preparation using accrual accounting. The course emphasizes an integrative approach and, as such, has strong links with economics, marketing, finance and strategy. To analyze financial statements and the reporting strategy of companies we need to understand the underlying motivation of management to shade their financial statements in the way it best serves their overall strategy. As such, the course will use data analytics tools to analyze accounting manipulation and predict bankruptcy.

Topics include:
- Strategic and industry analysis
- Accounting analysis of reporting and disclosure choices
- Financial analysis using ratios
- Operating vs Financing and the true drivers of profitability and risk
- Prospective analysis and integrated forecasting
- Valuation using multiples and abnormal earnings
- Credit analysis and M&A

Course Length: 24 hours

Course Learning Outcomes

By the end of the course, students should be able to:
- Learn to value businesses using financial statements
- Understand how accounting regulations and managerial discretion influence presented financial statements
- Understand how to interpret financial statements, analyze cash flows, make judgments about earnings quality and uncover hidden assets and liabilities.

- Develop an appreciation of research from accounting and finance that focuses on how financial statement analysis can be used in devising trading rules.
- Use financial statement analysis prospectively to forecast and value firms using cash flow based and accounting-based methods

8. RSM123XH Financial Markets and Valuation

Course Description

This course offers a foundation of finance including an introduction to financial securities and financial markets, and corporate finance. Topics include the foundations of valuation and valuation techniques; the nature of bonds (debt securities), stocks (equity securities), stock portfolios, and other financial securities; and cost of capital. The objective of the course is to provide Master of Management students with basic knowledge required to understand the nature of financial securities and financial markets, to be able to apply concepts to business situations, and to be able to discuss current financial issues from an informed standpoint.

Course Length: 24 hours

Course Learning Outcomes

By the end of this course, students will be able to:

- Understand Financial Market Structures: Describe the structure of financial markets and the various participants involved.
- Apply Time-Value-of-Money Concepts: Calculate present value and net present value and apply time-value-of-money concepts to the valuation of debt and equity financial securities and to the analysis of financial decisions.
- Evaluate Bond and Stock Valuation: Analyze and discuss factors that impact bond valuation and stock valuation.
- Understand Financial Options: Describe the structure and key features of financial options.
- Apply Concepts to business problems: Encourage emphasis on Canadian business and hands-on 'how to' skills
- Assess Market Efficiency: Assess the concept of market efficiency and evaluate the implications of the efficient market hypothesis in the context of interpreting financial news and its impact on stock prices.
- Integrate Generate AI in Decision Making: Develop critical oversight in the use of generative AI tools to assist with basic financial decision making.

9. RSM123XH Corporate Finance

Course Description

This course builds on the foundation from RSMX3XX, Financial Markets and Valuation. We investigate how risk impacts expected return and valuation. Debt and equity as sources of financing and their trade-offs in the context of the optimal capital structure are explored. Firm valuation is then considered in the context of capital structure decisions and the firm's dividend policy. Financial options are introduced and applied to corporate finance and to risk management. Master of Management students will achieve a broader understanding of corporate valuation and how decisions of the firm impact value.

Course Length: 24 hours

Course Learning Outcomes

By the end of this course, students will be able to:
- Evaluate the Trade-offs associated with Debt vs Equity Financing and appreciate capital structure decisions.
- Understand how capital structure does and does not impact valuation.
- Dividend Policy: critically evaluate factors impacting dividend policy decisions and how dividend policy impacts corporate value
- Financial Options – fundamental concept of factors impacting option value and apply concepts to corporate finance situations.
- Understand how hedging impacts value, and how to use hedging techniques.
- Integrate Generate AI in Decision Making: Develop critical oversight in the use of generative AI tools to assist with basic financial decision making.

10. **RSM124XH Operations Management**

Course Description

Operations Management introduces students to the essential processes that enable organizations to transform inputs into valuable goods and services. This course examines how different business strategies require unique operational capabilities and explores how operations can support organizational goals. Students will learn to apply tools and techniques to improve process efficiency, manage variability, and align operations with strategic objectives. Through case studies, hands-on exercises, and analytical problem-solving, students will develop a foundational understanding of operations across manufacturing and service industries, including healthcare, financial services, and hospitality.

To stay current with industry trends, the course will also cover how artificial intelligence (AI) can enhance decision-making in operations, with applications in demand forecasting, inventory management, and supply chain optimization. These insights will offer students a well-rounded view of both traditional and modern operational tools.

Course Length: 24 hours

Course Learning Outcomes
By the end of the course, students will be able to:
- Define key operational metrics, including throughput, capacity, inventory, and flow time.
- Identify these metrics in various examples and explain their relationships.
- Assess system performance and pinpoint sources of inefficiency in examples.
- Measure and analyze variability within processes and systems.
- Propose strategies to increase process capacity and calculate relevant metrics.
- Determine appropriate inventory policies and calculate parameters like order quantities.
- Explain the sources of systemic variability in supply chains and approaches to mitigate it.
- Identify and evaluate the operational capabilities required to support a firm's strategy.
- Recommend process changes that enhance operational alignment with strategic goals.
- Understand how AI can support operations, particularly in demand forecasting, inventory optimization, and supply chain management.

11. RSM1250H Managing Customer Value

Course Description
This course is focused on a) establishing a framework for creating and managing customer value, b) emphasizing the key linkage between customer value and long-run firm value, and c) learning some key tools and activities to help function in customer-facing jobs.

The act of managing customer value has several key components. First, it is critical to understand and articulate what customer value is, and how it can be created by the positioning of products and services. Second, it is important to relate this to customer behaviour and specific customer-related actions that the organization can take in order to create and manage value over time. Third, it is important to analyze customer needs

in the relevant market context. Finally, it is necessary to apply these ideas in a changing marketplace.

The MCV course is structured accordingly. We begin with a discussion of the fundamentals of the strategy for managing customer value, which entails the understanding of segmentation, targeting and positioning decisions as they relate to customers, the competitive environment, and the strengths and weaknesses of your company (known as the 3 Cs). We then explore the tactical decisions that marketers make to manage customer value, and how they relate to the motivations and choices of individual consumers. The core tactics are pricing decisions, promotion/communication decisions, product decisions, and place/channel decisions (known as the 4 Ps). We next spend several sessions understanding the customer more deeply, focusing on marketing research, design, the value of customers, and analytics. We finish by applying the ideas in several contexts.

The course is composed of a mixture of lectures, case discussions and problem sets. The purpose of the lectures is to present and discuss theories, concepts, analytical techniques and empirical findings. We will discuss cases with the goal of applying the concepts to the context provided by the case and to make decisions. Problem sets and short assessments will provide students with practice in the tools they need to convert frameworks into tangible marketing activities

Overall, the core emphasis of the course is around the positioning of a product or service. The positioning statement plays a key role in marketing and informs tactical and strategic decision-making.

Course Length: 24 hours

Course Learning Outcomes
By the end of the course, students should be able to:
- Articulate the importance of positioning to business success.
- Write effective positioning statements that can inform tactical and strategic decision-making.
- Apply the core marketing concepts including STP, the 3Cs, and the 4Ps.
- Use knowledge of consumer behaviour to drive firm decisions.
- Develop and administer marketing research in the field.
- Apply and introduce to the business world recent developments in marketing such as design thinking, analytics, nudging and choice architecture, digital media, and social strategy.

- Develop a new product concept and write a marketing plan.
- Develop their own mental model of the centrality of customer value to business success and engage in constructive debate about how these ideas can best be embedded in practice.
- Write effective social media plans
- Calculate the economic value of products and develop estimates to quantify the value of experiential products with a view to using these (in addition to cost and demand curve data) to set prices.
- Write out a communication / advertising strategy using a hierarchy of effects model.

12. RSM126XH Leadership

Course Description

The most rewarding, stressful, and important aspect of organizational life is working with other people. The ability to understand and manage interactions with others is crucial to the rise of an individual's career and to the functioning of an organization. In organizations, the consequences of "people problems" are often disastrous. The art and science of working with, and leading people involve a myriad of skills, including the abilities to create and sustain motivation, use effective influence tactics, evaluate people and information accurately, communicate effectively, make high quality decisions individually and with others, and manage work teams.

This course provides an overview of theories and research on understanding the behaviour of individuals and groups in modern organizations. Through exercises, case discussions, lectures, videos, and assignments, the course will provide you with the opportunity to learn and practice leadership skills. If you make an effort to learn this course material and to familiarize yourself with systematic and scientific knowledge about the psychology of organizational life, you will have an advantage over others who lack this knowledge. This is why executives come back to take courses about leading people more than they do for any other topic: because it is difficult and challenging, and few really know how to do it well.

This course rests on the notion that effective leadership and management require a profound understanding of the causes of human behaviour. Leaders who understand the forces that guide behaviour can inspire other people to work toward common goals. After taking this course, you will be able to understand why some bosses are a disaster while others are great; some team leaders can be fun and still effective while others are

no fun and get nothing done. We hope to inspire you to go out there and aspire to be great leaders.

The course is structured into two parts: leveraging diverse teams and leading teams.

Leveraging Diverse Teams

Increasingly, organizations face complicated problems that require people to work in teams to come up with solutions. But working in teams can be difficult. Although team members may have different life experiences, ways of thinking, ways of communicating, and professional training, they still need to find a way to work effectively as a team. We all have been members of teams – sometimes the experience is rewarding and sometimes it is terrible. When things go well, teams become more than the sum of their parts and can achieve great things. However, when things go poorly, teams struggle to accomplish even basic tasks. What accounts for this variation in team performance? This module provides an opportunity to explore why and how teams succeed or fail. It presents an overview of theory and research that shows how people can leverage the advantages of diverse teams, while minimizing the challenges. Moreover, it provides you with an opportunity to practice your team skills and gain insight into your own behaviour on teams, so that you have the chance for self-development and learn how to work more effectively in the teams.

Leading Teams

This module focuses on making the transition from being a team member who is focused on performing effectively and being successful in their role to being an effective leader of teams and distilling what the leadership role entails. As such, this module has two purposes. First, it helps students develop their leadership skills. Through activities, exercise, and group work, students will begin the journey of understanding their leadership tendencies and learning effective leader behaviours. Second, it provides students with a model on how to lead teams effectively. This process entails understanding the interplay between organizational strategy and purpose, the critical work that the department or team is responsible for, organizational design factors, and organizational culture. Understanding these components and the importance of alignment among them is fundamental to motivating and leading groups and departments. Misalignment is often a root cause of motivation, leadership, and organizational performance problems.

This course will cover these concepts in the context of the 21st century workplace with consideration given to the challenges inherent in leading teams in this dynamic and evolving context.

Course Length: 24 hours

Course Learning Outcomes
Students will be able to:
- Describe and explain course concepts related to participating in and leading diverse teams.
- Identify practical strategies for leveraging the advantages of diverse teams while minimizing challenges.
- Develop an understanding of their own leadership tendencies and what effective leadership entails.
- Apply select model(s) to analyze challenges in leading teams in the 21st century workplace.

13. RSM127XH Management Practicum

Course Description
This immersive, hands-on Practicum course challenges management students to integrate and apply their accumulated knowledge in a high-stakes, real-world business environment.

Throughout the course, students will participate in skill-building workshops focusing on advanced consulting competencies, such as problem structuring, data-driven decision-making, and impactful communication. Faculty experts and seasoned industry mentors provide continuous guidance, ensuring students produce professional-quality deliverables that reflect best practices in consulting and strategic management.

Over an intensive four-week period, student teams will engage with a partnering organization to tackle a strategic or operational challenge that has direct implications for the firm's success. Collaborating closely with company leaders, students will conduct comprehensive research, utilize advanced analytical tools, and craft strategic recommendations tailored to address the company's unique goals and constraints.

The course culminates in a high-impact final presentation, where teams pitch their findings and recommendations directly to senior company stakeholders. This experience not only reinforces students' business acumen but also hones essential professional skills such as client management, teamwork, and persuasive communication.

Upon completion, students will emerge from the course with enhanced strategic thinking abilities and a portfolio of real-world consulting experience, equipping them with a competitive edge as they transition into their professional careers.

Course Length: 24 hours

Course Learning Outcomes

The following outcomes focus on building skills in the application of the program learnings to real-world problems, ensuring that students gain practical experience and develop competencies essential for their future careers. At the end of the course, students will be able to:

- Apply Management Theories and Concepts: Students will integrate and apply management theories and business concepts learned throughout their program to solve real-world business challenges in a company setting.
- Develop and Implement Strategic Solutions: Students will analyze a company's specific business problem, propose data-driven solutions, and create actionable strategies aligned with the company's objectives.
- Enhance Team Collaboration and Leadership Skills: Students will demonstrate effective team collaboration by taking on leadership roles, resolving conflicts, and coordinating tasks to achieve project milestones.
- Refine Professional Communication Skills: Students will communicate complex ideas clearly and professionally, both in written reports and oral presentations, tailored to diverse audiences including company stakeholders and faculty advisors.
- Exercise Critical Thinking and Problem-Solving Abilities: Students will identify key challenges, evaluate alternatives, and apply critical thinking to develop innovative and feasible solutions for the host company.
- Reflect on Personal and Professional Growth: Students will assess their own performance and development, identifying strengths and areas for improvement as they transition into their professional careers.
- Deliver a Final Presentation to Stakeholders: Students will present their project findings, analysis, and recommendations to company stakeholders in a clear, persuasive, and confident manner, demonstrating their mastery of the project content.

14. RSM128XH Management Analytics: Models and Implementation

Course Description

This course offers an immersive introduction to business analytics and coding, with a focus on using Python. Designed for business students, this hands-on course builds essential skills in data analysis, data manipulation, and machine learning, using industry-standard tools like Jupyter Notebook and DataCamp. Through real-world cases and projects, students will gain practical experience in analyzing data, generating insights, and presenting results. By the end of this course, students will have a robust foundation to pursue advanced analytics courses and apply data-driven decision-making in various business contexts.

Course Length: 24 hours

Course Learning Outcomes
By the end of the course, students will be able to:
- Analyze and interpret data: Understand and apply basic programming skills, including working with data structures in Python, to analyze datasets relevant to business scenarios.
- Perform data manipulation tasks: Clean, transform, and manipulate data using tools like pandas to prepare it for analysis.
- Utilize descriptive statistics and data visualization: Generate meaningful descriptive summaries and visualizations to explore and convey insights from data.
- Conduct exploratory data analysis (EDA): Perform EDA to uncover trends, relationships, and outliers within datasets, laying the groundwork for more complex analyses.
- Apply machine learning algorithms: Implement supervised (classification and regression) and unsupervised (clustering) learning models to make predictions and uncover patterns in data.
- Evaluate model performance: Use cross-validation, confusion matrices, and error metrics to assess and compare machine learning models.
- Present data-driven insights effectively: Develop clear, compelling presentations that communicate insights from data analyses to business audiences.
- Complete end-to-end analytics projects: Carry out full projects from data preparation through modeling and presentation, demonstrating an understanding of how to apply analytics in business contexts.

15. RSM129XHY Self Development and Career Readiness

Course Description

This course helps students develop the interpersonal, relational and communicative skills that are essential for them to succeed in their courses, job search and organizational assignments. Students will build essential interpersonal skills and refine their communication techniques to address complex professional demands. Core areas include communication fundamentals, personal brand development, advanced business writing, and effective presentation design, all of which equip students for meaningful engagement across in-person and digital spaces. Through plenary sessions, small-group feedback, and career-focused workshops, students will gain hands-on experience in refining their professional presence, engaging with target industries, and aligning strengths with job market trends.

Key Modules
ii. Overview: What Matters Most When We Communicate
iii. Essential elements of communication, expressiveness, and trust-building in professional settings, emphasizing how these skills complement technical and algorithmic expertise.
iv. Building Self-Awareness: Seeing Yourself as Another Sees You
v. Self-assessment exercises to identify strengths, interests, and values and to that communicates these attributes effectively across channels like LinkedIn.
vi. Doing Things with Words I: Basic Genres of Business Writing – with and Without LLM's. The pragmatics and interactive contexts of short communications. Resumes, cover letters, introductory emails.
vii. Making Effective Presentations I
viii. What makes a presentation more or less persuasive and credible? What makes you as communicator more or less trustworthy? Types of communication (one on one, one on many), purposes of communication (persuading, informing, explaining, justifying). Metrics for assessing success and presence. Indicative variables and controllable levers. Applied in the following sessions to specific Genres of presentations.
ix. Making Effective presentations II. Pitches and Short presentations.
x. Making Effective Presentations III. Case Analyses and Technical Presentations.
xi. Doing Things with Words II. Advanced Genres of Business Writing. PowerPoint Decks, proposals, reports, and summaries that reflect professional expertise and clarity.
xii. Digital Platforms and Social Media Communication
xiii. Effective communication for and with professional digital platforms, building a cohesive online image and engaging on large scale social platforms like LinkedIn and collaboration platforms like Confluence and Jira.
xiv. Difficult Conversations and Complicated Interactions

xv.   How do interpersonal interactions go wrong, and what can you do to help your interactions improve? The competitive and cooperative uses of inquiry and assertion, the role of interactive belief hierarchies (what I think you think I think…)

Course Length: 24 hours

Course Learning Outcomes
- Demonstrate clarity, confidence, and presence in personal and professional communication.
- Create a strong personal brand and job search strategy aligned with career aspirations.
- Use generative AI tools effectively for resume and cover letter creation.
- Build proficiency in networking, interviewing, and professional presentation.
- Acquire skills for continuous adaptation to evolving job markets and professional challenges.
- Evaluation:
- This course is graded on a Credit/No Credit basis. Students are expected to participate actively in plenary and workshop sessions and complete assignments, including video-recorded presentations, self-reflection essays, career documents, and practice interviews. Continuous feedback will guide students in refining their skills and progressing toward career readiness.

16. RSM2512H Brand Management

Course Description
In this course we will develop a customer-based perspective on brand equity to understand how strategic brand and marketing mix decisions influence customer awareness, associations, feelings, and behaviours. We will endeavor to draw together current theory, research methods, and business problems to develop practical insights in the successful management of brands. The course will employ a mix of lectures, readings, cases, and a group project. The lectures will cover selected topics in marketing theory and brand management. The readings are intended to supplement the material covered in class, provide insights into current thinking about the management of brands, and assist in the preparation of case analyses. The case discussions will provide further experience with the marketing decision making process and provide an opportunity to sharpen the understanding of brand management by applying it to concrete business situations. Finally, the group project will provide you the opportunity to perform a detailed assessment of brand equity for a brand of your choosing and

develop a comprehensive set of recommendations to build, leverage, or defend that brand equity.

Course Length: 24 hours

Course Learning Outcomes
At the conclusion of the course, students will be able to:
- Understand of the strategic importance of brands in creating value for customers and firms.
- Develop a customer-based view of brand equity that explicitly addresses the role of cognitive, emotional, social, cultural, and behavioural factors in creating value for consumers.
- Plan, execute, and control brand management strategies.
- Measure brand equity through a range of methods.
- Conduct a comprehensive brand audit.
- Identify threats and opportunities for a brand, execute a research program with consumers, and develop data-driven, consumer insights that yield actionable strategic recommendations.
- Understand the brand management issues unique to digital brands.
- Understand how brand positioning, marketing programs, brand management elements, and secondary associations provide essential strategic tools for the brand management process
- Create, sustain, leverage, and defend brand equity using current tools and tactics.

17. RSM2604H Managerial Negotiations

Course Description
We negotiate every day. We negotiate with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, and many others. Everything from determining the prices that we will pay, the sizes of our salaries, the movies we will watch, and who will clean the kitchen can be understood as a negotiation. Although negotiations are a ubiquitous part of our everyday lives, many of us know little about the strategy and psychology of effective negotiations. Why do we sometimes get our way while other times we walk away feeling frustrated by our inability to achieve the agreement we desire?

Negotiation is the art and science of securing agreements between two or more parties. The purpose of this course is to understand the theory and processes of negotiation as

it is practiced in a variety of settings. The course is designed to be relevant to a broad spectrum of negotiation problems that are faced by managers and professionals. It is also designed to complement the technical and diagnostic skills learned in other courses at Rotman. A basic premise of the course is that while a manager needs analytical skills to develop optimal solutions to problems, a broad array of negotiation skills is needed for these solutions to be accepted and implemented. Successful completion of this course will enable you to recognize, understand, and analyze essential concepts in negotiations.

The course takes an experiential approach, providing weekly opportunities for students to hone their negotiation skills through interactive exercises with classmates. Over eight intensive sessions, students will explore essential topics such as distributive and integrative bargaining, breaking impasses, team negotiations, and cross-cultural negotiations. Each session incorporates role-playing exercises, allowing students to experiment with strategies and tactics in a low-risk environment. These exercises offer a valuable opportunity to practice, reflect, and refine one's negotiation approach while gaining insight into personal responses across diverse situations. The course is structured sequentially, enabling students to build on their knowledge and apply it cumulatively as they progress.

Course Length: 24 hours

Course Learning Outcomes
- As a result of this course, you will be able to:
- Evaluate the costs and benefits of alternative strategies by analyzing the negotiation process.
- Understand more about the nature of negotiations and gain a broad intellectual understanding of the central concepts in negotiation.
- Negotiate more confidently and capably inside and outside organizations.
- Analyze, understand, and predict the behaviour of individuals, groups, and organizations in competitive situations.
- Develop a toolkit of useful negotiation skills, strategies, and approaches.

Appendix B: Library Statement

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America.2 The UTL has an annual acquisition budget of $42.4 million. Its research and special collections comprise over 12.8 million print volumes, 5.6 million microforms, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 3.5 million electronic books, 200,000+ journals, and a rich array of online primary source materials.3 Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries					
	2018-2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
ARL RANK	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**	**Toronto (3rd)**
4	**Toronto (4th)**	Columbia	Michigan	Michigan	Michigan
5	Michigan	Michigan	Columbia	Columbia	New York

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2018- 2019	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
RANK/ UNIVERSITY	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**	**RANK/ UNIVERSITY**
4/Toronto	**3/Toronto**	**3/Toronto**	**3/Toronto**	**3/Toronto**
30/Alberta	39/Alberta	29/British Columbia	24/British Columbia	35/British Columbia
40/British Columbia	40/British Columbia	39/Alberta	39/McGill	41/McGill
47/McGill	51/McGill	42/McGill	42/Alberta	49/Alberta
62/Ottawa	75/Calgary	70/Calgary	58/Ottawa	71/York

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2 As per Association of Research Libraries Statistics.

3 Figures as of January 2023

Space and Access Services: The UTL's 40 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are normally available twenty-four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Web-based services and electronic materials are accessible at all times from campus or remote locations. The Milt Harris Library (MHL) is situated in the Rotman south building where there is study space, computer access, as well as research assistance in the areas of business, management, market research, company and industry, as well as circulation assistance for our collections of print and course reserve materials.

Equity, Diversity and Inclusion (EDI): EDI is a high priority at UTL. UTL has developed an EDI Statement, an Anti-Racism Statement and a Collections Diversity Plan. These statements are supported by a concrete action plan, which UTL is committed to achieving. UTL is prioritizing staff diversity, staff cultural competencies and awareness of systemic biases, building and improving relationships with Indigenous and other underrepresented communities, incorporating the principles of the Accessibility for Ontarians with Disabilities Act in its services, and working with the University's Equity Offices to remove barriers in support of our community members who seek to fulfill their academic, research, and employment goals. The MHL continues to develop our Diversity and Inclusion Collection in the area of Business and Management.

Teaching, Learning & Research Support: Libraries play 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 Master of Management (MMgt) degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.[4]

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[4] Association of College & Research Libraries. Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

Program Specific Instructional Support: Instruction occurs at a variety of levels for the MMgt students and is provided by the faculty liaison librarian for Management. The MHL facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments including introduction to library research and plagiarism and proper citing. The library, through its liaison librarians, customizes feeds of library resources which appear prominently in Portal/Quercus course pages. In-class instruction for specific assignments, class-specific webpages and LibGuides, general information literacy classes, along with sessions on plagiarism and proper citing are some of the instruction and research support that that can be provided in the program.

Collections: Many college and campus libraries collect materials in support of the MMgt program, with the largest collection of materials centrally located in Robarts Library. 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 is committed to collecting both print and electronic materials in support of the MMgt program at the University of Toronto.

Journals: The Library subscribes to 25 of the top 25 journals listed in Journal Citation Reports (JCR)[5] in subject area management. [2024] Of these titles, 25 are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

Monographs: The UTL maintains comprehensive book approval plans with 39 book vendors, including Routledge, Springer and Wiley worldwide. These plans ensure that the library receives academic monographs from publishers all over the world in an efficient manner. We specifically receive books through approval plans. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses and Canadian university presses.

Preservation, Digitization, and Open Access: The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, and support for preservation of research

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[5] 2024 Journal Citation Reports® (Clarivate, 2024)

materials in all formats. In addition to acquiring materials in support of the MMgt, the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user. MHL staff work with Rotman faculty to add their materials to T-space to increase exposure to their research and have them accessible on this Tri-Agency approved Institutional Repository.
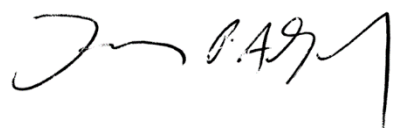
Knowledge Synthesis: Libraries are key partners in research through their collaborations with faculty in completing knowledge syntheses projects, with information through the Gerstein Systematic and Scoping Review Collaboration site, and libguides, including *Knowledge syntheses: Systematic & Scoping Reviews, and other review types, and Comprehensive Searching in the Social Sciences*.

Key Databases: ProQuest, Business Source Premier, IBIS World, EMIS (list of major business databases for the program on the Rotman Milt Harris Library webpage).

Other Library-departmental engagement: The MHL is embedded within the Rotman School of Management building; librarians have many opportunities to connect with faculty and students daily, both as a research partner but also on a more personal level. Other engagement includes frequent contributions to student newsletters and attendance at Rotman Faculty Council.

Prepared by: Sean Forbes, Director, with Holly Inglis, Public Services Librarian, Milt Harris Library, December 13, 2024

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, January 10, 2025

Appendix C: Student Support Services

Student Services Statement: St. George Campus

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life, the academic division registrar and local student life offices, and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Students have access to comprehensive **physical and mental health care** on campus, including a medical clinic, travel medicine services, immunization, contraception and sexual health education. Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counselling services provided both by the Health and Wellness Centre and the Sexual Violence Prevention and Support Centre. In addition, a large number of wellness programs are provided, such as mindful meditation, workshops on coping skills and stress management. All students on all campuses have access to UofT MySPP, a multilingual immediate and/or ongoing confidential, 24-hour counseling support for any school, health or general life concern at no cost to students.

Housing needs, including residence application assistance, off-campus housing listings, and resources for students on the rental housing search, tenant rights and responsibilities, as well as assistance with finding temporary/urgent overnight accommodation, are met through the Housing Services.

Coaching and education in the development of key **learning skills** — from time management to reducing exam anxiety — is provided through **Academic Success**. Academic Success also partners with faculty to integrate success strategies and support into the curriculum.

Students can explore what to do with their degree, discover job opportunities and further education by accessing programs, services and resources designed and delivered by

Career Exploration & Education. Through workshops, appointments, events and job shadowing opportunities students can identify goals, navigate career decisions, build job searching skills and develop meaningful connections with employers and alumni. Career Exploration & Education also works with faculty and instructors to integrate career learning into their courses and curriculum.

International learning opportunities (study, research and professional experiences outside of Canada) for all students on all campuses enable the development of global fluency in academic, personal and career spheres. Opportunities are catalogued at learningabroad.utoronto.ca. Student **Safety Abroad** support is provided to all students on all university activity abroad. Opportunities for the development of global fluencies and skills are available to all students through on campus international learning co-curricular and experiential learning.

Specialized services are provided for **international students** including but not limited to pre-arrival, transition to Toronto, study and work permit advising, health insurance for international students and their dependents who are residents of Ontario, impact of lived experience and previous academic culture on teaching and learning expectations and peer resources for life as a U of T student. Specialized services are also available for all students whose health or disability impacts their functioning (academic accommodations, systems navigation, referrals, resources, skill development, peer programming and support) students with **children or other family responsibilities** (advising, resources, subsidized child care), **Indigenous students** (culturally relevant academic support, financial counselling) and **lesbian, gay, bisexual and transgender** students (counselling, referrals, equity outreach and engagement).

Participation in **campus life** and **experiential learning** are facilitated through Hart House (clubs, committees, events), the Centre for Community Partnerships (community-engaged learning and research opportunities , the Multifaith Centre (engage with religious diversity including spiritual and non-religious perspectives, interfaith programs, meditation and yoga, providing space for prayer, cultural and spiritual practices), and Clubs and Leadership Development (leadership development, equity education, recognition and support for student groups, activities, office, meeting and activity space for clubs). **Sport and recreational facilities and programs** are provided to all students through both Hart House and the Faculty of Kinesiology and Physical Education. **Campus involvement** is supported actively through Orientation, Transition and Engagement (co-curricular record).

Support for the transition into life as a student are facilitated through Orientation, Transition and Engagement (transition programs, orientation coordination and support, outreach, parent and supporter resources) as well as **Mentorship and Peer Programs** (events for equity-seeking communities, 1:1 peer support, workshops). Programs and services designed to support Black, Latin American, Southeast Asian and First-Generation students are offered through Mentorship and Peer programs.

Gradlife is a comprehensive suite of programs, services and initiatives offered across the Division of Student Life that are developed with a graduate student audience in mind. Gradlife includes skills development, social, academic and community building activities to support a holistic graduate student experience.

At the Rotman School of Management, division-specific supports for students include:

Registrarial Services
The Office of the Registrar and Academic Services supports MMgt students with their program and course registration, financial needs, scholarships, awards, exams, graduation requirements, grades and academic records. These services ensure a smooth academic experience and personalized support throughout the program. Students also receive guidance on navigating program requirements and deadlines.

Academic Advising
MMgt students have access to one-on-one advising support to assist students in navigating their individual program experience at Rotman. In addition to this, team members lead and support key activities and initiatives at Rotman designed to enhance the student experience and support students from orientation through to graduation.

Support Services
Rotman's Self-Development Lab (SDL) supports students in developing critical writing, communication, and presentation skills. While not a traditional writing center, the SDL provides feedback-based learning modules to improve professional communication, effective writing for business contexts, and interpersonal effectiveness, essential for MMgt students.

For writing support services, MMgt students also have access to a dedicated UofT Learning Strategist and the workshops/sessions/individual support available through the Graduate Centre for Academic Communication.
Program-Related Career Services

Rotman's Career Services provides personalized career coaching and professional development services for MMgt students. This includes job search strategies, resume development, interview preparation, and access to a vast Rotman alumni network. Career workshops and networking events with industry leaders help students advance their careers and make meaningful professional connections.

Student Activity Spaces
Rotman offers a bright, modern state-of-the-art facility which includes student lounges, study spaces, and meeting rooms designed to support collaborative learning. These spaces also provide quiet environments for study or group work, fostering community and interaction among students.

Inside the Rotman building, students also have access to the cutting-edge BMO Financial Group Finance Research and Trading Lab, the Self Development Lab, the Creative Destruction Lab, the Milt Harris Library and the Financial Innovation Lab (FinHub).

Students also have onsite access to the Exchange Café, Second Cup and a **dedicated family/parenting room** as well as a **meditation/reflection space** as needed.

Residence Life Programs and Services
U of T Housing Services is available for those seeking housing support. The service helps students navigate off-campus housing options and provides resources for finding accommodations in Toronto.

Student Life Programs
Rotman offers a robust array of student life programs, including orientation sessions, leadership development opportunities, and peer mentoring. Students are encouraged to participate in networking events, industry-specific programs, and extracurricular activities, helping them integrate into the broader Rotman community and to develop leadership and collaboration skills.

School of Graduate Studies Student Services

In addition to the above services available to all students, graduate students have access to registrarial services and co-curricular programs at the School of Graduate Studies (SGS) that assist students in meeting their academic goals.

Administrative staff at SGS provide **registrarial services** to graduate students including but not limited to recruitment, admission, orientation, registration, fees, program progress, awards/financial assistance and graduation. Fully equipped meeting rooms, which can be booked by student groups when not used for Final Oral Examinations, are distributed across two locations, the newly renovated 63 St. George Street (home of SGS Student Services) and 65 St. George Street. Financial advising, health & wellness and accessibility counselling services are also available at 63 St. George.

Two multi-purpose spaces, provided by SGS, are dedicated to graduate students. **Grad Room** is an accessible space on the St. George campus which provides University of Toronto graduate students with a lounge area and a space for academic, social and graduate professional skills programming. An additional lounge area for graduate students is available at 63 St. George, which provides graduate students with a quiet place to read, relax or study.

Grad Room is also home to the **Graduate Professional Skills Program** (GPS). GPS is a non-academic program presented by SGS consisting of a variety of offerings that provide doctoral stream students a range of opportunities for professional skills development. The program focuses on skills beyond those conventionally learned within a disciplinary program, skills that may be critical to success in the wide range of careers that graduates enter, both within and outside academe. GPS aims to help students communicate effectively, plan and manage their time, be entrepreneurial, understand and apply ethical practices, and work effectively in teams and as leaders.

The **Centre for Graduate Mentorship & Supervision (CGMS)** offers support to all members of the University of Toronto graduate community to help them achieve and maintain successful mentorship and supervisory relationships. Graduate students, supervisors, graduate chairs, and anyone else involved in the mentorship and supervisory relationship can contact CGMS about an issue or an incident and have a confidential conversation with trained staff. CGMS is dedicated to building capacity through consultation and skill development for both graduate students and supervisors, system navigation and collaboration with other University partners, and identifying and

developing resources that are aligned with best practices in graduate mentorship and supervision.

The **Graduate Centre for Academic Communication** (GCAC) provides graduate students with advanced training in academic writing and speaking. By emphasizing professional development rather than remediation, GCAC helps students to become familiar with the new genres they encounter in graduate school – such as literature reviews, research grants, research articles, and dissertations – and to cultivate a range of strategies for communicating expertise effectively in both writing and speech. GCAC offers five types of instruction designed to target the needs of both native and non-native speakers of English: non-credit courses, single-session workshops, individual writing consultations, guest talks given by invitation within graduate courses, and writing boot camps.

Appendix D: Comparator Programs

Please list U of T and external comparators and provide a short summary of the programs and highlight any differences between the degree programs and what is proposed. Please remove the examples from the table below.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
U of T Comparators				
University of Toronto Mississauga Institute for Management and Innovation	MMI, Master of Management of Innovation https://www.utmtoronto.ca/mmi/	Domestic students – CAD 30,300	The **Master of Management of Innovation (MMI) program** is designed for students with a background in science and engineering. It is an accelerated 12-month professional degree for individuals pursuing management careers in technology-focused organizations. The MMI curriculum provides a strong foundation in economic analysis, technology management, business strategy, finance,	The Master of Management consists of 11 months of coursework in graduate management education. It is not directed at individuals pursuing careers in technology-focused organizations. Rather, we are seeking students from a wide variety of backgrounds including students in social science, humanities, and science interested in gaining the fundamental skills in business and management in order to pursue careers at the entry level in

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			accounting, marketing, and policy. The required academic nine core courses focus on management and economics, and students select three electives tailored to their interests and goals. A four-month mandatory internship requirement allows students to gain valuable, real-world work experience and an opportunity to demonstrate the key competencies they learn in the MMI program.	management consulting, finance, and general management. Students will engage in application of theory through labs, simulations, and projects from industry.
University of Toronto Mississauga Institute for Management and Innovation	MMPA, Master of Management & Professional Accounting https://mmpa.utoronto.ca/	CAD 29,680 per year	The **Master of Management & Professional Accounting (MMPA)** program educates future leaders of the accounting profession at the master's level in management and at the professional level in accounting and related	The MMPA program is a 27-month program that includes a core set of courses that are common to some of the planned core MMgt courses including managerial economics, financial accounting, marketing, strategy, leading people in organizations, and statistics.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			subjects. The curriculum is organized to provide an excellent understanding of: *the challenges, functions and needs of management; *accounting, finance, auditing, and tax; *essential professional subjects; *management skills; *professional capabilities Students from any undergraduate background may apply. The MMPA is offered as a 27-month program, a 24-month advanced-standing option, and a 12-month advanced-standing option.	However, the MMPA degree is aimed at training accounting students beyond the basics of management to focus on professional accounting. The MMgt will focus on the core material, preparing students for early entry into careers in business and management.
University of Toronto, Faculty of Arts and Science	MFE Master of Financial Economics https://sgs.calendar.utoronto.ca/degree/Financial-Economics	CAD 48,897	The **Master of Financial Economics (MFE)** program is a non-thesis degree program offered jointly by the Department of	The MFE is a quantitatively rigorous program focused on financial theory, econometrics, and asset pricing, preparing students

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			Economics and the Rotman School of Management. This 18-month program provides students with a broad understanding of financial theory as well as the economic framework upon which that theory is based, both in the classroom and through practical real-world experience. Students are expected to complete a mandatory winter or summer internship to enhance their development in the program and prepare themselves for an eventual career in industry. Graduates of the program receive a professional degree called the Master of Financial Economics.	for careers in investment banking, risk management, and financial analysis. In contrast, the proposed Master of Management degree is likely to offer a broader business education, emphasizing leadership, strategy, and organizational management rather than deep financial expertise. While the MFE is heavily rooted in economics and mathematical modeling, the Master of Management would cater to students seeking a more generalist approach to business decision-making. The two programs target different career paths, with the MFE suited for finance-intensive roles and the Master of Management appealing to

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
				those looking for broader managerial opportunities.
University of Toronto, Rotman School of Management	MMA Master of Management Analytics https://www.rotman.utoronto.ca/Degrees/MastersPrograms/MMA	CAD 67,000.	The Master of Management Analytics (MMA) at Rotman is an intensive 11-month program designed to bridge the gap between data and business decision-making. Its mission is to equip students with advanced analytics skills and a deep understanding of managerial decisions. The curriculum covers topics such as data analytics, machine learning, and artificial intelligence, emphasizing their application in business contexts. Students engage in practical projects, including a capstone project that involves solving real-world business problems using data-driven strategies. The program prepares	The **Master of Management Analytics (MMA)** is a specialized program focused on data analytics, machine learning, and AI for decision-making in business. In contrast, the **MMgt** provides a broader foundation in business and management without deep specialization in analytics.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			graduates to lead and drive growth in a tech-driven economy.	
University of Toronto, Rotman School of Management	MFRM Master of Financial Risk Management https://www.rotman.utoronto.ca/Degrees/MastersPrograms/MFRM	CAD 49,000	The Master of Financial Risk Management (MFRM) at Rotman is a 10-month program aimed at individuals with strong analytical and quantitative skills. Its mission is to prepare students for careers in the finance industry by providing in-depth knowledge of financial risk management. The curriculum includes courses on risk modeling, financial instruments, and regulatory frameworks. A distinctive feature of the program is the two-month Risk Management Project, where students collaborate with industry professionals to address real-world financial	The **Master of Financial Risk Management (MFRM)** is designed for students with strong quantitative and finance backgrounds who want to focus on risk modeling and portfolio management. The **MMgt** is more generalist, catering to students from non-business backgrounds seeking a broad understanding of business principles.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			risk challenges. This hands-on experience enhances practical understanding and industry readiness.	
University of Toronto, Rotman School of Management	MF Master of Finance https://www.rotman.utoronto.ca/Degrees/MastersPrograms/MFin	CAD 62,110	The Master of Finance (MFin) at Rotman is a 20-month program designed for working professionals aiming to deepen their expertise in finance. The program's mission is to provide advanced financial knowledge and practical skills applicable to the finance industry. The curriculum covers topics such as investment banking, risk management, and financial statement analysis. Classes are scheduled on Wednesday evenings and alternate Saturdays to accommodate working professionals. A key component is the Capstone	The Master of Finance (MFin) is aimed at finance professionals looking for advanced financial expertise. Unlike the MMgt, which covers a range of business areas, the MFin has a strong emphasis on financial instruments, investment banking, and asset management.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			Project, where students apply their learning to real-world financial issues, often in collaboration with industry partners.	
University of Toronto Scarborough	MAccFin Master of Accounting and Finance https://www.utsc.utoronto.ca/maccfin/	CAD 42,380	The Master of Accounting and Finance (MAccFin) at the University of Toronto Scarborough is a 16-month program that integrates both accounting and finance disciplines. Its mission is to prepare students for professional designations such as CPA, CFA, and ACCA. The curriculum offers advanced courses in accounting and finance, providing a comprehensive understanding of both fields. The program includes a co-op component, offering practical experience and exposure to real-world applications. Graduates	The Master of Accounting and Finance prepares students for careers in accounting and financial reporting, including CPA and CFA certification pathways. The Master of Management, on the other hand, is not specifically tailored for accounting or finance careers but provides general management skills applicable across industries.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			benefit from advanced standing in the CPA Professional Education Program and direct entry to ACCA's final Strategic Professional level exams.	
Ontario Comparators				
University of Western Ontario Ivey School of Business	MSc Mgt, Master of Science in Management https://www.ivey.uwo.ca/msc/	$48,250 (16 month)	This is a 16-month MSc in Management program for recent graduates who want to hone their skill sets, develop their leadership abilities, and kick start their careers. The Ivey MSc program, like all Ivey programs, is committed to Case-Method Learning. Students learn from real-world business cases and discover that in business there is not 'one right answer'. Students specialize in either business analytics, digital management, or international business.	Much like the difference between the Ivey MBA and the Rotman MBA, the Rotman program uses a lecture, case, and lab approach to learning that differs from the case only based approach of Ivey. Both methods can be effective in learning for different student types. Of the three options offered in the MSc at Ivey, the MSc International Business is most similar, in that there is a set of core courses from various business disciplines plus a number of electives

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			Students can add a CEMS Master in International Management	across them. A difference is that there is a required summer practicum with a global partner organization. Within Rotman's program we plan to have a shorter experiential learning project in a potential global or domestic location.
York University Schulich School of Business	MMgt Master of Management https://schulich.yorku.ca/programs/mmgt/	$42,000	The 12-month Master of Management is designed to prepare high-achieving graduates from non-business academic backgrounds to obtain meaningful management employment. With a broad comprehensive management education, the program combines the academic rigour of Canada's preeminent business school along with real world applications. Graduates are eligible for	The Rotman program is for high-achieving recent college graduates. The Rotman program will have a similar structure to the Schulich program in that there are a set of core courses, electives plus additional professional development. The Rotman program will aim to integrate communications and personal development into the coursework which is not apparent in the current

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			Accelerated MBA (completing your MBA in only 8 months) after gaining two years of work experience.	model for the Schulich program.
Queen's University, Smith School of Business	MIB Master of International Business https://smith.queensu.ca/grad_studies/mib/index.php	CAD$31,391	The single degree option enables you to earn your Master of International Business degree in 12 months. The program is structured in three stages, and a major team-based project spans all three. The second stage of the program provides an international exchange at one of our more than 50 international business school partners.	The program focuses on international business including an exchange. The Rotman program is directed to learning basics of management and skills such as management analytics, AI, and self-development and teamwork courses to ensure students have critical thinking, communications, and collaboration skills.
University of British Columbia, Sauder School of Business	MM Master of Management https://www.sauder.ubc.ca/ubcmm	CAD$33,345	The UBC Master of Management (MM) curriculum provides theoretical and applied learning, with case studies, teamwork, and	We are using this program as a model.

Similar to the program we would like to ensure students engage in experiential |

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			presentations being key components of the program. You will gain knowledge in a broad spectrum of business disciplines, including marketing, strategic management and operations. You will couple your knowledge with personal and professional development opportunities to reach your full potential. Through one-on-one career coaching, the Hari B. Varshney Business Career Centre will help you explore your career interests, discover your talents and market your skills to potential employers. You will also learn networking strategies, how to compose a resume that stands out,	learning throughout the program. We also would like to create a management consulting practicum. The major differences are our inclusion of AI within the curriculum and that the program is in Toronto with the strong Rotman alumni network.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			and practice mock interviews. And with the three-month Community Business Project, you will get to apply your newly acquired business skills by working on a live business project for a non-profit or charitable organization. You will add valuable consulting experience to your resume while making a difference in the community.	
University of Calgary, Haskayne School of Business	Master of Management (MMgmt) https://haskayne.ucalgary.ca/future-students/master-management	CAD$25,884	The Master of Management (MMgmt) is a full-time immersive program. Learn with a diverse cohort and move through the entire program with the same group of classmates. Cohorts are made up of recent grads who have non-business bachelor degrees, from science to arts to	The Haskayne Master of Management is a lockstep program in the academic courses compared with the proposed program that allows for electives during the fall and winter terms. The Haskayne program does provide a choice for students to complete either a work-integrated learning elective

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			engineering to kinesiology and more. The cohort approach teaches you how to work with an interdisciplinary team and helps to expand your perspectives. By the end of the program you'll graduate with new friends and a diverse network of connections. The MMgmt is a fast paced 10-month program that will expose you to business essentials. Topics covered include business strategy, entrepreneurship and innovation, finance and accounting, information technology, marketing, organizational behaviour, operations and supply chain management. Get ready for an exciting time filled with in-class group projects and	in the final weeks of the program or an internship. Rotman offers the Management Practicum course during the winter term. In addition Rotman's program includes of AI within the curriculum. The proposed program is in Toronto with the strong Rotman alumni network.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			presentations, decision-making simulations, guest speakers and more!	
International Comparators				
University of Chicago	MiM Master in Management https://www.chicagobooth.edu/master-in-management	US$65,000	The Master in Management Program at Chicago Booth is for high-achieving recent college graduates who are curious about the world of business and searching for a master's degree in management that provides them with the tools to turn their passions, purpose, and potential into careers that matter. As a Master in Management student, you will build on the critical-thinking skills you developed in college with an analytical, multidisciplinary course of graduate study—taught by the world's leading business school faculty. Once you	The program is similar in that it is targeted at high-achieving students providing them with the tools of business and management and the opportunities to boost earning potential and enhance competitiveness in the market. Program features five required courses, four courses in one of five specializations and an elective. The course content requires less than our proposed program. Booth's MiM emphasizes a quantitative and analytical approach, aligning with Booth's strength in data-driven decision-making. It

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			graduate, you will possess the management skills to bring your bold ideas to fruition and join the business world with confidence.	lacks Rotman's AI and analytics focus. Booth's case-based learning develops critical thinking, but there is no structured practicum, unlike Rotman's Management Practicum. Career opportunities are strong in finance and consulting, leveraging Chicago's business ecosystem, while Rotman's Toronto location provides direct access to finance, consulting, and marketing roles in consumer packaged goods.
University of Michigan Ross School of Business	MM Master of Management https://michiganross.umich.edu/graduate/master-of-management	US$49,973	Complement your undergraduate education with the business knowledge and experience you need to differentiate yourself in the job market. This innovative, 10-month program pairs a curriculum	We are using this program as a model. It is the top-rated program in the US. Similar to the program we would like to ensure students engage in experiential learning throughout the program. We also would like

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			designed to cover key areas of business — such as accounting, marketing, operations, and strategy — with action-based learning and a global study opportunity for a more holistic experience.	to create a management consulting practicum and a global learning opportunity. Ross MM includes business fundamentals with action-based learning, while Rotman adds AI and analytics components. Ross integrates real-world projects into coursework, but there is no mandatory practicum, whereas Rotman's Management Practicum ensures hands-on experience. Ross has strong consulting, consumer goods, and finance placements, while Rotman MMgt provides direct access to Toronto's finance, consulting, and marketing roles in consumer packaged goods
Duke University, Fuqua School of Business	MMS Master of Management Studies:	$58,000 per year	Duke's Master of Management Studies (MMS) is a 10-month	Duke's MMS covers core business functions like finance and strategy but

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
	Foundations of Business https://www.fuqua.duke.edu/programs/masters-management/master-management-studies		program that provides a foundation in essential business disciplines. Designed for recent graduates, the curriculum includes courses in finance, marketing, strategy, and operations. The program emphasizes practical skills and knowledge applicable across various industries.	lacks Rotman's AI and analytics integration. Its case-based learning is interactive, but there is no required practicum, whereas Rotman's practicum provides hands-on consulting experience. MMS students benefit from Fuqua's strong alumni network and ties to consulting, healthcare, and finance, while Rotman MMgt is deeply connected to Toronto's finance, consulting, and marketing roles in consumer-packaged goods.
Northwestern University, Kellogg School of Management	MiM s Management https://www.kellogg.northwestern.edu/programs/masters-in-management.aspx	$66,918 per year	Kellogg's Master in Management is a 10-month program designed to provide a strong foundation in management concepts. The curriculum covers key business areas, preparing students for leadership roles across various industries.	Kellogg's MiM provides a broad business education, without Rotman's AI and data analytics focus. It uses team-based projects and case discussions but does not require a practicum, unlike Rotman's structured Management Practicum.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			The program emphasizes a collaborative and supportive learning environment.	Kellogg MiM students benefit from Northwestern's strong consulting and finance placement, while Rotman's location in Toronto offers direct industry access, strong career support, and job opportunities in finance, consulting, and marketing roles in consumer-packaged goods.
University of Southern California, Marshall School of Business	MMS Master of Management Studies https://www.marshall.usc.edu/programs/specialized-masters-programs/master-science-management-studies	$60,000	USC Marshall's Master of Management Studies is designed to provide students with a broad understanding of business and leadership. The program offers global exposure and connections to businesses in Los Angeles, preparing students for various management roles.	USC's MMS offers customizable electives, allowing students to tailor their education, whereas Rotman follows a structured curriculum with AI and analytics. USC provides global exposure but lacks a required practicum, while Rotman ensures real-world business consulting experience. Marshall's Los Angeles location connects students to entertainment,

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
				startups, and finance, whereas Rotman MMgt focuses on finance, consulting, and marketing roles in consumer-packaged goods in Toronto.
Cornell University, SC Johnson School of Business	MPS Master of Professional Studies (MPS) in Management https://www.johnson.cornell.edu/programs/specialized-masters/mps-in-management/	$68,380	This is a 10-month, STEM-designated course designed for individuals with non-business undergraduate degrees seeking to acquire core business competencies. The curriculum comprises 20 courses, each worth 1.5 credit hours, covering essential business disciplines such as finance, marketing, and operations. Students have the opportunity to select from a wide range of graduate-level management electives across the SC Johnson College of Business. The	The Master of Professional Studies (MPS) in Management at Cornell and the Master of Management (MMgt) at Rotman both provide business education for non-business graduates but differ in focus and structure. Rotman's MMgt emphasizes data analytics and AI, while Cornell's MPS offers a broader selection of electives. Rotman requires a Management Practicum for hands-on consulting experience, whereas Cornell does not have a mandatory practicum. Rotman's Toronto location provides strong

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			program emphasizes practical skills and professional development, preparing graduates for careers in financial services, consulting, technology, and general management.	industry connections in finance and consulting, while Cornell's Ithaca setting offers different networking opportunities. Both programs prepare graduates for similar career paths, but Rotman's structured practicum and analytics focus differentiate it from Cornell's more flexible, elective-based approach.
ESCP (École Supérieure de Commerce de Paris) Business School	MiM Master in Management https://www.escp.eu/programmes/master-in-management	€43,000 per year	ESCP's Master in Management is a two-year program designed to provide a comprehensive business education with a strong international focus. Students have the opportunity to study across ESCP's six European campuses in Berlin, London, Madrid, Paris, Turin, and Warsaw, gaining exposure to diverse markets and cultures. The curriculum	While both programs offer a solid foundation in management, ESCP's MiM emphasizes international mobility, allowing students to study in multiple European cities, which contrasts with Rotman's single-campus approach in Toronto. ESCP's curriculum offers flexibility with numerous specializations, whereas Rotman's MMgt integrates a strong focus on data

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			covers core management disciplines in the first year, followed by a specialization in the second year, allowing students to tailor their studies to their career goals. The program includes internships and company projects, facilitating practical experience and professional networking. Graduates are equipped to pursue careers in various sectors, including consulting, finance, and international business.	analytics and artificial intelligence. In terms of experiential learning, ESCP incorporates internships and company projects throughout the program, while Rotman features a structured Management Practicum, providing hands-on consulting experience. Career-wise, ESCP's graduates benefit from a broad European network, whereas Rotman's location in Toronto offers direct access to Canada's financial and business sectors.
ESSEC (École Supérieure des Sciences Economiques et Commerciales) Business School	MiM Master in Management https://www.essec.edu/en/program/masters/master-management/	€40,900 per year	ESSEC's Master in Management is a flexible program that spans two to three years, depending on the student's chosen pace and professional experiences. The program is built on a unique	ESSEC's MiM offers a high degree of customization and flexibility, enabling students to design their learning journey, whereas Rotman's MMgt follows a more structured curriculum with a specific focus on data

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			pedagogical approach called the "à la carte" model, allowing students to customize their curriculum by choosing from a wide range of courses, specializations, and international experiences. Students can undertake internships, apprenticeships, and exchange programs with partner institutions worldwide. The curriculum emphasizes leadership development, critical thinking, and global perspectives, preparing graduates for diverse careers in sectors such as consulting, finance, and entrepreneurship.	analytics and artificial intelligence. In terms of experiential learning, ESSEC provides various opportunities through internships, apprenticeships, and international exchanges, while Rotman includes a mandatory Management Practicum that offers hands-on consulting experience. Regarding program length, ESSEC's program duration varies from two to three years based on individual choices, compared to Rotman's fixed 12-month program. Career-wise, ESSEC's global partnerships and campuses provide a broad international network, whereas Rotman's Toronto location offers direct access to Canada's financial and business industries.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
HEC (École des hautes études commerciales de Paris) Paris	MiM Master in Management https://www.hec.edu/en/masters-programs/master-management	€39,700 per year	HEC Paris's Master in Management is a prestigious two-year program that combines a rigorous general management education with the opportunity to specialize in a chosen field. The first year focuses on core business courses, while the second year allows students to select from a wide array of specializations and electives, including options for dual degrees and international exchanges. The program emphasizes leadership, strategic thinking, and a global perspective, preparing graduates for high-level careers in various industries such as consulting, finance, and technology. Students also have the option to take	HEC Paris's MiM offers a comprehensive management education with numerous specialization options, whereas Rotman's MMgt provides a more focused curriculum emphasizing data analytics and artificial intelligence. In terms of experiential learning, HEC Paris encourages students to undertake internships, including an optional gap year for professional experience, while Rotman incorporates a mandatory Management Practicum for hands-on consulting experience. Regarding program length, HEC Paris's program spans two years with an optional gap year, compared to Rotman's 12-month program. Career-wise, HEC Paris's strong

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			a gap year between the two academic years to gain professional experience through internships.	global reputation and extensive alumni network offer diverse international opportunities, whereas Rotman's Toronto location provides direct access to Canada's financial and business sectors.
University of St. Gallen	MSc SIM Master in Strategy and International Management https://www.unisg.ch/en/studium/master/strategy-and-international-management/	€4,438 per year (Swiss residents), €9,118 per year (non-residents)	The Master in Strategy and International Management at St. Gallen is a highly specialized program that focuses on strategic decision-making, leadership, and international business. The two-year curriculum includes strategy-focused coursework, leadership development, and international consulting projects. Students gain hands-on experience through the SIMagination Challenge, where they implement real-world	The Master in Strategy and International Management at St. Gallen is a two-year program focused on strategy, leadership, and international business, whereas Rotman's Master of Management is a 12-month program with a broader management curriculum. St. Gallen emphasizes strategic decision-making and global consulting projects, including the SIMagination Challenge, while Rotman integrates a structured Management Practicum for hands-on

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			business solutions for international organizations.	business consulting. St. Gallen's program is highly specialized in international strategy, whereas Rotman incorporates data analytics and AI within its management courses. The Swiss location of St. Gallen provides strong European corporate strategy career opportunities, while Rotman's Toronto location offers access to careers in finance, consulting, and consumer packaged goods marketing.
London Business School	MiM Master in Management https://www.london.edu/masters-degrees/masters-in-management	GBP49,000	Explore how different business functions intersect and work together to deliver real-life value. Broaden your mindset and study electives alongside students from across our degree portfolio. Benefit from a rigorous, integrated and applied	While a similar degree, their program admits students with an undergraduate degree in business and management, whom our program would exclude. We would do so to ensure the cohort entering has a similar set of knowledge of the

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
			learning journey. Access global recruiters to launch your career.	subject as they enter the program. There are a similar set of core courses in our program and theirs. Their program allows students to take electives alongside MBA students. LBS's MiM and Rotman's MMgt are both 12-month programs, but Rotman integrates data analytics and AI, whereas LBS focuses on global business perspectives. LBS offers global immersion experiences, while Rotman requires a Management Practicum that connects students to real business clients. LBS's London location provides career opportunities in European finance and consulting, while Rotman's Toronto setting offers access to finance, consulting, and consumer

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Differences Between This Program and What is Proposed
				packaged goods marketing in North America.

Appendix E: Example Schedule

Term	Item	Total hours
Pre-Session		
Summer	Orientation	
	Leadership	24 hours
	Management Analytics	24 hours
	Economics for Managerial Decision Making	36 hours
	Financial and Managerial Accounting	36 hours
	Self-Development and Career Readiness	12 hours
Fall	Strategic Management	24 hours
	Financial Markets and Valuation	24 hours
	Managing Customer Value	24 hours
	Operations Management	24 hours
	Elective 1	24 hours
	Self-Development and Career Readiness	12 hours
Winter	Elective 2	24 hours
	Elective 3	24 hours
	Elective 4	24 hours
	Management Practicum	Full Term. Last 4 weeks working directly with the company
List of Electives		
	1 Strategic Management of AI and New Technologies	
	2 Business in a Global Economy	
	3 Financial Statement Analysis and Valuation	
	4 Corporate Finance	
	5 GenAI and Business Problem Solving	
	6 Brand Management	
	7 Managerial Negotiations	