

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. Karin Ruhlandt, Vice-Principal Academic and Dean
CONTACT INFO: vpdean.utsc@utoronto.ca

PRESENTER: Prof. Thy Phu, Acting Vice-Dean, Graduate & Postdoctoral Studies
CONTACT INFO: vdgraduate.utsc@utoronto.ca

DATE: March 3, 2026, for March 10, 2026

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Minor Modifications: Graduate Curriculum Changes UTSC (For approval)

JURISDICTIONAL INFORMATION:

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, section 4).” Under section 5.6 of its *Terms of Reference*, the AAC is responsible for approval of “major and minor modifications to existing degree programs.”

The AAC has responsibility for the approval of major and minor modifications to existing programs as defined by the [University of Toronto Quality Assurance Process](#) (UTQAP, Section 3.1 and 3.3).

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (March 10, 2026)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package contains minor modifications to the curriculum submitted by the UTSC graduate academic units listed below. These changes require governance approval. Minor modifications are defined as adjustments that do not substantially alter program or course learning outcomes but may involve modest

changes to the structure of a program or course. Upon approval, these changes are in effect as of Fall 2026, for the 2026-27 academic year.

- Graduate Department of Management (Report: Graduate Minor Curriculum Modifications Social Sciences for Approval)
 - 3 Program Changes:
 - MGTSC-M-MACCFIN: Management MAccFin
 - MGTSC-EMP-CAF: Canadian Accounting and Finance
 - MGTSC-EMP-IAF: International Accounting and Finance
 - 6 New Courses
 - MAF1006H: Advanced Topics in Assurance II
 - MAF2000H: Quantitative Methods
 - MAF2008H: Equity Investment and Trading Strategies
 - MAF3009H: Foundational Development in Professional Accounting
 - MAF3010H: Professional CPA Core
 - MAF3011H: Professional CPA Leadership
 - 3 Course Changes
 - MAF2001H: Economics
 - MAF2003H: Investment Analysis and Portfolio Management
 - MAF5002H: CFA Level I Preparation
 - 12 Course Retirements
 - MAF1005H: Current Issues in Accounting and Assurance
 - MAF2006H: Investment Analysis and Portfolio Management II
 - MAF3002H: Strategy, Business Development and Sales
 - MAF3004H: Integration and Analysis: Board Report
 - MAF3005H: Integration and Analysis: Critical Thinking and Decision Making I
 - MAF3006H: Integration and Analysis: Critical Thinking and Decision Making II
 - MAF4002H: Technical Update in Assurance and Taxation
 - MAF5001H: Technical Update in Financial and Management Accounting
 - MAF5004H: Integrated Case Writing
 - MAF5005H: Advanced Seminar in Accounting and Finance II
 - MAF5006H: Advanced Seminar in Accounting and Finance III
 - MAF5007H: Advanced Seminar in Accounting and Finance IV
- Graduate Department of Physical and Environmental Sciences (Report: Graduate Minor Curriculum Modifications Social Sciences for Approval)
 - 3 New Courses
 - EES3004H: Community-Engaged Biodiversity Conservation: Theory and Practice
 - EES3005H: Community-Engaged Biodiversity Conservation: Co-Creating Biodiverse Spaces
 - FST2001H: Food & Sustainability Graduate Field Camp

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed graduate curriculum changes for the Graduate Department of Physical and Environmental Sciences, as detailed in the respective curriculum report, be approved effective September 1, 2026; and

THAT the changes for the Graduate Department of Management, as detailed in the respective curriculum report, be approved effective May 1, 2027.

DOCUMENTATION PROVIDED:

1. Report – Graduate Minor Curriculum Modifications for Approval



UNIVERSITY OF TORONTO

University of Toronto Scarborough
2026-27 Curriculum Cycle
Graduate Minor Curriculum Modifications for Approval
March 10, 2026

Management (UTSC), Department of (Graduate Unit)

3 Minor Program Mod Full Reviews - No Committee

MGTSC-M-MACCFIN: Management MAccFin

Admission Requirements:

- Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the additional admission requirements stated below.
- An appropriate four-year undergraduate degree with a specialization in accounting or finance or equivalent, with a minimum overall average of a mid-B in all core courses. Admission to the program is extremely competitive, and meeting the minimum overall average does not guarantee admission.
- Applicants whose primary language is not English and who graduated from a university where the language of instruction is not English must achieve:
 - A Test of English as a Foreign Language (TOEFL) score of at least 580 overall on the paper-based test and 5 on the Test of Written English (TWE); 100/120 on the Internet-based test and 22/30 on the writing and speaking sections.
 - In special circumstances, a minimum score of 7.0 on the International English Language Testing System (IELTS) may be considered for admission.
- Applicants who plan to pursue the Canadian Chartered Professional Accountant (CPA) designation upon completing the MAccFin must meet the undergraduate prerequisite requirements set out by CPA Canada for entry into the CPA Professional Education Program. Please contact the Graduate Department of Management for details.
- Applicants who plan to pursue the Association of Chartered Certified Professional Accountants (ACCA) designation upon completing the MAccFin must meet the undergraduate prerequisite requirements for at least the Applied Knowledge Level as set out by ACCA. Please contact the Graduate Department of Management for details.

Completion Requirements:

- **Coursework.** Students must successfully complete a total of **8.5 full-course-equivalents (FCEs)*** as follows:
 - 7.5 FCEs in required core courses
 - MAF1001H *Advanced Topics in Financial Reporting*
 - MAF1002H *Strategy, Governance, and Management Accounting*
 - MAF1003H *Advanced Topics in Assurance*
 - MAF1004H *Advanced Taxation*
 - MAF1006H *Advanced Topics in Assurance II*
 - ~~MAF2001H *Economics and Quantitative Methods*~~
 - MAF2000H *Quantitative Methods*
 - MAF2001H *Economics*
 - MAF2002H *Advanced Corporate Finance*
 - MAF2003H *Investment Analysis and Portfolio Management I*
 - MAF2004H *Financial Statement Analysis and Equity Valuation*
 - MAF2005H *Derivatives*
 - ~~MAF2006H *Investment Analysis and Portfolio Management II*~~
 - MAF2007H *Fixed Income*
 - MAF2008H *Equity Investment and Trading Strategies*
 - MAF3001H *Leadership in the 21st Century*
 - ~~MAF3002H *Strategy, Business Development, and Sales*~~
 - MAF3003H *Business Data Analytics*
 - ~~MAF3005H *Integration and Analysis: Critical Thinking and Decision Making I*~~
 - ~~MAF3006H *Integration and Analysis: Critical Thinking and Decision Making II*~~
 - MAF3009H *Foundational Development in Professional Accounting*
 - MAF4000H *Co-op Internship*
 - MAF4001H *Advanced Seminar in Accounting and Finance I: Work-Integrated Learning and Career Development*
 - MAF5002H *CFA Level 1 Preparation Finance Capstone Course*
 - 1.0 FCE: students must declare an emphasis as part of their degree program.
- Students who plan to pursue the CPA designation upon completing the MAccFin must
 - complete the emphasis in Canadian Accounting and Finance;
 - achieve a minimum mid B grade in MAF1001H, MAF1002H, MAF1003H, MAF1004H, ~~MAF3005H~~ MAF1006H, ~~MAF3006H~~ MAF3009H or otherwise receive a letter of permission from the Graduate Department of Management.
- Students who plan to pursue the ACCA designation upon completing the MAccFin must
 - complete the emphasis in International Accounting and Finance.

* A final grade below 70% in any course equates to an FZ, which is an insufficient grade. A MAccFin student who receives a final grade of FZ will be recommended for termination of registration from the MAccFin program.

Description of Proposed Changes:

Admission requirements

- Third bullet point: Removed the word “Education” from the CPA Professional Program title.
- Fourth bullet point: Removed the word “Applied” from “Knowledge Level.”

Transfer requirements

- Coursework bullet: Updated to require 7.5 FCEs in required core courses.
- Added required courses:
 - MAF1006H Advanced Topics in Assurance II
 - MAF2000H Quantitative Methods
 - MAF2001H Economics
 - MAF2008H Equity Investment and Trading Strategies
 - MAF3009H Foundational Development in Professional Accounting
- Removed required courses:
 - MAF2001H
 - MAF2006H
 - MAF3002H
 - MAF3005H
 - MAF3006H
- Course title updated: MAF5002H.

CPA pathway requirement

- Third bullet point (“Students who plan to pursue the CPA designation upon completing the MAccFin must”):
 - Added MAF1006H and MAF3009H to the list of courses requiring a minimum grade of B.
 - Removed MAF3005H and MAF3006H from the list of courses requiring a minimum grade of B.

Rationale:

SUMMARY:

The purpose of this Minor Modification is to:

1. Align MAccFin with the new 2027 CPA Certification 2.0 (accounting).
2. Align MAccFin with the new 2027 ACCA Qualification Pathway (accounting).
3. Implement limited course-level refinements in non-accounting areas, including course separation, renaming for clarity, and one course removal.

CONTEXT AND SCOPE OF MODIFICATION - COMPETENCY ARTICULATION:

The Master of Accounting and Finance (MAccFin) program is accredited by Chartered Professional Accountants (CPA) Ontario and the Association of Chartered Certified Accountants (ACCA) to provide candidates with advanced standing toward professional accounting certification. Through this accreditation, the MAccFin enables graduates to receive advanced standing within the post-undergraduate professional certification pathways for these credentials, reflecting alignment between the program’s learning outcomes and professional competency expectations. In 2022, CPA Canada introduced Competency Map 2.0 (CM 2.0) as a conceptual roadmap to guide the evolution of the CPA designation. CM 2.0 clarified and reorganized existing professional competency expectations to reflect evolving directions of professional practice, while retaining the full set of six technical and five enabling competencies that anchored the prior CPA competency framework. Importantly, the revised competency map does not represent an expansion of professional competency expectations but rather clarifies and reorganizes competence within the professional framework. Under CM 2.0, strategy and governance are clarified as distinct technical competency areas, while sustainability and data and technology are articulated as standalone technical competencies. Data and technology are articulated as a distinct technical competency area where related considerations had previously been embedded across multiple technical domains, reflecting their pervasive role in contemporary professional practice. Sustainability is articulated to encompass statutory reporting requirements and broader considerations of long-term value creation, including environmental, social, and governance factors. Within the MAccFin curriculum, data and technology competencies are already addressed through a dedicated course and through integrated applications across accounting, assurance, and finance. Strategy and governance are already addressed through dedicated and integrated coursework within the program. Sustainability is addressed through existing strategy and coursework and is further developed through a newly introduced course as part of this Modification. Accordingly, the articulation of competencies under CM 2.0 does not necessitate changes to the MAccFin program-level learning outcomes. The scope of this Modification is therefore limited to course-level consolidation, redistribution, repackaging, and renaming, together with adjustments to assessment alignment, to ensure continued consistency with clarified professional competency articulation and redesigned professional certification pathways.

SUMMARY OF CHANGES TO PROFESSIONAL CERTIFICATION - CPA AND ACCA:

Under the former CPA Professional Education Program (PEP), professional competency expectations were assessed through a structure comprising modular Core and Elective components, specifically two Core modules (Core 1 and Core 2) and four Elective modules (Assurance, Tax, Finance, and Performance Management), followed by integrative assessment components, including Capstone 1, Capstone 2, and the Common Final Examination (CFE). The MAccFin program was structured to deliver the Core modules, all four elective modules, the Capstone 1 integrative components, and preparation support for the CFE, reflecting the program’s role in providing advanced standing across the full breadth of the PEP. In alignment with CPA Competency Map 2.0 and the introduction of the CPA Professional Program (CPA PP), this structure has been consolidated and reorganized into a staged professional education framework comprising Foundational Development, CPA Core delivered through Common and Licensure pathways, CPA Leadership, and CPA Professional Readiness. As part of this reorganization, the CPA competency framework retains the same core technical domains but separates Strategy and Governance into distinct technical competency areas, articulates Sustainability as a standalone technical competency area, and explicitly identifies Data and Technology as a technical competency area that was previously embedded across multiple domains. These clarifications are accompanied by a redesigned assessment model that embeds integration and case-based evaluation, particularly across the latter stages of certification, rather than concentrating integrative learning in discrete capstone modules. Under the current ACCA Qualification, candidates progress through the Applied Knowledge, Applied Skills, and Strategic Professional levels, completing thirteen professional examinations. Under the redesigned ACCA Qualification Pathway, the Applied Knowledge and Applied Skills levels are restructured into renamed Knowledge and Expertise stages, the Strategic Professional level is retained with revised options, and the overall number of professional examinations is reduced, while maintaining continuity in underlying competency expectations. Taken together, these changes across both professional certification frameworks represent structural consolidation and clarification, rather than material change to professional competency expectations, and necessitate corresponding adjustments to the CPA/ACCA accredited MAccFin program. This Modification responds to these professional certification changes.

RATIONALE:

The rationale for this Minor Modification is to ensure that the Master of Accounting and Finance (MAccFin) program continues to provide appropriate advanced standing toward the Canadian Chartered Professional Accountant (CPA) designation and the Association of Chartered Certified Accountants (ACCA) qualification, while preserving the program’s established academic objectives, learning outcomes, and credit structure. The Modification further

supports the program's longstanding role in preparing students for progression toward the Chartered Financial Analyst (CFA) designation and in maintaining a robust and relevant finance curriculum. As outlined above, recent changes to the CPA and ACCA competency and certification frameworks primarily clarify and reorganize how professional competencies are articulated, staged, and assessed, while retaining the underlying body of technical and enabling competencies associated with each credential. Through this Modification and Modifications proposed to the two Emphases within the MAccFin, the curriculum continues to provide coverage of the CPA/ACCA competency areas, while areas that are articulated more explicitly in the redesigned competency frameworks are addressed through existing coursework and, where appropriate, further strengthened through targeted course-level changes as part of this Modification. The six CPA technical and five enabling competency areas remain. Within the technical competencies, the disaggregation of one area into two components and the elevation of a former sub-area are already addressed within the MAccFin, while an additional thematic competency reflected across two areas is addressed through a combination of existing core course coverage and the proposed introduction of a new required core course. Alignment with the redesigned CPA and ACCA certification pathways is maintained through these targeted course-level adjustments as well. The adjustments include the introduction, amendment, and deactivation of courses to reflect updated professional articulation, assessment alignment, and curricular clarity, while preserving the Program's learning outcomes and total credit requirements. Finally, the Modification includes a limited strengthening of the finance curriculum through the introduction of a new course and the renaming of an existing course to explicitly reflect its role in supporting preparation for the Chartered Financial Analyst (CFA) designation.

These changes do not alter the total 8.5 FCE program requirement or affect full-time status or workload balance

Impact:

The proposed Minor Modification has no adverse impact on currently enrolled or prospective MAccFin students and no material impact on the academic unit. The MAccFin program operates on a cohort-based model with a single annual intake and lock-step progression, which enables a clean transition between academic years without disruption to student progression. Instances of interrupted progression or stop-out are rare and continue to be managed on a case-by-case basis in accordance with existing procedures.

The MAccFin program is paired with the two BBA Accounting Specialist programs at UTSC through a Combined Degree Program (CDP). The amendment to MAF2001H and the introduction of MAF2000H will apply to students currently enrolled in the CDP. The designation of these courses as exclusions ensures that there is no adverse impact on student progression or degree completion. Beginning in Fall 2027, these courses will be scheduled for CDP students in the Fall and/or Winter sessions rather than the Summer session. As a result, prospective students entering the CDP in May 2027 will not be adversely affected.

A CDP Minor Modification proposal for the 2027–2028 curriculum cycle will be brought forward to formally update CDP requirements to reflect the inclusion of MAF2000H and the revised positioning of MAF2001H for future CDP cohorts.

Consultations:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- CPA Ontario, Vice President, Education: November 26, 2025
- Departmental Accounting Area: December 12, 2025; Finance Area: January 20, 2026
- Undergraduate Curriculum Committee, January, 26, 2026

Resource Implications:

There are no changes to cohort size or to the overall delivery model of the program. All new and revised courses will be delivered by existing faculty, and the proposed Minor Modification does not require additional staffing, instructional space, library acquisitions, or financial resources.

The deactivation of six 0.0 FCE courses will reduce the total number of courses and associated teaching hours within the program. This reduction reflects curriculum consolidation and realignment rather than a contraction of the program, as the relevant content is redistributed across revised and newly introduced courses. Accordingly, the Modification has no adverse impact on faculty complement, teaching capacity, or departmental resources.

Proposal Status: Under Review

MGTSC-EMP-CAF: Canadian Accounting and Finance

Completion Requirements

Students must successfully complete 1.0 full-course equivalent (FCE) as follows:

- [MAF3010H Professional CPA Core](#)
- ~~MAF1005H Current Issues in Accounting and Assurance~~
- [MAF3011H Professional CPA Leadership](#)
- ~~MAF3004H Integration and Analysis: Board Report~~
- ~~MAF4002H Technical Update in Assurance and Taxation~~
- ~~MAF5001H Technical Update in Financial and Management Accounting~~
- ~~MAF5004H Integrated Case Writing.~~

Description of Proposed Changes:

Transfer Requirements:

Added required courses: MAF3010H Professional CPA Core and MAF3011H Professional CPA Leadership

Removed: MAF1005H, MAF3004H, MAF4002H, MAF5001H, MAF5004H

Rationale: The rationale for this Minor Modification is to ensure that the Canadian Accounting and Finance Emphasis within the Master of Accounting and Finance (MAccFin) program remains fully aligned with the redesigned Chartered Professional Accountant (CPA) Competency Map 2.0 the revised 2027 CPA Professional Program under the CPA Certification 2.0, while preserving the program's established academic objectives, learning outcomes, and total credit structure. As summarized in the accompanying MAccFin Program Modification, under the renewed CPA Competency Map 2.0, the six technical and five enabling competency areas remain. Within the technical competencies, two refinements (the disaggregation of one area into two components and the elevation of a former sub-area) are already addressed within the MAccFin, while an additional thematic competency reflected across two areas is addressed through a combination of existing core course coverage and the proposed introduction of a new required core course. This Modification pertaining to the Canadian Accounting and Finance Emphasis addresses the revised CPA Certification 2.0, which reduces the learning and assessment stages delivered at the University-level from six to three, and includes the removal of two Capstone modules and preparation for an integrative high-stakes 3-day Common Final Exam. Under

the new CPA Professional Program, students must successfully complete the Foundational Development exam (delivered through the MAccFin required core curriculum) before advancing to the CPA Core and Professional Leadership exams, both of which are administered by CPA Canada. The training for all three assessments is completed at the university-level, ensuring that students receive consistent, well scaffolded preparation throughout the entire CPA certification pathway. Alignment with the redesigned CPA certification pathway is achieved through targeted course-level refinements rather than program-level redesign. These refinements include the introduction, amendment, renaming, separation, and deactivation of specific courses to reflect clarified professional competency articulation, updated assessment models, and revised professional staging, while preserving academic integrity, curricular coherence, and workload balance across the two program Emphases. The addition of Professional CPA Core (MAF 3010H) and Professional CPA Leadership (MAF3011H): The CPA Core module assesses more advanced technical depth, particularly in financial reporting, assurance, tax, and data analytics, students require structured, dedicated learning beyond what is offered in the Foundational Development module (delivered through the MAccFin required core). The CPA Professional Core (MAF3010H) course is designed to provide that next level of focused preparation by deepening students' technical competencies, strengthening their analytical abilities, and enabling them to navigate the increased complexity. While the CPA Core emphasizes advanced technical depth, the CPA Professional Leadership module focuses on students' ability to integrate technical knowledge across disciplines, exercise ethical and professional judgment, communicate effectively with senior stakeholders, and demonstrate leadership in complex and ambiguous situations. The new MAF3011H course is designed to prepare students for the distinct demands of the Professional Leadership exam by reinforcing and integrating learning from undergraduate studies and the Foundational Development module. Together, these courses reinforce and extend students' knowledge gained through prior undergraduate accounting coursework and the required core MAccFin curriculum, ensuring students enter professional examinations with the confidence, discipline, and professional judgment required for success. Deletion of MAF1005H/3004H/4002/5001H/5004H: MAF1005H (Current Issues in Accounting and Assurance) and MAF3004H (Integration and Analysis: Board Report) were developed to align with the assessment structure of the former CPA Professional Education Program, including completion of the Capstone 1 module. MAF4002H (Advanced Seminar in Accounting and Finance II) and MAF5001H (Technical Update in Financial and Management Accounting) were 0.0 FCE courses that provide targeted technical updates reflecting annual regulatory changes relevant to the CFE, while MAF5004H (Integrated Case Writing) was a 0.0 FCE developed to support preparation for Capstone 2 and the CFE. Under the revised CPA Professional Program, the Capstone sequence and the CFE have been eliminated and replaced with a staged module approach described above, followed by a CPA Professional Readiness course and examination delivered entirely by the profession after completion of 24 months of post-MAccFin practical experience. The result is a shift in how and when integration, case writing, and professional judgment are delivered and assessed, and the specific functions served by these courses, namely, CFE-focused technical updating and mock final-exam preparation, are no longer required and will be deactivated. The cancellation of these courses does not eliminate or reduce competency development within the MAccFin program; rather, their learning objectives are re-aligned and delivered through the newly proposed courses.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- CPA Ontario, Vice President, Education: November 26, 2025
- Departmental Accounting Area: December 12, 2025; Finance Area: January 20, 2026
- Undergraduate Curriculum Committee, January 26, 2026

Resource Implications: None

Proposal Status: Under Review

MGTSC-EMP-IAF: International Accounting and Finance

Completion Requirements

Students must successfully complete 1.0 full-course equivalent (FCE) as follows:

- MAF3007H *Strategic Business Reporting*
- MAF3008H *Strategic Business Leadership*
- ~~MAF5005H *Advanced Seminar in Accounting and Finance II*~~
- ~~MAF5006H *Advanced Seminar in Accounting and Finance III*~~
- ~~MAF5007H *Advanced Seminar in Accounting and Finance IV*~~

Description of Proposed Changes:

Transfer Requirements: Removed optional courses: MAF5005H, MAF5006H and MAF5007H

Rationale: The rationale for this Minor Modification is to ensure that the International Accounting and Finance Emphasis within the Master of Accounting and Finance (MAccFin) program remains fully aligned with the redesigned 2027 Association of Chartered Certified Accountants (ACCA) Qualification Pathway, while preserving the program's established academic objectives, learning outcomes, and total credit structure. Under the current ACCA Qualification, candidates progress through the Applied Knowledge, Applied Skills, and Strategic Professional levels, completing thirteen professional examinations. Under the redesigned ACCA Qualification Pathway, the Applied Knowledge and Applied Skills levels are restructured into renamed Knowledge and Expertise stages, the Strategic Professional level is retained, and the overall number of professional examinations is reduced, while maintaining full continuity in underlying competency expectations. As a result, the MAccFin program continues to provide comprehensive coverage of required accounting and finance competencies, and no changes to program-level learning outcomes or total FCE requirements is required. Alignment with the ACCA certification pathway is achieved through targeted course-level refinements within the MAccFin required core curriculum proposed through the concurrent MAccFin Program Modification and the adjustments to the International Accounting and Finance Emphasis shown here. Deletion of MAF5005H/5006H/5007H: The Advanced Seminars in Accounting and Finance II, III, and IV were 0.0 FCE courses developed to support professional examination preparation for the ACCA, including preparation for the Strategic Professional levels under the current framework. In recent years, ACCA has introduced robust, professional-led learning and preparatory resources and will be consolidating and reducing the number of examinations as part of the revised Qualification Pathway implementation in 2027. Cancellation of these courses does not alter or reduce competency development within the MAccFin program; rather, responsibility for advanced professional exam preparation at the final stages remains to be provided and is also supported through ACCA. Deactivation of these courses also makes for balanced academic workload across the Canadian Accounting and Finance Emphasis and the International Accounting and Finance Emphasis.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025

- Graduate Curriculum Committee: November 24, 2025
- CPA Ontario, Vice President, Education: November 26, 2025
- Departmental Accounting Area: December 12, 2025; Finance Area: January 20, 2026
- Undergraduate Curriculum Committee, January 26, 2026

Resource Implications: None

Proposal Status: Under Review

6 New Courses - No Committee

MAF1006H: Advanced Topics in Assurance II

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

Building on prior financial reporting and assurance foundations, the course develops advanced competencies in audit planning and risk assessment, internal control evaluation, audit evidence and sampling, professional judgment, and assurance conclusions in complex engagements. Students examine public-interest responsibilities, independence and ethical requirements, quality management, and governance considerations relevant to public accounting practice. Through rigorous, case analysis, the course emphasizes professional skepticism, data analytics in assurance, and clear, defensible written communication aligned with professional expectations. The course equips students with the technical depth, analytical discipline, and case-writing proficiency required to progress toward public accounting licensure.

Delivery Method:In Person

Credit Value: fixed:0.25

Topics Covered:

Learning Outcomes:

1. Apply advanced assurance and audit concepts by planning, performing, and concluding on assurance engagements through risk based audit approaches, including financial reporting focused on non-routine transactions at low to moderate complexity and assurance work that may be outside of the scope of the CPA Canada handbook such as providing assurance on environmental, social and governance (ESG) matters, assessing the effectiveness of a company's cybersecurity frameworks and tax on more complex tax planning.
2. Exercise professional judgment and skepticism in complex and ambiguous assurance scenarios by identifying audit risks, assessing the sufficiency and appropriateness of audit evidence, and responding appropriately to indicators of misstatement, fraud, or non compliance.
3. Integrate ethical and independence requirements by applying CPA's ethical mindset, professional standards, and quality management principles in public interest assurance engagements.
4. Incorporate data analytics and technology into assurance planning and execution to enhance risk assessment, audit efficiency, and audit quality, consistent with CPA's emphasis on data enabled assurance.
5. Evaluate governance and public interest considerations by assessing the roles of boards, audit committees, and management, and their impact on audit strategy, reporting responsibilities, and stakeholder confidence.
6. Communicate assurance findings effectively by producing clear, concise, and professionally defensible CPA style written responses appropriate for regulators, audit committees, and other senior stakeholders.

Rationale:

This advanced assurance course is required to meet CPA Ontario's and ACCA's expectations for students pursuing Licensure pathway, which demands a higher level of assurance competence consistent with the public interest responsibilities of professional auditors. The course deepens students' understanding of advanced assurance topics—such as risk assessment, internal controls, audit evidence, professional judgment, ethics, and quality management—beyond what is achievable through undergraduate study or CPA Core/ACCA Knowledge-level preparation alone. By emphasizing case analysis and the application of professional skepticism in complex audit scenarios, the course bridges the gap between academic learning and practice, ensuring students are better prepared both to succeed toward public accounting licensure and perform effectively in professional assurance roles within the public practice.

Consultation:

Office of the Vice-Provost, Academic Programs, January 20, 2026
 Department of Management Graduate Chair, December 3, 2025
 Graduate Curriculum Committee: December 12th, 2025
 Accounting Area, December 12, 2025; Finance Area January 20th, 2026
 Undergraduate Curriculum Committee, January, 26th, 2026

Resources:

This course will be delivered by current faculty. Many of our accounting faculty have been actively involved in recent updates to the CPA program and have taught assurance and CPA case writing modules delivered through the profession. In addition, they bring significant industry experience, while our research stream faculty contribute expertise in the subject areas required to meet CPA/ACCA competency expectations. Together, this ensures that course delivery is both academically rigorous and closely aligned with current professional practice.

Proposal Status: Under Review

MAF2000H: Quantitative Methods

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This course aims to develop a comprehensive understanding of statistical concepts, techniques, and statistical inference in the context of the decision-making process. In addition to a quick review of materials covered in undergraduate statistics courses (e.g., probability and probability distributions, sampling theory, confidence interval estimation, hypothesis testing), topics of this part include, but not limited to, univariate and multivariate regressions, time series analysis, panel data analysis, as well as various methods that address endogeneity issues in estimations.

Exclusions: MAF2001H if taken prior to Summer 2027

Delivery Method: In Person
Credit Value: fixed: 0.25
Topics Covered: Learning Outcomes: <ol style="list-style-type: none"> 1. Calculate and interpret correlation. 2. Form hypothesis and able to test the hypothesis with proper methodologies. 3. Carry out and interpret statistics in univariate and multivariate regressions. 4. Understand the assumptions of regression tests and know how to detect the violations of these assumptions. 5. Use time-series analysis to explain and forecast trends in data. 6. Carry out panel data analysis. 7. Apply certain statistical methods to address economic endogeneity.
Rationale: MAF2001H currently covers Economics and Quantitative Methods and is offered as 0.5 FCE. The course will be restructured into two distinct offerings: MAF2000H – Quantitative Methods and MAF2001H – Economics, each valued at 0.25 FCE. The learning outcomes of the existing course will be preserved in their totality across these two courses. There are no changes to the content of this course. The current MAF2001H course is delivered by both Economics and Finance faculty with distinct disciplinary focus; this restructuring will allow for clearer assessment of student performance in each area and support clearer instructional responsibility and more streamlined course administration.
Consultation: Office of the Vice-Provost, Academic Programs, January 20, 2026 Department of Management Graduate Chair, December 3, 2025 Graduate Curriculum Committee: December 12th, 2025 Accounting Area, December 12, 2025; Finance Area January 20th, 2026 Undergraduate Curriculum Committee, January, 26th, 2026
Resources: The current finance faculty will be teaching this course. No additional resources are required.
Overlap with Existing Courses: If taken prior to Summer 2027, MAF2000H and MAF2001H have an overlap and therefore MAF2001H is listed as an exclusion.
Proposal Status: Under Review

MAF2008H: Equity Investment and Trading Strategies

Description: This graduate-level course provides an overview of equity investments and an introduction to modern trading strategies, preparing students to understand and navigate today’s fast-paced equity markets. This course begins with an introduction to the structure and function of the equity capital markets, exploring how equities are issued, traded, and priced. Students examine key elements of market organization and structure, including order types, trading venues, and regulatory frameworks that shape market behaviour. A central component of the course focuses on the mechanisms of price discovery, highlighting how information is incorporated into market prices through trading activity. Students also explore the distinctions between agency trading and liability (principal) trading, gaining insight into the roles of brokers, dealers, and market makers, and the strategies they employ to manage execution quality, risk, and market impact. Balancing theory with applied learning, the course is anchored by extensive hands-on experience. Through access to a state-of-the-art financial and trading laboratory, students engage with a real-time market simulation platform, allowing them to execute trades, test strategies, and observe market dynamics as they unfold. This practical exposure reinforces course concepts and equips students with the skills and judgment essential for careers in trading, equity research, and investment management.
Delivery Method: In Person
Credit Value: fixed: 0.25
Topics Covered: Learning Outcomes: <ol style="list-style-type: none"> 1. Explain the structure and functioning of equity markets, including exchanges, market participants, and trading mechanisms. 2. Analyze equity securities using fundamental, technical, and quantitative approaches to assess valuation, risk, and return. 3. Evaluate common equity investment strategies (e.g., value, growth, momentum, income, ESG) and their performance across different market conditions. 4. Design and implement equity trading strategies using real-world constraints such as transaction costs, liquidity, and risk limits. 5. Interpret and utilize market data, financial statements, and economic indicators to support informed equity investment decisions. 6. Assess the impact of behavioural biases, market efficiency, and regulatory considerations on equity prices and trading outcomes.
Rationale: This change allows the program to extend its finance curriculum beyond portfolio construction and asset allocation to include security-level analysis and the practical implementation of investment decisions. The addition of trading strategy coverage strengthens the applied finance dimension of the program, improves the balance between strategic and execution-oriented finance content, and enhances alignment with contemporary capital markets practice. Collectively, these changes broaden the scope of the finance curriculum and increase its relevance for both accounting and finance students. This course strengthens students’ preparedness for co-op internships by integrating market structure, investment analysis, and applied trading simulation, enhancing their readiness for co-op placements and early-career roles in financial services and asset management, where they can contribute to trading, research, and portfolio-support functions (especially the banks and pension funds operating CPA rotational programs).
Consultation: <ul style="list-style-type: none"> • Office of the Vice-Provost, Academic Programs, January 20, 2026 • Department of Management Graduate Chair, December 3, 2025 • Graduate Curriculum Committee: November 24, 2025 • Accounting Area, December 12, 2025; Finance Area January 20th, 2026 • Undergraduate Curriculum Committee, January, 26th, 2026

Resources: The course can be delivered by current members of the finance faculty. No additional resources are needed.

Proposal Status: Under Review

MAF3009H: Foundational Development in Professional Accounting

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

The Foundational Development in Professional Accounting course is a milestone course ensuring students achieve the CPA Foundational Development and ACCA Knowledge competencies while preparing for the corresponding professional exams. It strengthens and integrates key technical areas for both credentials, including assurance and trust, big data and data analytics, ethical decision-making and organizational/data governance, finance, financial reporting, management decision-making and information/technology systems, non-financial reporting, strategy, risk management and innovation, tax, and value creation, all aligned with both CPA and ACCA competency expectations. Through applied, integrated case analysis, students learn to connect concepts across disciplines, exercise sound professional judgment, and craft effective written responses. The course also builds the analytical, technical, and communication skills essential for success in this course.

Credit Value: fixed: 0.5

Learning Outcomes:

1. Build Specific, Foundational, and Sub foundational Competencies to ensure learners have the required technical base before progressing to higher level modules.
2. Begin developing Advanced Professional Competencies, including higher order analytical, strategic, and integrative skills expected of future CPAs.
3. Integrate the technical knowledge across accounting, assurance, finance, tax, analytics, reporting, and decision making areas to ensure a cohesive understanding of interconnected business functions.
4. Develop a strong Ethical Mindset, incorporating human values, ethical reasoning, and professional judgment required for responsible decision making.
5. Strengthen understanding of foundational technical topics, including financial reporting, assurance, data analytics, sustainability/non-financial reporting, and tax—knowledge areas evaluated on the Foundational Exam.
6. Prepare for application based assessment, including case writing skills and multi disciplinary problem solving, which are essential for success in the Foundational Development Exam before advancing to the Core pathway.

Rationale:

Under the new CPA Professional Program structure taking effect in 2027, students must complete the Foundational Development exam before progressing to the Core and Professional Leadership exams. The same is true for students progressing to the Expertise Level from the Knowledge Level under the revised 2027 ACCA Qualification Pathway. Training for all three CPA exams will now be delivered at the university level, with the Foundational Development exam administered within the program and the subsequent Core and Professional Leadership exams administered by CPA. With university approval, CPA will permit students to write the Core and Professional Leadership exams concurrently. This course is designed to provide focused, dedicated preparation assistance for students to build the technical knowledge and case writing proficiency required to succeed on the CPA Foundational Development exam and the ACCA Knowledge exam. It integrates and reinforces material learned throughout their undergraduate accounting studies, further enhanced by MAccFin courses MAF1001H, MAF1002H, MAF1003H, and MAF1004H.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources:

This course will be taught by current faculty. Many of the departments accounting faculty members have been actively involved in recent updates to the CPA program and have previously taught CPA case writing modules through the profession. In addition, many bring significant industry experience, while our research stream faculty contribute strong research expertise in the subject areas required to meet CPA competency expectations. Together, this ensures that course delivery is both academically rigorous and closely aligned with current professional practice.

Proposal Status: Under Review

MAF3010H: Professional CPA Core

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

The Professional CPA Core builds on the foundation established in the Foundational Development course by advancing students into the next level of the CPA competency framework and preparing them for the CPA Core Exam. This course evaluates higher-level technical proficiency across financial reporting, assurance, big data and data analytics, and tax, with the specific topics addressed for pursuit of the Common Pathway or the Licensure Pathway. Like the Foundational Development in Professional Accounting course, this course reinforces and integrates key technical areas, requiring students to analyze complex, multi-disciplinary scenarios and apply deeper professional judgment. Through advanced case-based learning, students strengthen their ability to interpret issues, prioritize recommendations, and produce clear, concise CPA-style written responses that meet the analytical rigour expected at the Core level. The course also enhances students' communication, critical-thinking, and problem-solving skills, ensuring they are fully prepared to sit the CPA Core Exam and progress to the Professional Leadership stage of the CPA Professional Program.

Prerequisites: MAF3009H

Delivery Method: In Person

Credit Value: fixed: 0.5

Learning Outcomes:

1. Demonstrate technical breadth and show integrated competence across core topic areas, including Financial Reporting, Assurance, Big Data & Data Analytics and Taxation
2. Apply professional judgment across multidisciplinary scenarios by interpreting financial and non-financial information, leveraging data analytics to enhance

decision-making and reporting, and identifying and assessing risks.

3. Integrate an ethical mindset and uphold public interest responsibilities by demonstrating professional skepticism, applying ethical reasoning in complex environments, and maintaining awareness of governance, controls, and accountability.

4. Communicate effectively in professional business contexts by providing clear written analysis, structuring decisions logically, and integrating both technical and ethical perspectives into their communication

5. Apply audit-focused analytical and risk assessment skills by assessing audit risks and internal controls, evaluating the appropriateness and sufficiency of evidence, and addressing professional responsibilities in assurance engagements.

Rationale:

Under the new CPA Professional Program structure taking effect in 2027, students must successfully complete the Foundational Development exam before advancing to the Core and Professional Leadership exams, both of which are administered by CPA. Training for all three assessment stages is now delivered at the university level, ensuring that students receive consistent, well-scaffolded preparation throughout the entire CPA pathway. As the Core Exam assesses more advanced technical depth, particularly in financial reporting, assurance, tax, and data analytics, students require structured, dedicated learning support beyond what is offered in undergraduate studies or the Foundational Development module. This Professional Core course is designed to provide that next level of focused preparation by deepening students' technical competencies, strengthening their analytical and case writing abilities, and enabling them to navigate the increased complexity of Core-level CPA cases. The course also reinforces and extends knowledge gained through prior undergraduate accounting coursework and MAccFin courses, ensuring students enter the Core Exam with the confidence, discipline, and professional judgment required for success. Furthermore, because CPA permits students (with university/MAccFin program approval) to write the Core and Professional Leadership exams concurrently, this course plays a critical role in equipping them with the advanced skills necessary to progress through the new exam sequence efficiently and effectively.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January, 26th, 2026

Resources:

This course will be taught by current faculty. Many of our accounting faculty members have been actively involved in recent updates to the CPA program and have previously taught CPA case writing modules through the profession. In addition, many bring significant industry experience, while our research stream faculty contribute strong research expertise in the subject areas required to meet CPA competency expectations. Together, this ensures that course delivery is both academically rigorous and closely aligned with current professional practice.

Proposal Status: Under Review

MAF3011H: Professional CPA Leadership

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This Professional CPA Leadership course prepares students for the CPA Leadership assessment by advancing them to executive-level judgment and decision-making aligned with the CPA Competency Map 2.0 and the exam structure within the CPA Professional Program. Building on the Foundational Development in Professional Accounting and Professional CPA Core courses, the course integrates all topic areas through a leadership lens, including assurance and trust; big data, analytics, AI and data governance; ethical decision-making and organizational governance; finance and financial reporting; management decision making and information/technology systems; non-financial and sustainability reporting; strategy, risk management and innovation; tax; and value creation, while emphasizing the enabling competencies of ethical leadership, communication, collaboration, and self-management expected of entry-level CPAs. Through advanced, executive-style case analysis, board-level simulations, and complex, multidisciplinary scenarios, students learn to synthesize diverse sources of information, prioritize under uncertainty, evaluate stakeholder and public-interest implications, and craft concise, CPA-style written responses suitable for senior management and governance bodies. The course strengthens professional judgment, strategic thinking, and leadership communication skills, ensuring candidates can lead change, exercise an ethical mindset, and deliver integrated, value-focused recommendations, and fully prepares them to complete the CPA Leadership assessment and progress to the CPA Professional Readiness stage of the program.

Prerequisites: MAF3009H

Delivery Method: In Person

Credit Value: fixed: 0.5

Learning Outcomes:

1. Integrate multidisciplinary technical knowledge across financial reporting, assurance and trust, finance, tax, data and analytics, governance, sustainability, strategy, risk management, and value creation to analyze complex, ambiguous business scenarios at an enterprise level, consistent with CPA Professional Leadership expectations.
2. Exercise sound professional and ethical judgment by identifying stakeholders and public interest implications, evaluating alternative courses of action, and justifying recommendations in accordance with the CPA's ethical mindset and decision-making framework.
3. Demonstrate leadership-level decision-making by framing issues from a senior management or governance perspective, setting strategic priorities, managing uncertainty, and leading organizations through change in dynamic business environments.
4. Communicate effectively with senior stakeholders by producing clear, concise, and persuasive CPA style written and oral responses appropriate for executive and board-level audiences.
5. Synthesize data, qualitative information, and professional standards to support evidence-based recommendations while demonstrating professional skepticism and critical thinking.
6. Apply enabling competencies at a leadership standard, including collaboration, self-management, and ethical leadership, reflecting the competency level expected of candidates at the Professional Leadership stage of the CPA Professional Program.

Rationale:

Under the new CPA Professional Program exam structure taking effect in 2027, students must successfully complete the Foundational Development exam before advancing to the Core and Professional Leadership exams, both of which are administered by CPA. Training for all three assessment stages is delivered at the university level, ensuring students receive structured and progressive preparation for each increasingly demanding stage of CPA assessment. While the Core Exam emphasizes advanced technical depth, the Professional Leadership exam focuses on students' ability to integrate technical knowledge across disciplines, exercise ethical and professional judgment, communicate effectively with senior stakeholders, and demonstrate leadership in complex and ambiguous situations. This course is designed to prepare students for the distinct demands of the Professional Leadership exam by reinforcing and integrating learning from undergraduate studies and the Foundational Development and Core modules. In doing so, the course plays a critical role in equipping students with the judgment, communication, and integrative skills required to progress efficiently through the new CPA exam sequence and to maximize their likelihood of success on the Professional Leadership assessment.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January, 26th, 2026

Resources:

This course will be taught by current faculty. Many of the department's accounting faculty members have been actively involved in recent updates to the CPA program and have previously taught CPA case writing modules through the profession. In addition, many bring significant industry experience, while our research stream faculty contribute strong research expertise in the subject areas required to meet CPA competency expectations. Together, this ensures that course delivery is both academically rigorous and closely aligned with current professional practice.

Proposal Status: Under Review

3 Course Modifications - No Committee

MAF2001H: Economics

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Title:

Previous: Economics and Quantitative Methods

New: Economics

Track Changes: Economics ~~and Quantitative Methods~~

Description:**Previous:**

This fundamental course has two components: quantitative methods and economics for valuation. The first part of the course aims to develop a comprehensive understanding of statistical concepts, techniques, and statistical inference in the context of decision-making processes. Topics to be covered include, but not limited to, probability and probability distributions, sampling theory, confidence interval estimation, hypothesis testing, univariate and multivariate regressions, analysis of variance, time series analysis, panel data analysis, and estimation with endogeneity. The second part of the course provides a wide coverage of economic theories, concepts, principles, and practices that professional investors need to know in order to make informed investment decisions. Topics to be covered include the economic dynamics in currency exchange market, economic growth, and the economics of regulations. This part of the course will also cover ethics.

New:

This course provides a wide coverage of economic theories, concepts, principles, and practices that professional investors need to know in order to make informed investment decisions. Topics to be covered include the economic dynamics in the currency exchange market, economic growth, and the economics of regulations. This part of the course will also cover ethics.

Exclusions:**Previous:**

New: MAF2000H if taken prior to Summer 2027

Credit Value:

Previous: fixed: 0.5

New: fixed: 0.25

New Learning Outcomes:

1. Explain the economic dynamics in currency exchange market.
2. Understand how monetary and fiscal policy affect the exchange rates under the Mundell-Fleming framework.
3. Understand the determinants and theories of economic growth.
4. Examine the impact of economic growth on equity and fixed-income investors.
5. Describe the economic rationales of having regulations.
6. Conduct cost-benefit analysis for economic regulations.
7. Appreciate the ethics implications and the use of professional skepticism when making various decisions.

Rationale:

MAF2001H currently covers Economics (6 weeks) and Quantitative Methods (6 weeks) and is offered as 0.5 FCE. The course will be restructured into two distinct offerings: MAF2000 – Quantitative Methods and MAF2001H – Economics, each valued at 0.25 FCE. The learning outcomes of the existing course will be preserved in their totality across these two courses. There are no changes to the content of this course. The current MAF2001H course is delivered by both Economics and Finance faculty with distinct disciplinary focus; this restructuring will allow for clearer assessment of student performance in each area and support clearer instructional responsibility and more streamlined course administration.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: December 12th, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January, 26th, 2026

Resources: This course will be taught by existing faculty; no additional resources are required

Overlap with Existing Courses: New course MAF2000H has an overlap with this course if taken before Summer 2027 and is therefore listed as an exclusion.

Proposal Status: Under Review

MAF2003H: Investment Analysis and Portfolio Management

Title:

Track Changes: Investment Analysis and Portfolio Management~~I~~

Description:

Previous:

This course is the first part of Investment Analysis and Portfolio Management. This course focuses on the investment decision-making process from the perspective of portfolio managers. Topics covered include, but are not limited to, the theories and practices in creating, maintaining, and evaluating the performance of investment portfolios. This course will be delivered so that it integrates the basic investment concepts taught in undergraduate Finance courses and delineates investment process at a more advanced level. In delivering the above topics, current research findings will also be shared with students. Since delegated portfolio management is a main theme of the course, emphasis will be placed on adhering to ethical standards when dealing with clients.

New:

This course is the first part of Investment Analysis and Portfolio Management. This course focuses on the investment decision-making process from the perspective of portfolio managers. Topics covered include, but are not limited to, the theories and practices in creating, maintaining, and evaluating the performance of investment portfolios. This course will be delivered so that it integrates the basic investment concepts taught in undergraduate Finance courses and delineates the investment process at a more advanced level. In delivering the above topics, current research findings will also be shared with students. Since delegated portfolio management is a main theme of the course, emphasis will be placed on adhering to ethical standards when dealing with clients.

Prerequisites:

Previous:

New: MAF2000H and MAF2001H and MAF2002H

Rationale:

This is a simple renaming to course title, removing “I”. The MAF2003H course has been the first in a two-course series covering investment analysis and portfolio management, with the second course being MAF2006H Investment Analysis and Portfolio Management II. With the cancellation of MAF2006, the MAF2003H course requires an amendment to remove “I” after the naming description. The depth is redistributed across MAF2003H and the new MAF2008H

Consultation:

Office of the Vice-Provost, Academic Programs, January 20, 2026
Department of Management Graduate Chair, December 3, 2025
Graduate Curriculum Committee: December 12th, 2025
Accounting Area, December 12, 2025; Finance Area January 20th, 2026
Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5002H: CFA Level I Preparation

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Title:

Track Changes: ~~Finance Capstone Course~~CFA Level I Preparation

Credit Value:

Previous: fixed: 0.0

New: fixed: 0.25

Rationale:

The MAF5002H - Finance Capstone Course, currently weighted 0.0 FCE, will be reweighted to 0.25 FCE and renamed CFA Level I Preparation to more accurately reflect the scope, instructional intensity, and purpose of the course. The revised weighting recognizes the instructional time and importance of the applied learning activities associated with the course. The change in title clarifies the course’s preparatory focus on CFA Level I related content while maintaining the existing learning outcomes, which continue to integrate and reinforce finance concepts developed across the MAccFin curriculum without introducing new competencies.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Budget Implications:

Proposal Status: Under Review

12 Retired Courses - No Committee

MAF1005H: Current Issues in Accounting and Assurance

Rationale:

MAF1005H (Current Issues in Accounting and Assurance) and MAF3004H (Integration and Analysis: Board Report) were developed to align with the assessment structure of the former CPA Professional Education Program, including preparation for the Capstone 1 module and examination, as well as preparatory work related to Capstone 2 and the Common Final Examination (CFE). Under the revised CPA Professional Program taking effect in 2027, this capstone-based assessment model has been replaced by a new sequence of Foundational Development, Core, and Professional Leadership assessments, resulting in a shift in how and when integration, case writing, and professional judgment are assessed. As a result, the instructional intent and assessment alignment of MAF1005H and MAF3004H are no longer consistent with the current CPA certification framework. The cancellation of these courses does not eliminate or reduce competency development within the MAccFin program; rather, their learning objectives are re-aligned and delivered through newly proposed courses that support the revised examination structure.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF2006H: Investment Analysis and Portfolio Management II**Rationale:**

The MAccFin program currently offers two courses in Portfolio Management (MAF2003H and MAF2006H), each contributing to the development of core investment competencies. The proposed removal of MAF2006H will create curricular space to introduce a course focused on equity investment analysis and trading strategies. This change allows the program to extend its finance curriculum beyond portfolio construction and asset allocation to include security-level analysis and the practical implementation of investment decisions. The addition of trading strategy coverage strengthens the applied finance dimension of the program, improves the balance between strategic and execution-oriented finance content, and enhances alignment with contemporary capital markets practice. Collectively, these changes broaden the scope of the finance curriculum and increase its relevance for both accounting and finance students.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF3002H: Strategy, Business Development and Sales**Rationale:**

While the course provides exposure to market development and sales strategy, its removal eliminates duplication partial coverage of strategy covered in MAF1002H and allows the program to prioritize core accounting and finance content more directly related to the primary MAccFin learning objectives. The change also creates capacity for students in a term with substantial co-op employment search demands.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF3004H: Integration and Analysis: Board Report**Rationale:**

MAF1005H (Current Issues in Accounting and Assurance) and MAF3004H (Integration and Analysis: Board Report) were developed to align with the assessment structure of the former CPA Professional Education Program, including preparation for the Capstone 1 module and examination, as well as preparatory work related to Capstone 2 and the Common Final Examination (CFE). Under the revised CPA Professional Program taking effect in 2027, this capstone-based assessment model has been replaced by a new sequence of Foundational Development, Core, and Professional Leadership assessments, resulting in a shift in how and when integration, case writing, and professional judgment are assessed.

As a result, the instructional intent and assessment alignment of MAF1005H and MAF3004H are no longer consistent with the current CPA certification framework. The cancellation of these courses does not eliminate or reduce competency development within the MAccFin program; rather, their learning objectives are re-aligned and delivered through newly proposed courses that support the revised examination structure.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF3005H: Integration and Analysis: Critical Thinking and Decision Making I**Rationale:**

MAF3005H (0.25 FCE) and MAF3006H (0.25 FCE) were designed to align with the structure and terminology of the outgoing CPA Professional Education Program (PEP), in which Core represented the first step. Under the revised CPA Professional Program (and the 2027 ACCA Qualification Pathway), Foundational Development now constitutes the first step, and the sequencing and assessment framework for university-level preparation has changed accordingly. As a result, this course no longer accurately reflects how existing competencies are organized and assessed at the Foundations stage.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF3006H: Integration and Analysis: Critical Thinking and Decision Making II

Rationale:

MAF3005H (0.25 FCE) and MAF3006H (0.25 FCE) were designed to align with the structure and terminology of the outgoing CPA Professional Education Program (PEP), in which Core represented the first step. Under the revised CPA Professional Program (and the 2027 ACCA Qualification Pathway), Foundational Development now constitutes the first step, and the sequencing and assessment framework for university-level preparation has changed accordingly. As a result, this course no longer accurately reflects how existing competencies are organized and assessed at the Foundations stage.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF4002H: Technical Update in Assurance and Taxation

Rationale:

MAF4002H (Technical Update in Assurance and Taxation), MAF5001H (Technical Update in Financial and Management Accounting), and MAF5004H (Integrated Case Writing) were 0.0 FCE courses developed to support the former CPA Professional Education Program, including preparation for Capstone 1 and Capstone 2 and the three-day, high-stakes Common Final Examination (CFE). MAF4002H and MAF5001H provided targeted technical updates reflecting annual regulatory changes relevant to the CFE, while MAF5004H served as a mock CFE exercise focused on integrated, exam-length case writing. Under the revised CPA Professional Program, the Capstone sequence and the CFE have been eliminated and replaced by Core and Professional Leadership assessments, followed by a CPA Professional Readiness course and examination delivered entirely by the profession after completion of 24 months of post-MAccFin practical experience. As a result, the specific functions served by these courses, namely, CFE-focused technical updating and mock final-exam preparation, are no longer required. Their cancellation does not reduce competency development; rather, responsibility for final readiness assessment and ongoing technical updating has shifted to CPA, while the MAccFin program continues to deliver and assess the same underlying competencies. Integration and case-writing skills are addressed within this Modification through a newly introduced course (MAF3009), and further developed through the new MAF3010H, MAF3011H courses, which are aligned with later stages of the CPA certification (CPA Core and CPA Leadership).

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5001H: Technical Update in Financial and Management Accounting

Rationale:

MAF4002H (Technical Update in Assurance and Taxation), MAF5001H (Technical Update in Financial and Management Accounting), and MAF5004H (Integrated Case Writing) were 0.0 FCE courses developed to support the former CPA Professional Education Program, including preparation for Capstone 1 and Capstone 2 and the three-day, high-stakes Common Final Examination (CFE). MAF4002H and MAF5001H provided targeted technical updates reflecting annual regulatory changes relevant to the CFE, while MAF5004H served as a mock CFE exercise focused on integrated, exam-length case writing. Under the revised CPA Professional Program, the Capstone sequence and the CFE have been eliminated and replaced by Core and Professional Leadership assessments, followed by a CPA Professional Readiness course and examination delivered entirely by the profession after completion of 24 months of post-MAccFin practical experience. As a result, the specific functions served by these courses, namely, CFE-focused technical updating and mock final-exam preparation, are no longer required. Their cancellation does not reduce competency development; rather, responsibility for final readiness assessment and ongoing technical updating has shifted to CPA, while the MAccFin program continues to deliver and assess the same underlying competencies. Integration and case-writing skills are addressed within this Modification through a newly introduced course (MAF3009), and further developed through the new MAF3010H, MAF3011H courses, which are aligned with later stages of the CPA certification (CPA Core and CPA Leadership).

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5004H: Integrated Case Writing

Rationale:

MAF4002H (Technical Update in Assurance and Taxation), MAF5001H (Technical Update in Financial and Management Accounting), and MAF5004H (Integrated Case Writing) were 0.0 FCE courses developed to support the former CPA Professional Education Program, including preparation for Capstone 1 and Capstone 2 and the three-day, high-stakes Common Final Examination (CFE). MAF4002H and MAF5001H provided targeted technical updates reflecting annual regulatory changes relevant to the CFE, while MAF5004H served as a mock CFE exercise focused on integrated, exam-length case writing. Under the revised CPA Professional Program, the Capstone sequence and the CFE have been eliminated and replaced by Core and Professional Leadership assessments, followed by a CPA Professional Readiness course and examination delivered entirely by the profession after completion of 24 months of post-MAccFin practical experience. As a result, the specific functions served by these courses, namely, CFE-focused technical updating and mock final-exam preparation, are no longer required. Their cancellation does not reduce competency development; rather, responsibility for final readiness assessment and ongoing technical updating has shifted to CPA, while the MAccFin program continues to deliver and assess the same underlying competencies. Integration and case-writing skills are addressed within this Modification through a newly introduced course (MAF3009), and further developed through the new MAF3010H, MAF3011H courses, which are aligned with later stages of the CPA certification (CPA Core and CPA Leadership).

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5005H: Advanced Seminar in Accounting and Finance II

Rationale:

MAF5005H, MAF5006H, and MAF5007H (Advanced Seminar in Accounting and Finance II, III, and IV) were 0.0 FCE courses developed to support professional examination preparation for the ACCA, including preparation for the Strategic Professional levels under the current framework. In recent years, ACCA has introduced robust, profession-led learning and preparatory resources and will be consolidating and reducing the number of examinations as part of the revised Qualification Pathway implementation in 2027. Their cancellation does not alter or reduce competency development within the MAccFin program; rather, responsibility for advanced professional exam preparation at the final stages is appropriately supported through ACCA. Deactivation of these courses also makes for balanced academic workload across the Canadian Accounting and Finance Emphasis and the International Accounting and Finance Emphasis.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5006H: Advanced Seminar in Accounting and Finance III

Rationale:

MAF5005H, MAF5006H, and MAF5007H (Advanced Seminar in Accounting and Finance II, III, and IV) were 0.0 FCE courses developed to support professional examination preparation for the ACCA, including preparation for the Strategic Professional levels under the current framework. In recent years, ACCA has introduced robust, profession-led learning and preparatory resources and will be consolidating and reducing the number of examinations as part of the revised Qualification Pathway implementation in 2027. Their cancellation does not alter or reduce competency development within the MAccFin program; rather, responsibility for advanced professional exam preparation at the final stages is appropriately supported through ACCA. Deactivation of these courses also makes for balanced academic workload across the Canadian Accounting and Finance Emphasis and the International Accounting and Finance Emphasis.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January, 26th, 2026

Resources: None

Proposal Status: Under Review

MAF5007H: Advanced Seminar in Accounting and Finance IV

Rationale:

MAF5005H, MAF5006H, and MAF5007H (Advanced Seminar in Accounting and Finance II, III, and IV) were 0.0 FCE courses developed to support professional examination preparation for the ACCA, including preparation for the Strategic Professional levels under the current framework. In recent years, ACCA has introduced robust, profession-led learning and preparatory resources and will be consolidating and reducing the number of examinations as part of the revised Qualification Pathway implementation in 2027. Their cancellation does not alter or reduce competency development within the MAccFin program; rather, responsibility for advanced professional exam preparation at the final stages is appropriately supported through ACCA. Deactivation of these courses also makes for balanced academic workload across the Canadian Accounting and Finance Emphasis and the International Accounting and Finance Emphasis.

Consultation:

- Office of the Vice-Provost, Academic Programs, January 20, 2026
- Department of Management Graduate Chair, December 3, 2025
- Graduate Curriculum Committee: November 24, 2025
- Accounting Area, December 12, 2025; Finance Area January 20th, 2026
- Undergraduate Curriculum Committee, January 26th, 2026

Resources: None

Proposal Status: Under Review

Physical and Environmental Sciences, Department of (Graduate Unit)

3 New Courses - No Committee

EES3004H: Community-Engaged Biodiversity Conservation: Theory and Practice

Description:

How can we conserve biodiversity while integrating the needs, histories, and aspirations of local communities? This course critically examines conservation through a participatory, community-driven lens, moving beyond top-down approaches. Students will explore co-design and community-engaged research methods, applying them in real-world collaborations with local and international partner organizations. Ethical conservation practices and community-based biodiversity strategies are central themes.

Delivery Method: In Person

Credit Value:fixed: 0

Topics Covered:

The content of this course is in part dependent on the nature of the community partnerships, with specific topics such as “community science for local biodiversity monitoring”, “invasive species awareness”, and “conservation through the lens of multiple knowledge systems”, included in response to the community’s identified challenges.

Weeks 1-6 THEORY

Module 1 — Foundations: Why community-engaged biodiversity conservation? (4.0 h)

- Course orientation, goals, expectations — 0.5 h
- The biodiversity crisis and links to human well-being — 1.0 h
- Conservation paradigms: from “fortress” models to partnership models — 1.0 h
- Ethics of engagement (consent, reciprocity, care, safety) — 1.0 h
- Reflection primer: what “evidence-based reflection” looks like — 0.5 h

Module 2 — Laws, policies, and programs that enable or constrain conservation action (4.0 h)

- How rules shape action: mandates, targets, permitting, funding — 1.0 h
- Rights-based conservation: Indigenous rights, treaties, consent — 1.0 h
- Community roles in implementation, monitoring, and compliance — 2.0 h

Module 3 — Deliberative democracy for biodiversity conservation: making fair, durable decisions (4.0 h)

- Who benefits and who bears costs? Sharing benefits and guarding against harm — 1.0 h
- Principles of fair public reasoning (briefing quality, inclusion, transparency) — 1.0 h
- Formats that work (assemblies, juries, deliberative polling) and when to use them — 1.0 h
- Co-design clinic: scoping a question with partners (live exercise) — 1.0 h

Module 4 — Multiple knowledge systems in conservation practice (8.0 h)

- Working with Indigenous, local, and scientific knowledge responsibly — 1.0 h
- Documenting place-based knowledge (protocols, attribution, data governance) — 1.0 h
- Case clinic: translating knowledge into decisions (applied studio + site visit/virtual) — 6.0 h

Note: A second 8-hour community immersion can be offered as an optional extension outside the 40 in-class hours.

Weeks 7-12 PRACTICE

Module 5 — Studio: Building a community–biodiversity–well-being case (4.0 h)

- Scoping the case and defining the question — 1.0 h
- Evidence gathering plan (sources, ethics, citation) — 1.0 h
- Drafting the case narrative and ethical analysis — 1.5 h
- Quick share-outs and critique — 0.5 h

Module 6: Customized skills for working with and for communities (8.0 h)

6.1 Communication for influence — 2.0 h

- Turning analysis into clear briefs, one-pagers, and simple dashboards — 1.0 h
- Speaking to different audiences (community, council, agency, funder) — 1.0 h

6.2 Project operations — 2.0 h

- Scopes, milestones, roles, risks, and check-ins that work with partners — 1.0 h
- Budget basics and small-grant readiness — 0.5 h
- Conflict resolution and negotiation skills — 0.5 h

6.3 Data collection, management, analysis, and visualization — 4.0 h

- Planning data collection with communities (what to measure, consent, low-burden tools) — 1.0 h
- Data management foundations (file structure, metadata, versioning, privacy) — 1.0 h
- Analysis essentials (cleaning, simple statistics, interpreting patterns) — 1.0 h
- Visualization that travels (clear charts, map basics, accessible design) — 1.0 h

Note: An optional workshop will be held to introduce the use of AI (statistical learning techniques) in data analysis.

Module 7: Studio: Project integration and rehearsal (4.0 h)

- Team studios with instructor and partner coaching — 2.0 h
- Peer feedback round — 1.0 h
- Revision sprint and readiness checks — 1.0 h

- Module 8: Community presentations and hand-off (4.0 h)
- Public showcase and question-and-answer with partners — 2.0 h
 - Handoff packaging (toolkits, files, next-steps memo) — 1.0 h
 - Debrief and course reflection (what we learned, what moves next) — 1.0 h

Course total: 40.0 in-class hours

Rationale:

The proposed course addresses a clear curricular gap by providing students with direct, community-engaged experience at the intersection of biodiversity and human health and wellbeing. While existing University of Toronto courses cover biodiversity loss and community-based conservation in theory, none offer hands-on collaborative work with community partners. This course complements the Conservation and Biodiversity Field of Study (MEnvSc – Professional Master of Environmental Science) by adding essential principles and practices of community-engaged conservation, which are not currently part of the curriculum.

It will not replace existing courses but will enhance UTSC’s academic offerings by:

- (a) delivering experiential learning aligned with departmental strategic priorities;
- (b) developing skills sought by government, industry, and academia, including environmental policy, community engagement, and conservation planning; and
- (c) supporting new partnerships that may strengthen the department’s research profile, funding opportunities, and global appeal.

The course also has the potential to foster interdisciplinary collaboration on related socioecological issues, including water and food security, across UTSC units. By filling this gap, EES3004H ensures students gain both the scientific foundation and applied experience necessary to advance meaningful biodiversity conservation action.

Consultation:

Course Code approved by Liz Pulickeel – Oct. 23, 2025

Consultation undertaken in Oct. 2025 with UTM Master of Science in Sustainability Management, UTSG School of Environment, and UTSG Geography and Planning, who are all supportive of the course creation and feel the course would be attractive to their students.

Consultation also undertaken in Oct. 2025 with DPES’ Teaching and Curriculum committee, where support for the course was provided.

Grad DCC Approval: December 10, 2025

Resources:

The department applied for and received \$10,000 from the Experiential Learning Fund (ELF) to provide financial support for engagement of community partners in the course activities for the pilot offering of the course. The department will apply to this fund in the future, as well as other campus funding sources, to ensure the long-term financial sustainability of this course. If such funds are not available, the department will be able to pivot to virtual community engagement, together with desktop work (no field trips) for the course delivery.

Overlap with Existing Courses: To the department's knowledge, the content of this proposed course does not overlap with other graduate-level courses.

Proposal Status: Under Review

EES3005H: Community-Engaged Biodiversity Conservation: Co-Creating Biodiverse Spaces

Description:

Biodiversity loss has reached alarming levels, with ecosystems worldwide experiencing rapid degradation. To reduce, halt, and reverse this loss, we must address its root causes. This project focuses on human-biodiversity conflicts surrounding national parks in Uganda, where vulnerable communities depend on nature for their livelihoods. By engaging directly with community, we will identify the socio-economic and ecological drivers of biodiversity loss and co-develop strategies for conservation that align with community needs. A key output will be the co-creation of a demonstration project, where students and community members collaboratively design and implement a biodiverse space that enhances local biodiversity while improving community health and wellbeing. This initiative will serve as a living model for sustainable conservation, integrating local knowledge with scientific approaches. Ultimately, the project will generate innovative, community-driven frameworks for establishing and maintaining biodiverse spaces, ensuring conservation efforts are both effective and socially inclusive.

Delivery Method: In Person

Methods of Assessment:

- Research Journal - 15%: The research journal will allow students to document their learning process, data collection, and critical assessments of conservation strategies.
- Demonstration Project – 60% - The nature of the project is to be determined in collaboration with community partners
- Culminating Storytelling Project - 15%: The final project will allow students to synthesize their learning and communicate conservation narratives through creative storytelling.
- Participation – 10%

Credit Value: fixed: 0.5

Topics Covered:

Topics covered:

NOTE: The details provided below are based on the course delivered in Uganda, Africa, which we expect to be where the course will be offered in its first year. Offerings in future years may vary, depending on international networks, community engagement, and funding opportunities

Week 1 (Pre-departure): Foundations & skill development (4.0 h)

Workshops on:

- Why a field immersion? We set course goals and norms, review partner expectations, and explain how biodiversity outcomes link to community health and wellbeing (1.0 h)
- Working with communities ethically: We cover consent, respectful conduct, safety, and how to recognize and include local and Indigenous knowledge (1.0 h)
- Choosing the right kind of project: We compare lake and wetland options, forest and park-edge options, and simple health co-benefits (heat relief, clean water points, safe play areas, smoke reduction). We discuss what “small but useful” looks like (1.0 h)
- Field methods and simple monitoring: We learn basic site notes, photo-points, plant survival logs, and five-minute bird or pollinator counts. We agree on shared data sheets and who does what on site (1.0 h)

Weeks 1-2: On-site teaching and studio time (20.0 h)

Note: the bulk of each day is hands-on work with partners; short daily mini-classes build the skills needed for the next step

A) Understanding place and people (4.0 h total across Days 2–4)

- How the park and lake systems work, key species, and present pressures.
- Who uses the space, when, and for what; where benefits and harms are felt.
- How to listen well and summarize what we heard back to partners.

B) Scoping and co-design (5.0 h total across Days 4–6)

- Turn community priorities into a clear project goal.
- Choose one feasible demonstration project (plus a backup).
- Define the smallest build that shows real benefits, and agree on care after we leave.

C) Building the demonstration project (7.0 h total across Days 6–10)

D) Simple monitoring and knowledge exchange with community (4.0 h total across Days 8–10)

- Set two photo-points and run a first five-minute bird or pollinator count.
- Prepare one short sign or a five-minute “walk and talk” to discuss the project.

E) Forest-edge lessons in the national park (4.0 h total across Days 12–13)

- How wildlife, people, and rules interact at park boundaries.
- Ways to reduce crop raiding and improve safety while maintaining habitat links.
- What “rights-based” conservation means in practice.

Week 4 (Post-return): (4.0 h, online or in class)

- What worked and what did not: Collect one clear lesson per team about doing useful, respectful work (1.0 h)
- Clean data and handoff: Upload photo-points, survival logs, and simple counts, and package a one-page care plan for each site (1.0 h)
- Short public note: Drafts a short story with one picture that a partner can share with their community (1.0 h)
- Personal reflection and next steps: Write an evidence-based reflection on how the project supports both biodiversity and community wellbeing, and list one improvement to try next time(1.0 h)

Rationale:

This course examines human–biodiversity conflicts in communities adjacent to Uganda’s Kibale National Park, where livelihoods are closely tied to natural resources. Students and community partners collaboratively identify socio-economic and ecological drivers and co-develop solutions. A central deliverable is a demonstration biodiverse space that integrates local knowledge and scientific approaches to enhance biodiversity, community health, and well-being. The course engages a diverse student cohort through community-engaged learning that centres local knowledge and culture, promotes cross-cultural literacy, and advances inclusive conservation practices. The curriculum emphasizes relational accountability and non-extractive approaches by ensuring content is co-developed with local partners and that student work contributes meaningfully to community priorities. The course aligns with UTSC Campus Curriculum Review recommendations 2.7.1 and 2.7.2, supporting student capacity to reflect on positionality and privilege and to equitably engage diverse knowledge systems. It prepares students for careers in environmental fields by developing leadership skills, practical field experience, and competencies in equitable, cross-cultural engagement. The course will be integrated into UTSC undergraduate Field Course offerings and the Master of Environmental Science program, reflecting strong student demand for immersive learning. There are no language requirements. English will be the working language and is widely used in Ugandan academic and government contexts. Community engagement near Kibale National Park will also involve local languages such as Rutooro. Language support will be provided through partner interpretation, community-trusted interpreters as needed, multilingual materials, training in plain language and visual methods, pairing visiting students with local co-researchers, and structured debriefs to confirm shared understanding and address follow-up translation needs. All international travel associated with EES3005 will comply with the University of Toronto’s Safety Abroad requirements and international travel registration and safety guidelines. Before departure, all participants will complete U of T Safety Abroad pre-departure requirements (including travel registration for each trip, required training/workshops, review of travel advisories/risk levels, and confirmation of appropriate travel health insurance), and will use U of T’s emergency support systems (including the International SOS platform) as required. The instructional team will maintain documented risk management and emergency procedures for the course travel components and will plan for accessibility needs and reasonable accommodations for participants, consistent with U of T guidance for faculty-led group travel.

Relevant websites:

- <https://learningabroad.utoronto.ca/safety-abroad/>
- <https://easi.its.utoronto.ca/student-information-systems/safety-abroad-student-registry/>
- <https://international.utoronto.>

Consultation:

Course Code approved by Liz Pullickeel – Oct. 23, 2025

Consultation undertaken with UTSC Experiential Learning Office, March 2025, who provided the following feedback: The course includes reflective inquiry (e.g. reflection assignments, research journal), meeting the EL requirement. Course can be tagged as Partnership-Based, as students engage in real-world collaborations with conservation organizations through community-engaged participatory research.

Consultation undertaken in Oct. 2025 with UTM Master of Science in Sustainability Management, UTSG School of Environment, and UTSG Geography and Planning, who are all supportive of the course creation and feel the course would be attractive to their students.

Consultation also undertaken in Oct. 2025 with DPES’ Teaching and Curriculum committee, where support for the course was provided.

Grad DPES DCC Approval:

Resources:

Funding for course activities will be sourced from a combination of departmental, campus, and external streams. An application to the Experiential Learning Fund Mobility Module for \$25,000 has progressed to a full proposal, and additional campus grants will be pursued. Funding will cover travel-related costs, including airfare, local transportation, accommodation, meals, access permits, and stipends or honoraria for local field directors and community partners. Departmental support is required to cover travel and accommodation for a second Instructor or TA.

Alternative Domestic Field-Based Options

To ensure accessibility in case international travel is financially unfeasible, a domestic, cost-reduced version of the EES3005H field course is proposed, leveraging partnerships with Canadian not-for-profit organizations and Indigenous communities. These sites maintain the course’s learning objectives, emphasizing community-engaged biodiversity conservation, co-designed demonstration projects, and ethical, Indigenous-led experiential learning.

1. Ucluelet, British Columbia – REDDfish Restoration Society

- Mandate & Opportunities: REDDfish, a registered charity on Tla-o-qui-aht and Yuulu?il?at? traditional territories, integrates science, Indigenous knowledge, and community-driven ecological restoration, focusing on salmon-bearing streams, forest habitats, and estuarine ecosystems.
- Course Integration: Students would engage in co-designed field projects with five Nuuchah-nulth Nations, including stream and salmon habitat monitoring, climate resilience initiatives in riparian zones, and cultural restoration of land-use practices. This course would strengthen ongoing Indigenous-led collaborations.

2. Shawanaga First Nation, Parry Sound, Ontario

- Mandate & Priorities: Shawanaga First Nation, part of the Robinson-Huron Treaty area, focuses on water quality protection, restoration of traditional foodways, and ecological stewardship amid developmental pressures.
- Course Integration: Students, guided by Shawanaga elders and the Lands Department, would engage in cultural learning on medicinal plants and co-develop small-scale restoration projects supporting youth education and public awareness. Existing partnerships facilitate a field immersion model respectful of Indigenous law and ecological revitalization.

Strategic Value of Domestic Sites

- Align with EES3005H learning outcomes, emphasizing community-engaged design, ethical research, and biodiversity-health connections.
- Provide field-based experiential learning addressing real conservation challenges.
- Foster long-term partnerships with opportunities for reciprocity and ongoing collaboration.
- Reduce costs by eliminating international travel and leveraging shared accommodation and local networks.

Demonstration projects would be co-designed with each host to ensure student contributions meet community-identified priorities.

Overlap with Existing Courses:

The content of this proposed course does not overlap with other graduate-level courses.

Proposal Status: Under Review

FST2001H: Food & Sustainability Graduate Field Camp

Description:

This field course investigates contemporary issues surrounding food and sustainability, framed within the goals of climate change mitigation and the broader United Nations Sustainable Development Agenda. Designed as an experiential learning opportunity, the course emphasizes participant observation and immersive research through field camps. Students will create original, multimedia research reporting aligned with the learning outcomes. Field locations will vary by year and may include Nordic or Mediterranean cities, as well as other global destinations.

Delivery Method: In Person

Methods of Assessment:

Methods of assessment include a journal of daily activities, a group presentation, and a multi media final assignment which may include visualization, photographic, mapping, video, and writing components that analyze the field case studies in light of sustainability policy comparisons with Canadian and global contexts

Credit Value: fixed: 0

Topics Covered:

Students will acquire interdisciplinary understandings of food systems, food cultures, health practices, food ecologies, food waste, and food innovations as connected to climate change impact, mitigation, adaptation, resiliency, justice, sustainability, and other key issues within environmental science.

Rationale:

This course introduces students to the crucial role of food in understanding and managing climate change impact, mitigation, adaptation, resiliency, justice, health, and sustainability issues through experiential learning opportunities connected to a field camp. It includes study visits, community-based and immersive research, multimedia knowledge creation, and multidisciplinary systems analysis aimed at co-building sustainable, just, equitable, and diverse food futures, healthy environments, and climate transformations. Experiential learning in food and environmental studies is critical for a better understanding of the world around us, solving key issues, and gaining hands-on skills, particularly for emerging leaders in these fields, and across global contexts. The course aligns with recommendation 2.9 of UTSC's Campus Curriculum Review, which emphasizes investment in opportunities for land-based, experiential learning. This course will also contribute to the course offerings for a new field of study (currently under development) within the professional Master of Environmental Science program in the Department of Physical and Environmental Science, which focuses on the human dimensions of environmental issues through interdisciplinary training in environmental science and social science.

Consultation:

Consultations have been conducted with faculty colleagues in Environmental Science, Environmental Studies, and Food Studies within DPES. Consultation with the Director of the Master of Environmental Science (MEnvSc) and the MEnvSc program directors in DPES has also been completed
Grad DPES DCC Approval: December 10, 2025

Resources: Instructor and TA travel costs will be covered by the department, as necessary.

Proposal Status: Under Review

1 Course Modification - No Committee

EES1120H: Fluid Dynamics of Contaminant Transport

Jointly Offered with Course(s): EESD03H3

Exclusions: EESD03H3

Rationale:

EESD03 will be co-taught and co-listed with the existing graduate course EES1120H3. While "limnology" refers to the study of lakes broadly, this course will focus specifically on physical limnology and the mathematical description of water movement. Undergraduate students will complete the same assignments as graduate students, with a modified final research project. The rationale for introducing this course and co-listing it with the graduate offering is to create a continuation for two highly subscribed C-level courses: ESC18 Limnology and ESC19 Oceanography, each of which typically enroll more than 40 students. These courses currently lack a direct academic pathway. By leveraging the structure and resources of EES1120, the department will provide undergraduates with access to advanced lake research, an area supported by several faculty members (see Water Pathways website). =

Consultation:

Proposal approved by Dept Curriculum Committee: Sept 29, 2025
RO Approval (Amber L.): November 8, 2025
Approved by Graduate Curriculum Committee Dec 22, 2025

Resources: Mathew Wells will teach this course; the course does not require additional resources

Proposal Status: Under Review