The Senate of York University

Notice of the 602nd Meeting of Senate

to be held at 3:00 pm. on Thursday, March 27, 2014
in the Senate Chamber, N940 Ross Building.

AGENDA

1. Chair’s Remarks (R. Mykitiuk)

2. Minutes of the Meeting February 27, 2014

3. Business Arising from the Minutes

4. Inquiries and Communications

5. President’s Items (M. Shoukri)

6. Committee Reports

   6.1 Executive (A. Asif)

   6.2 Academic Standards, Curriculum and Pedagogy (L. Sanders)

      6.2.1 Establishment of a New Stream in the Accelerated Honours BA Program in Translation, School of Translation, Glendon (Appendix A)

      6.2.2 Changes to the Structure, Requirements and Admission Criteria, International MBA (IMBA), Schulich School of Business, Graduate Studies (Appendix B)

6.3 Academic Policy, Planning and Research (P. Axelrod)

Note: APPRC will facilitate discussion of York’s Strategic Mandate Agreement as led by Provost Lenton

7. Other Business

   Harriet Lewis, Secretary

Consent Agenda (ASCP Report)

6.2.3 Changes to Requirements BA Programs in Information Technology, School of Administrative Studies, Faculty of Liberal Arts & Professional Studies (Appendix C)
The Senate of York University

Minutes

of the meeting held at 3:00 pm on Thursday, February 27, 2014
in the Senate Chamber, N940 Ross Building.

R. Mykitiuk Chair  M. Budworth  R. Haché  R. Lee  J. O’Hagan  H. Skinner
M. Adriaen  D. Callison  M. Hamadeh  R. Lenton  R. Owston  R. Sohal
M. Amegago  H. Campbell  D. Hastie  H. Lewis Secretary  S. Paradis  B. Spotton Visano
M. Anam  D. Cappadocia  C. Heron  D. Leyton-Brown  S. Parsons  N. Sturgeon
K. Anderson  G. Comninel  B. Heron  K. Little  A. Patel  J. Steprans
M. Annisette  B. Crow  A. Hilliker  M. Lockshin  M. Phuong  N. Sturgeon
C. Archer  R. De Costa  R. Hornsey  W. Maas  A. Pitt  A. Tarc
S. Ariyaratnam  P. Delaney  D. Horváth  S. MacDonald  B. Rahder  M. Thomas
A. Asif  M. Derayeh  M. Hosale  A. MacLennan  K. Robson  G. Tourlakis
M. Aubin  S. Dimock  K. Hudak  C. Mallette  K. Rogers  S. Tufts
P. Axelrod  K. Dowler  D. Hunt  M. Martel  M. Roy  G. Vanstone
A. Belcastro  C. Ehrlich  S. Husein  M. McCall  P. Ryan  P. Walsh
S. Benchimol  S. Ehrlich  C. Innes  S. McLaren  B. Ryder  J. Warren
K. Bhathal  J. Elder  R. Irving  K. McRoberts  L. Sanders  S. Weiss
A. Bickford  J. Foster  A. Karim  K. Michasiw  C. Sandilands  T Wesson
M. Biehl  R. Frugioele  D. Khayatt  M. Milo  A. Schrauwers  K. White
K. Bird  P. Giordan  A. Kumarakrishnan  G. Monette  L. Sergio  L. Wright
G. Brewer  D. Golemi-Kotra  M. Larochelle  A. Mukherjee-Reed  J. Simeon  M. Yousaf
S. Brixy  S. Grace  S. Lawrence  R. Myers  M. Singer

1. Chair’s Remarks

The Chair thanked Professors Sarah Parsons and Leslie Sanders, the individuals elected by Senate to serve on the AAPR Academic Sub-Committee, confirmed that the Board of Governors had joined Senate in approving the establishment of a Department of Science and Technology Studies in the Faculty of Science, and reported that the Chancellor Search Committee had begun its deliberations.

2. Minutes of the Meeting of January 23, 2014

It was moved, seconded and carried “that the minutes of the meeting January 23, 2014 be approved.”

3. Business Arising from the Minutes

There was no business arising from the minutes.

4. Inquiries and Communications

4.1 Senators on the Board of Governors

Senators on the Board of Governors transmitted a synopsis of the Board’s meeting of February 24, 2014.

4.2 Academic Colleague to the Council on Ontario Universities

The Academic Colleague to the Council of Ontario Universities shared the most recent COU Update, and highlighted initiatives related to COU advocacy initiatives, online education, expanded eligibility for tuition grants, international student initiatives, research matters, and the restructuring of BEd programs given changes in funding and duration mandated by the government.

5. President’s Items

In the absence of President Shoukri, Provost Lenton commented on the following matters:
• 2013-2014 enrolments together with preliminary application data and efforts to capitalize on growth in overall and 1st choice applications
• online learning and the creation of a provincial Centre of Excellence
• a review of Glendon in the light of funding opportunities for bilingual and French-language instruction
• the process and principal factors taken into account in considering an additional campus in the context of the Capacity Expansion framework issued by Queens Park in December
• honorary degree recipients at the Spring 2014 Convocation ceremonies
• the status of the University’s Strategic Mandate Agreement and future consultations
• Vice-President Research and Innovation Haché commented on research funding in the federal government’s budget

It was expected that documentation related to the SMA would be posted prior to the next Senate meeting in anticipation of a more detailed discussion.

6. Committee Reports

6.1 Executive

6.1. Information Items

Senate Executive advised that it had issued its annual call for expressions of interest in service on Senate committees and other positions elected by Senate, reported on progress made by the Chancellor Search Committee, and confirmed that the Secretary has corresponded with Senators who have missed three consecutive meetings.

6.2 Academic Standards, Curriculum and Pedagogy

6.2.1 Establishment a Master of Business Analytics Degree, Graduate Studies (Statutory Motion)

Having given due notice of its intention to put a statutory motion, ASCP recommended, and it was moved, seconded and carried “that Senate approve the establishment of the degree of Master of Business Analytics.”

6.2.2 Change in Degree Type of the Master of Business Analytics Program, Faculty of Graduate Studies

It was moved, seconded and carried “that Senate approve changing the degree type of the graduate program in Business Analytics from Master of Science (MSc) to Master of Business Analytics (MBAN), effective FW 2014-2015.”

6.2.3 Establishment of an Honours Minor Program in Marketing for Non-Business Students, Administrative Studies, Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve the establishment of an Honours Minor Program in Marketing for Non-Business Students, Administrative Studies, Liberal Arts & Professional Studies.”

6.2.4 Establishment of an Honours Minor BA Option in Medical Anthropology, Anthropology, Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve the establishment of an Honours Minor BA Option in Medical Anthropology, Anthropology, Liberal Arts & Professional Studies.”

6.2.5 Establishment of a Certificate of Proficiency in Modern Hebrew Language, Languages, Literatures & Linguistics, Liberal Arts & Professional Studies
It was moved, seconded and carried “that Senate approve the establishment of a Certificate of Proficiency in Modern Hebrew Language, Languages, Literatures & Linguistics, Liberal Arts & Professional Studies.”

6.2.6 Addition of a Stream in Neuropsychology, Graduate Program in Psychology, Faculty of Graduate Studies

It was moved, seconded and carried “that Senate approve the addition of a Stream in Neuropsychology to the Graduate Program in Psychology, Graduate Studies.”

6.2.7 Changes to the Name, Structure and Requirements of BA Programs in Social Science, Social Science, Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve changes to the Name, Structure and Requirements of BA Programs in Social Science, Social Science, Liberal Arts & Professional Studies.”

6.2.8 Changes to the Structure and Requirements of BA Programs in Business & Society, Social Science, Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve a revised structure and requirements of the BA programs in Business & Society resulting in:

- a reduction in the number of major credits for an Honours BA from 72 to 60, and for a 90-credit BA from 54 to 42;
- a reduction in the number of streams within the program from 12 to 6, with a minimum requirement of 12 credits in each stream for a 90-credit BA and 18 credits for an Honours BA.”

6.2.9 Closure of the BA Programs in Social & Political Thought, Social Science, Liberal Arts & Professional Studies

It was moved, seconded and carried “that Senate approve the closure of the BA programs in Social & Political Thought, housed in the Department of Social Science, Liberal Arts & Professional Studies.”

6.2.10 Change to the General Education Legislation, Health

It was moved, seconded and carried “that Senate approve a change in the General Education legislation in the Faculty of Health, applicable to the BA, BSc and BHS programs housed in the Faculty, as set out in Appendix H.”

6.2. Consent Agenda Items

Senate approved by consent ASCP recommendations to

- change the requirements for the MFA and PhD Programs in Visual Arts, Graduate Program in Visual Arts, Graduate Studies
- change the requirements for the Cross-Disciplinary Certificate in Anti-Racist Research & Practice Thought, Social Science, Liberal Arts & Professional Studies
- change the requirements for the Bachelor of Engineering (BEng) Programs (Common First-Year Component), Lassonde
- change the admission requirements for the Master of Business Analytics Program, Graduate Studies

6.2.12 Information Items

ASCP reported of its approval of minor changes originating with Faculties applying to the following:
a) Faculty of Liberal Arts & Professional Studies:

Administrative Studies
African Studies
Anthropology
Creative Writing
Creative Writing (Minor)
English
English and Professional Writing
Gender and Women’s Studies
Health and Society
Law and Society
Professional Writing
Sexuality Studies
Urban Studies
Work and Labour Studies
Bachelor of Human Resource Management
Bachelor of Public Administration
Bachelor of Public Administration - Law, Justice and Public Policy Stream
Bachelor of Social Work
General Certificate in Law and Society
General Certificate in Urban Studies
Professional Certificate in Human Resource Management
Professional Certificate in Marketing
Professional Certificate in Public Administration and Law
Professional Certificate in Public Policy Analysis
Languages, Literatures & Linguistics (rubric for general education courses)

b) Faculty of Graduate Studies

New rubric for the Master of Business Analytics degree (MBAN)

c) Faculty of Health

BA and BSc programs in Global Health

d) Glendon

BA programs in French Studies
Honours Minor in Drama Studies

e) Lassonde School of Engineering

BEng program in Space Engineering
BEng program in Geomatics Engineering
BEng program in Civil Engineering
BEng program in Mechanical Engineering
BEng program in Computer Engineering
BEng program in Software Engineering
BEng program in Electrical Engineering
BSc program in Earth & Atmospheric Science (90-credit and Specialized Honours Atmospheric Science stream)
Certificate in GIS and Remote Sensing (offered by Lassonde)
Computer Science and Engineering (change in rubric)
Earth and Space Science and Engineering (change in rubric)

6.3 Academic Policy, Planning and Research

6.3.1 Academic and Administrative Program Review
It was moved, seconded and carried “that Senate move into Committee of the Whole for the purpose of discussing the AAPR Program Information Form.” The Vice-Chair assumed the chair. The Chair of APPRC read a statement on behalf of the Committee expressing satisfaction with the process by which a distinctive set of criteria had been developed by the augmented AAPR Academic Sub-Committee.

A number of questions were raised about the supplemental research form (such as its relationship to the Program Information Forum, the means by which the form would be populated and additional data collected, and a perceived bias toward journal publications or research income). Members of the Academic Sub-Committee responded that it was important to look beyond ORUs for indicators of research activity, and stressed that, while the Deans and Principal would provide information in the first instance, programs would be able to expand, refine and diversify the data and could request assistance from the administration. Only aggregate data would be reflected. The Academic Task Force will not compare dissimilar programs in their evaluation of research components.

Among the other points raised were the following:

- the implications for programs that have no dedicated full-time faculty members (this need not be deleterious)
- the weight assigned to financial aspects versus academic quality (the PIF is meant to express multidimensional program characteristics and to permit expository context)
- the relevance of the new budget model, SHARP, to the process
- the need for greater clarity about “experiential” components of the curriculum, and the desirability of indicators of other pedagogical innovations

Some comments critiqued the assumptions and methodology of university program reviews generally. In this vein it was argued that prioritization exercises wrongly presume that [academic] program proliferation is the source of financial challenges, and that any sort of scoring inevitably produces skewed snapshots that discount traditional or ongoing contributions and future prospects.

It was confirmed that documentation provided by programs would be made public, that there would be student members of the task forces, and that the timelines have been adjusted such that task force reports would be finalized by approximately the end of October. A more detailed summary of the discussion at the meeting will be provided to the Academic Sub-Committee as it readies the PIF for distribution.

It was moved and carried “that the Committee of the Whole rise and report.” The Chair resumed presiding, and the Vice-Chair reported that Senate had conducted a wide-ranging discussion of the PIF at the final stage of consultations.

6.3.2 Other Information Items

Academic Policy, Planning and Research reported that it had approved a York Research Chairs program and the Inmet Chair in Global Mining Management under the Senate-Board Policy on Endowed Chairs and Professorships, been briefed on the internal process for nominating members of the Royal Society of Canada’s College of New Scholars, Artists and Scientists, and remained engaged in the development of the University’s Strategic Mandate Agreement.

7. Other Business

There being no further business, Senate adjourned.

R. Mykitiuk, Chair

H. Lewis, Secretary
EXECUTIVE COMMITTEE

Report to Senate
at its Meeting March 27, 2014

FOR INFORMATION

1. Chancellor Search

The Board-Senate Committee that is leading the search for the next Chancellor has been meeting and is on track to finalize a recommendation to the Board in the near future.

2. Senate and Board of Governors Executive Committees Gathering

Members of the Executive Committees of Senate and the Board are scheduled to hold a dinner gathering on April 22. The topic chosen is how the University is responding to provincial initiatives such as the Strategic Mandate Agreement and the opportunity for another campus. These social gatherings are designed to promote positive interaction and informal discussion on matters of mutual interest, and they do not result in formal outcomes.

3. Review of Faculty Rules and Procedures

The Committee has reviewed revised rules and procedures developed by the Glendon Faculty Council and confirmed that they are broadly consistent with principles of collegial governance and practices elsewhere. The Committee did record some concerns about certain aspects of the rules, and will continue a dialogue with Glendon Council about these matters.

4. Senate Attendance

The Secretary confirmed that she has corresponded with Senators who have missed three consecutive meeting.

Roxanne Mykitiuk
Chair of Senate of Senate Executive
COMMITTEE ON ACADEMIC STANDARDS, CURRICULUM AND PEDAGOGY
Report to Senate
at its meeting of 27 March 2014

FOR ACTION
(Changes effective FW’14, unless otherwise stated)

MAJOR MODIFICATIONS

6.2.1 Establishment of a New Stream in the Accelerated Honours BA Program in Translation • School of Translation • Glendon

The Committee on Academic Standards, Curriculum and Pedagogy recommends that Senate approve the establishment of a Spanish-English stream within the Accelerated BA program in Translation, School of Translation, Glendon.

Rationale
The Accelerated Honours BA in Translation is a professional program that functions as a second degree program. That is, it is an option for candidates who hold a BA degree to earn a subsequent degree in a different subject. In such programs credits from the first degree are recognized, and students are required to complete 60 new credits to earn the “second” degree. The Accelerated Translation program is currently offered in French-English and English-French streams.

The School of Translation and the Department of Hispanic Studies at Glendon have collaborated on the initiative to establish the proposed Spanish-English stream within the Accelerated program in Translation. It builds on the existing Certificate in Spanish-English/English-Spanish Translation housed in the Hispanic Studies Department, which has consistently enjoyed strong enrolments. Within the 60 credits of the proposed degree program, there is a core set of 48 credits required which are a combination of Translation and Hispanic Studies courses.

The Association of Translators and Interpreters of Ontario, the accrediting body for translators and interpreters in the province, recently changed its professional standards for accreditation to include the requirement of an undergraduate degree. The degree option at Glendon would fulfill that requirement and, as such, be attractive to students wishing to work as a translator. Further, no other Canadian university offers such a program, which would make it an offering unique to York. There is already strong demand for the program within the cohort of Translation students currently at Glendon. That demand is expected to grow externally, including among international students.

The resources for the new stream will be shared by the School of Translation and the Department of Hispanic Studies. Drawing on the existing curriculum required for the Certificate option, means that just 12 new credits are necessary to launch the stream. Both programs have confirmed their support for the initiative, as has Principal McRoberts; a copy of his statement is included in the supporting documentation, attached as Appendix A.

Approvals: Glendon Council 28 February 2014 • ASCP 5 March 2014
6.2.2 Changes to Structure, Requirements and Admission Criteria, International MBA (IMBA) • Schulich School of Business • Faculty of Graduate Studies

The Committee on Academic Standards, Curriculum and Pedagogy recommends that Senate approve changes to the structure, requirements and admission criteria for the International MBA (IMBA) program housed in the Schulich School of Business, Faculty of Graduate Studies, as set out in Appendix B.

Rationale
An internal curriculum review task force recently undertook a comprehensive review of the IMBA program to ensure its currency and relevance for the always changing business environment. The proposed changes to the structure and requirements of the program stem from the task force’s recommendations. The re-modeled program introduces a competency-based approach to graduate management education which:

- emphasizes outcome-based learning
- uses innovative forms of course delivery to maximize educational impact
- encourages integration of content across functional areas
- strengthens the student’s professional development and
- allows more flexibility in the program

The revisions result in a slight reduction in the number of required credits from 64.5 to 63. The Senate Committee is satisfied that the revised requirements support the achievement of the program’s learning outcomes.

Coincident with, and in support of, the requirement changes is an adjustment of the admissions criteria for the program. To further differentiate the IMBA from the MBA program, but align it more closely with the other specialized graduate management degrees at Schulich, it will be recommended rather than required that applicants have work experience. Also, adding the option of GRE scores in addition to GMAT scores for applicants supports efforts to attract the target cohort of students for the program.

Together the admission and requirement changes are intended to make the IMBA degree more relevant to students.

Approvals: FGS Council 6 February 2014 • ASCP 5 March 2014

CONSENT AGENDA

6.2.3 Changes to Requirements BA Programs in Information Technology • School of Administrative Studies • Faculty of Liberal Arts & Professional Studies

The Committee on Academic Standards, Curriculum and Pedagogy recommends that Senate approve changes to the requirements of the BA programs in Information Technology as set out in Appendix C.

Rationale
The proposed changes to the BA programs in Information Technology articulate revised core requirements for the 90-credit, Honours and Specialized Honours, double major and Honours Minor programs, and the elimination of a 12-credit stream composed of courses from other disciplines. The requirement changes result in a decrease in the number of major credits from 72 to 66 credits for the Specialized Honours degree option, and an increase in major credits from 57 to 60 for the Honours option. The major credit totals for the 90-credit, Honours Minor and Honours double major options do not change.

The proposed revisions to the program are intended to keep it in step with emerging trends and technologies within the field, and improve its programmatic depth and focus.

Approvals: LA&PS Council 6 February 2014 • ASCP 5 March 2014
FOR INFORMATION

MINOR CURRICULUM CHANGES

1. Minor Curriculum Items Approved by ASCP (effective FW 2014-15 unless otherwise stated)
   Minor changes / clarifications to degree requirements were made for the following programs:
   a) Faculty of Liberal Arts & Professional Studies:
      BA programs in Criminology
   b) Faculty of Graduate Studies
      Master of Environmental Studies (MES)
      MSc and PhD programs in Chemistry
   c) Faculty of Health
      BScN

2. Accommodations for Cancelled Classes Due to Weather Emergencies
   Weather emergencies were declared on two occasions this term, on Wednesday 5 February and
   Wednesday 12 March. Classes held in the afternoon and evening sessions on those days were
   cancelled. In total 800 sections of courses over the two days were affected by the closures. Noting
   that the class cancellations both fell on Wednesdays, the Senate Committee discussed
   accommodation arrangements with the University Registrar.

   In any disruption to academic activities, efforts are to be taken to uphold the principles of academic
   integrity, fairness to students, and timely information. As articulated in the Senate Policy on
   Academic Implications of Disruptions or Cessations of University Business, individual faculty
   members are in the best situation to determine the extent to which their courses, seminars, labs, etc.
   were affected by these class cancellations and what remedial action is required. The Policy calls
   upon the Registrar’s Office to facilitate class rescheduling as requested by instructors in such
   circumstances.

   Shortly following the second University closure on 12 March, the Registrar’s Office sent a
   communication to the department scheduling staff and relevant Associate Deans in each Faculty and
   School advising that course directors who have decided to schedule a make-up class/activity, the
   RO will work with the department to find a room and time. A standard process for such (rare)
   occurrences is being developed to enhance the timeliness of communications with academic units
   going forward.

   Leslie Sanders
   Chair, Academic Standards, Curriculum & Pedagogy
York University

Major Modification:
Establishment of a New Stream (Spanish-English) in the Honours BA in Translation

School of Translation
Glendon College

Initially submitted: November 2013
(updated Feb 2014)
1. Introduction

The stream being proposed is a Spanish-English stream in the Honours BA in Translation offered by the School of Translation at Glendon. The Honours BA is a university-level liberal arts program that also prepares graduates for professional work. Similarly to the “Accelerated BA” option offered by the School of Translation (established in 1984), the proposed Spanish-English stream in the Honours BA in Translation functions as a second degree, that is, a specialized, upper-level degree for candidates who already hold a BA. It will be available for graduates of a Hispanic Studies BA who have an interest in acquiring specialized education in Spanish-English translation. The stream’s objectives and curricular structure are aligned with the goals of the Honours BA in the School of Translation; the structure is also based on the existing Certificate in Spanish-English Translation, created in 1997 and housed in the Department of Hispanic Studies at Glendon.

This proposal is the result of a consultation between the School of Translation and the Department of Hispanic Studies at Glendon College. The departments agreed to form a committee, which has been meeting since the beginning of the 2012-2013 academic year in order to discuss the feasibility and the academic structure of the program based on existing curriculum and resources and on identified needs. The committee is composed of two full time, tenured members of each department and the current Spanish-English Translation Certificate coordinator. The development of the proposal was based on the current structures of both programs as well as on the input students and course directors have provided through the years, and on the experiences of the current coordinator (cross-appointed between Translation and Hispanic Studies). These are used as sources of information about ways and strategies to expand and improve the current Spanish-English translation curricular offerings at Glendon.

The Spanish-English stream in the Honours BA in Translation will be housed in the School of Translation. As it is a separate stream from the other two existing ones (French-English and English-French), it will entail no changes to the current course and program offerings of the School of Translation. The proposal was initially developed for a new program; however, upon consultation with the Academic Standards, Curriculum and Pedagogy Committee (ASCP) and the Office of the Vice Provost Academic at York, it was suggested that, given the fact that an Honours BA in Translation already exists in the School of Translation, and that it has two streams, it would be more appropriate to create a Spanish-English Stream within the already existing Honours program. This proposal brief has been modified accordingly.

2. General Objectives of the New Stream

The Spanish-English Stream in the Honours BA in Translation is aimed at offering a comprehensive education on Spanish-English translation, focusing on the academic standards of other existing programs and on the contemporary translation realities in Canada, and in Toronto in particular, including the demographic specificity of the city and the needs of the professional translation market. It is designed to address a growing need for Spanish-English translators in Canada—particularly in Toronto—which is one of the by-products of the North-American Free Trade Agreement, of increasing migration, and of the globalization of international markets. It is an upper-level, specialized program, geared to prepare professional translators for contemporary society. Among its general objectives, the Spanish-English Stream in the Honours BA in Translation intends to:

- Educate students in the theory and practice of translation as a field of knowledge and practice.
- Provide opportunities for the acquisition of a strong knowledge base for specialized translation training.
- Strengthen acquired research skills and expand on them by focusing on their applicability for translation, documentation, and terminology.
- Offer students the opportunity to learn translation in an environment that considers real working conditions in the language industry and incorporates them into teaching.
- Provide advanced translation training and practice in specialized areas, including medical and legal translation.
- Enhance students’ linguistic competence and performance through the use of advanced language skills by reflecting upon, learning about, and applying knowledge to specific translation assignments and projects in a variety of text-types and domains (from literary to pragmatic texts).
- Provide translation students with the theoretical background and the meta-language to be conversant with the central theories and debates in the translation studies field.
- Introduce students to technological tools used in translation and in other language-related professions (e.g., terminology, technical writing).
- Develop in translation students the sense of ethics and responsibility of working as cultural agents and mediators in the complexity of today’s world.
- Offer students guidance and mentoring as they prepare to enter the job market.
- Introduce students to questions and conceptual frameworks in translation studies so as to provide a basis for graduate studies in the field.
- Provide opportunities for work practice and networking.
- Prepare Spanish-English translators to maximize their knowledge and opportunities given current working conditions in the field.

The proposed stream is aligned with both York University’s and Glendon College’s missions and academic plans. It shares York’s focus on connecting programs with the dynamic, metropolitan and multicultural realities of today’s Toronto and linking the city with global questions and concerns. It also fulfills its goal of developing programs in applied fields through an interdisciplinary strategy that engages the city’s diverse communities and their professional and social demands.

In regards to the Faculty, Glendon is the ideal site to create a Spanish-English Stream in the Honours BA in Translation for various reasons. Both the School of Translation, with its undergraduate and graduate programs, and the Department of Hispanic Studies, which houses the Spanish-English Translation Certificate, are located at Glendon College. More generally, the proposed stream is in keeping with Glendon’s mission and mandate, focusing on a liberal arts university education on both a disciplinary and interdisciplinary basis. It will draw strongly from Glendon’s resources as a faculty with a multilingual course curriculum, well-established strengths in the study of languages and cultures and in Canadian and international affairs, and committed to linguistically and culturally diverse communities.

3. Need and Demand

The proposal was developed as a response to specific identified needs and opportunities, which are outlined in the following rationale:

Canada has a number of important translation and translation-related university degrees, most of which are offered at universities located in Ontario and Québec. Among these are the School of Translation and Interpretation at the University of Ottawa and the School of Translation at Glendon College. However, most of the translation programs in Canada focus on training professional translators between English and French. Although there is an increasingly urgent need to train qualified professional translators for Spanish-English in Toronto and in Canada at large, there are no full-degree translation programs focusing exclusively on Spanish-English translation.

Since 1998 Glendon College has been offering a Certificate in Spanish-English Translation. This has been an attractive program, which has seen updates and improvements through the years, and it remains a successful pedagogical option. The Spanish-English Translation Certificate at Glendon—which currently has 31 students enrolled—is one of the few programs where students can receive
university-level professional education in this language combination. It is a 33 credit program that has evolved so as to provide as strong a basis as possible to students intending to work in the language industry. However, Spanish-English translation is often taught in shorter programs, most of which are certificates or other programs offered through extended learning or continuing education. Certificate programs not housed in university departments, such as the one at University of Toronto, are a lot shorter and less rigorous than Glendon’s.

Since 2007, when it changed its by-laws, the ATIO (Association of Translators and Interpreters of Ontario), which is the accrediting body for translators and interpreters in the province, decided not to recognize non-degree programs. This has greatly affected the graduates of the Spanish-English translation Certificate (14 per year on average), because they cannot be entitled to the privileges of translation program graduates, including those in the French-English BA at Glendon, even though they have completed two years of full-time studies.

Despite this change, applicants have continued to come to Glendon for Spanish-English translation training through our Certificate program looking for the comprehensive training it provides. However, the fact that the Certificate is not recognized by the ATIO the way BA programs are, has discouraged some new applicants who seek to obtain ATIO recognition in order to have a higher profile in the job market—we have a record of approximately three potential applicants per year who make this specific enquiry and decide not to apply.

For a number of years applicants and students in our Certificate program have asked if Glendon can offer a BA program—e.g., they voiced this in the student retreat of the latest UPR of the Hispanic Studies Department; the surveys conducted as part of this proposal also show that there is a great deal of interest. We have received repeated requests from students and alumni to make the necessary changes to our program offerings so that their education can be recognized by the major professional bodies in Canada (ATIO and its umbrella organization CTTIC – Council of Translators, Terminologists and Interpreters of Canada – as well as the Translation Bureau of the Federal Government, and AILIA - Association des industries de la langue/Language Industry Association).

Offering a Spanish-English stream within the Honours BA in Translation would attract more applicants. It would be suitable for new applicants who, besides a comprehensive education, seek recognition from professional bodies. It would attract international students, who would be willing to come to Canada to complete a degree in Spanish-English translation. Finally, it would attract some of the graduates of the Certificate in Spanish-English translation at Glendon, who have completed most of the requirements and, completing the remaining credits, would be eligible for an Honours BA in Translation.

As the Certificate is already a 33-credit, two year program of studies, it would not require considerable changes for Glendon to be able to also offer a Spanish-English Stream in the Honours BA in Translation.

The Spanish-English Stream in the Honours BA in Translation at Glendon College, York University, would be the first program of its nature in Canada. Among the BA translation programs in Canada the only one that includes Spanish is the one offered by the School of Translation at the University of Ottawa, and it is a trilingual program—which makes it difficult for many of the Spanish-English translation students or practicing translators. The new stream at Glendon College will attract numerous new candidates from Ontario and from other provinces, as well as international applicants—of which we already accept a number to the Certificate every year given increasing interest.

The proposed stream, to be housed in the School of Translation, is planned to exist concurrently with the Spanish-English Translation Certificate—which will continue to be housed in Hispanic Studies. This is due to the fact that these two programs (the Certificate and the BA) would serve different clienteles: the Certificate would benefit current students who do not yet have a BA degree, students of the BA in
French-English translation who are trilingual and would like to add another working language without doing another full degree, graduates of other degree programs who want to obtain translation training, as well as students who may not be able to make the time and financial commitment required to complete a BA but who still seek university-level professional translation training.

Finally, the existence of both programs and the advantage of the fact that they will share resources will help meet the enrollment requirements through the initial years of the proposed stream.

4. Content and Curriculum

The new Spanish-English stream proposal has been developed in line with the vision and pedagogical goals of the School of Translation at Glendon. In order to achieve this objective, the proposed stream includes both general translation courses, which serve as a basis, and specialized courses to develop specific skills. These specialized courses include both research-for-specific-purposes courses, such as documentation and terminology, and specialized translation courses, including legal and financial, and medical translation. It also includes courses that cover the principles and practice of translation technologies, project management, and collaborative translation work. Finally, the meta-language of translation studies is integrated throughout so that, besides being well-trained translation professionals, students have a strong background on translation as an interdisciplinary field of knowledge. The creation of the Spanish-English stream is based on current existing programs and best practices. It includes innovative elements such as the integration of translation technologies in teaching, online pedagogical components, and project management training to prepare students for the professional environment. Glendon’s facilities, with its computer labs which have the specialized translation technology provided for the School of Translation courses, will allow students to enjoy an ideal learning environment. The stream also offers a practicum component, essential for a smooth transition into the job market. Finally, given the interconnectedness between the undergraduate and the graduate program in the School of Translation, it provides research opportunities and an awareness of the research aspects of the translation studies field, so that students who are interested in pursuing graduate studies have spaces to develop that interest. There is no program of this nature for Spanish-English translation students in Canada.

<table>
<thead>
<tr>
<th>LIST OF COURSES (descriptions of new courses enclosed in appendix)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required</strong></td>
</tr>
<tr>
<td>GL/EN/ENSLxxx 3.00 + GL/EN/ENSLxxx 3.00 [up to 6 credits of ENSL2000-level OR EN3000, writing-intensive English courses]</td>
</tr>
<tr>
<td>GL/SP 3550 3.00 – Comparative Stylistics for Spanish-English/English-Spanish Translation [new name and course description; current name: Specialized Studies in Language, Composition and Translation]</td>
</tr>
<tr>
<td>This course provides students with the necessary elements for comparative stylistic analysis between Spanish and English. It is intended as a basis for specialized studies in Spanish-English translation.</td>
</tr>
<tr>
<td>GL/TRAN 3200 3.00 – Introduction to Spanish-English Translation 1 [New course]</td>
</tr>
<tr>
<td>This course introduces students to the tools, principles, and methods used in translation, from both a practical and a theoretical perspective. Individual and group exercises focused on specific translation challenges help students acquire basic translation skills.</td>
</tr>
</tbody>
</table>
GL/TRAN 3205 3.00– Introduction to Spanish-English Translation 2 [New course]
In this course students continue to learn translation tools, principles, and methods. Students do
translation exercises with various text types and learn about text typology and error identification.
They apply knowledge of translation concepts and resources to solve translation problems.

GL/TRAN 3260 3.00 - Documentación
This course offers a practical introduction to documentation and its applications for translation and
terminology. Classification systems and various kinds of documentation are studied along with
concept systems. Research is done through various resources and media. (Depending on the year,
this course may be offered in class or online.)

GL/TRAN 3270 3.00 - Teoría de la traducción
This course explores historical, linguistic, and philosophical approaches to the field of translation
studies from various theoretical perspectives. It covers canonical texts on translation, particularly
from the Western tradition.

GL/TRAN 4370 3.00 - Terminología
This course provides a practical introduction to terminological principles and their applications for
translation. It includes an introduction to and hands-on practice with databases and computer tools
and resources for terminology management.

GL/SP/TRAN 4622 3.00 - Specialized Spanish-English Translation: Legal and financial [New
course]
This course provides advanced practice and reflection on the translation of legal and financial texts.
Students become familiar with the most common text types in these fields, and develop
documentation and terminology strategies for translating legal and financial texts.

GL/SP/TRAN 4624 3.00 - Specialized Spanish-English Translation: Medical [New course]
This course provides advanced practice and reflection on the translation of texts in the health
sciences. It helps students develop documentation and terminology strategies for translating texts in
the health sciences. Text areas, types, and levels of specialization vary.

GL/SP/TRAN 4910 3.00 – Methodology of Spanish-English Translation 1: Advanced practice,
technologies and project management . [New name and course description – current name: The
Specialized Practice of Spanish-English / English -Spanish Translation]
This course provides intensive practice translating pragmatic texts from various domains. Conceptual
and methodological tools from translation studies and applied linguistics are intended to teach
students to analyze texts and plan and carry out a variety of translation projects.

GL/SP/TRAN 4915 3.00 – Specialized Spanish-English Translation: Literary and humanistic [New
name and course description – current name: Advanced Literary and Cultural Translation]
This course provides advanced practice and reflection on the translation of literary and humanistic
texts. Notions of literary and critical theory are applied to analyze and translate literary texts from
various genres and diverse cultural contexts.

GL/SP/TRAN 4920 3.00 - Methodology of Spanish-English Translation 2: Revision and project
management. [New name and course description; current name: Advanced Spanish-English /
English-Spanish Translation: Editing and Revision]
This course is geared toward the practice of translation within the conditions of current professional
translation environments. The course covers revision, translation technologies and project
management and is based on practices and trends in the translation industry.
GL/SP/TRAN 4925 3.00 - Translation Practicum / Advanced Translation Research Project

-Six credits \( (6.0) \) chosen from the following courses offered by the School of Translation: TRAN 3310, TRAN 4250, TRAN 4310, TRAN 4320, TRAN 4330, TRAN 4525 (other translation-related courses may be accepted only if approved by the Chair or Program Coordinator)

**Total number of credits of program-specific required course credits: 48**

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**PROGRAM REQUIREMENTS OF THE SPANISH-ENGLISH STREAM**

- Candidates must complete the 48 program-specific credits listed above.
- All other requirements to obtain an Honours BA at Glendon College will apply (for a total of 60 credits) including the general education requirement, the bilingual requirement, and the residency requirement.
- For the GL/EN/ENSL requirement, students will need to take the EPLA test to be placed at the appropriate level. They will be directed to a GL/EN/ENSL 2xxx or a GL/EN/ENSL 3xxx level course or to take a higher level course (an EN-medium discipline course) depending on their proficiency level as demonstrated on the EPLA test.
- Since students entering the program have a previous degree, they will *most likely* be exempted from the General Education requirement
- Students will still need to complete Glendon’s bilingual requirement (this entails completing successfully between 6 and 27 credits in French, depending on their level.

*Note:* Students who hold a Certificate in Spanish-English translation will have any TRAN credits from the Certificate counted toward the Honours degree and will be able to complete it as long as they complete 30 new credits, including the remaining courses required to complete the Spanish-English stream in the Honours BA in translation.

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5. Program Structure, Learning Outcomes and Assessment

The course sequence and contents have been planned in keeping with a vision of an integrated approach to learning whereby learning outcomes are gradually achieved throughout the program and the learning objectives reflected in every course. Upon completion of the program, students are expected to be able to do the following.

1. **Depth and Breadth of Knowledge**
   - understand the relationship between language and culture, taking the specific context of Canada and the Americas at large
   - recognize the specificity of English-speaking and Spanish-speaking communities and their relation of cultural contact and exchange in Canadian society today
   - strengthen their knowledge about the cultures of the Americas
   - recognize language and translation issues in general and specifically regarding Spanish and English-speaking communities both in Canada and internationally.
   - develop comprehension and critical skills and cultural awareness by reading and analyzing materials in both Spanish and English
• appreciate the complexity and importance of building bridges and helping transact intercultural relations among communities
• understand the role of translators as professional, social, and ethical agents in contemporary Canadian society

Courses that lead to this learning outcome: EN/ENSL courses, TRAN 3200, TRAN 3205, SP 3550, TRAN 4370, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925

2. Knowledge of Methodologies
• learn the meta-language, key concepts, and methodologies associated with translation studies.
• understand conceptual frameworks from socio-linguistics, text typology, stylistics, computational linguistics, literary and cultural studies as they are applied to the study of language and culture contact.
• learn translation tools, techniques and approaches.
• communicate adequately in a variety of professional situations and adapt to communication needs in various domains
• acquire professional translation tools and learn to discern their quality
• learn about the changing interdisciplinary nature of the field and its close relation with other fields of inquiry

Courses that lead to this learning outcome: TRAN 3200, TRAN 3205, TRAN 3260, TRAN 3270, SP 3550, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925

3. Application of Knowledge
• apply theoretical notions to translation analysis
• identify the qualities of texts and analyze texts to prepare for translation assignments
• apply research skills to translation assignments and projects
• learn to integrate translation, documentation, terminology, and project management
• understand the workings of language mediation in society
• apply linguistic competences to specialized translation tasks
• use appropriate translation techniques and approaches to solve problems in translation practice in real professional situations

Courses that lead to this learning outcome: TRAN 3205, TRAN 3270, SP 3550, TRAN 4370, TRAN 4622, TRAN 4624, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925

4. Communication Skills
• communicate effectively in English and Spanish
• learn to communicate with others as part of team work
• learn the communication protocols in the translation industry
• adapt and produce language and texts that are appropriate to specific communicative situations
• learn to communicate with language industry actors-participants and to justify professional translation decisions
• constantly develop the knowledge of their working languages in a variety of ways.

Courses that lead to this learning outcome: EN/ENSL courses, TRAN 3200, TRAN 3205, SP 3550, TRAN 4370, TRAN 4622, TRAN 4624, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925

5. Awareness of Limits of Knowledge
• learn about areas of strength and possible areas to develop and specialize
• acquire a self-reflective and self-critical attitude toward translation output
• learn self-revision and peer-revision techniques
• be able to identify learning and professional objectives to be attained for specific professional and academic goals
• understand research and professional ethics
• develop critical skills

Courses that lead to this learning outcome: EN/ENSL courses, TRAN 3260, TRAN 3270, TRAN 4370, TRAN 4622, TRAN 4624, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925
6. Autonomy and Professional Capacity

- develop self-directed research and translation project planning
- develop ability to work in teams
- prepare a professional dossier
- develop an awareness of the field and the market and of the need to adapt as these change
- acquire basic knowledge about related professions (e.g., the work of interpreters, terminologists, project managers)
- become aware of the existence of professional associations and other for a for professional development.

Courses that lead to this learning outcome: TRAN 3200, TRAN 3205, TRAN 3260, TRAN 3270, TRAN 4370, TRAN 4622, TRAN 4624, SP/TRAN 4910, SP/TRAN 4920, SP/TRAN 4925

The purpose of designing this new Spanish-English stream in the Honours BA in Translation has been, importantly, to be able to generate a coherent curriculum that integrates the objectives above, which are built into the courses and taken into account to evaluate students' progress. Language competence is assessed at the start to be sure that the students have a strong basis to begin the process of specialization required for translation as an advanced skill. The initial courses are planned to cover a variety of tools, both technical and theoretical, so students become resourceful and build a critical basis. The more advanced courses are designed to generate students' self-directedness as they complete the program and get ready to become practicing translators. In-class practical experience is emphasized throughout, and its level of complexity (i.e., length of assignments, level of difficulty) increases as the program advances, to ensure that students are able to gain as varied and intensive translation practice as possible. As with the other School of Translation programs, courses are taught both by full-time faculty and by course directors, who are expected to be practicing translators specializing in the fields required for each course. The full-time faculty members ensure the pedagogical basis and the coherence and integrity of the program, and the strength of the course directors' presence is to bring their actual professional experience and knowledge of the industry, which is constantly changing, into the classroom. To this end, a couple of courses are currently offered online (TRAN 3260 and TRAN 4370); this is a possibility created within the program in order to be able to offer to students the advantage of having excellent course directors in areas where there is a limited number of specialists (e.g., currently the terminology instructor is a professional terminologist who lives and works in Montréal).

6. Admission Requirements

- A BA in Hispanic Studies or equivalent (i.e., a program analogous to the Hispanic Studies degree offered at Glendon, in terms of requirements and curricular content, such as one in Spanish or in Modern Languages with an emphasis in Spanish and Hispanic Studies).

- A grade of C+ or above on the entrance exam.

- All other York/Glendon general admission requirements

- As with all Honours programs, students will need to have a minimum of C+ average to enter and to remain in the program.

7. Resources

As stated above, this proposal for a Spanish-English Stream in the Honours BA in Translation is based on current course offerings at Glendon, the Certificate in Spanish-English translation, offered by the Hispanic Studies department, and the various programs offered by the School of Translation. From the
48 credits required for the new Spanish-English stream, 36 are currently existing courses—class size varies from year to year as it is a specialized program and admissions are contingent upon successful completion of the entrance exam. These courses are taught by course directors (contract instructors) who have already been working for either Hispanic Studies, the School of Translation, or both. Besides the course directors—we currently have four teaching in the Spanish-English translation courses—two full-time, tenured faculty members, Lyse Hébert (School of Translation) and María Constanza Guzmán (cross-appointed: School of Translation and Hispanic Studies, and Spanish-English Translation Certificate coordinator), have taught existing courses required for the program and will continue to do so. They will continue to provide mentoring and guide students through experiential learning opportunities (i.e., practicum). Given the importance of the input offered by the course directors who also work as professional translators, the program wants to continue counting on their contribution. No new appointments are required for the creation and implementation of the new BA Honours in Spanish-English translation. Regarding library holdings, the list and description of new courses has been submitted to the Frost librarian in charge to make them aware of the library needs. Once in place, the program will require additional administrative support through added part-time administrative staff.

Table 1 – Listing of Faculty

The following full-time faculty will participate actively in delivering the program:

<table>
<thead>
<tr>
<th>Faculty Name &amp; Rank</th>
<th>Home Unit</th>
<th>Area(s) of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyse Hébert</td>
<td>School of Translation</td>
<td>French-Spanish-English translation, translation studies, curriculum design, sociology of translation, ethics in professional translation settings</td>
</tr>
<tr>
<td>María Constanza Guzmán</td>
<td>School of Translation (cross-appointed with Hispanic Studies)</td>
<td>English-Spanish translation, translation studies, translation teaching, literary translation, translation in the Americas</td>
</tr>
</tbody>
</table>

8. Enrolment Projections

The team working on putting forward the proposal for the Spanish-English stream in the Honours BA in Translation hopes that it can be approved to start in September of 2014-15. A survey is currently being conducted to assess existing interest and develop an adequate strategy to attract candidates and promote the program. It is anticipated, on the basis of enquiries received and the experience and entrance figures of the Certificate in Spanish-English translation, that an average of ten (10) new students will be admitted per year for the first three years—the School will monitor enrollment closely. However, since the Spanish-English stream will operate concurrently with the Spanish-English Certificate and the Certificate will continue to admit students (an average of 15 per year), the total enrollment in the courses will be higher than the number of initial admissions given the combined number of students taking the courses (this means that the upper level courses will have a smaller number during the first year but this difference will even up after the second year).

9. Support Statements

(Enclosed)
February 24, 2014

Professor Willem Maas
Chair
Faculty Council
Glendon College
York University

Dear Professor Maas:

Last November 17th, I wrote a letter to the Curriculum Committee in support of a proposed Honours B.A. in Spanish-English Translation. It is my understanding that CASTL has requested that the program be referred to as the “Spanish-English stream in the Honours BA in Translation”.

I am pleased to support the initiative with this new title. I am attaching my original letter, with the understanding that it is now addressed to this new title. I remain strongly in support.

Sincerely,

Kenneth McRoberts
Principal

cc. Marie Christine Aubin
Maria Constanza Guzman
J.Rivest, Chair Curriculum Committee
17 November 2013

Chair Lyse Hébert
CASTL,
Glendon College
York University

Dear committee members:

I am pleased to write in support of the proposal to create a Spanish-English Stream in the BA in Translation. This proposal is the culmination of extensive discussions that have taken place over several years.

For many years, our Hispanic Studies Department has offered a Certificate in Spanish-English—English-Spanish Translation. As such, the certificate has served a clear need, most notably within Toronto’s Spanish-speaking community. In recent years it has been coordinated by Professor Maria Constanza Guzman, who has been cross-appointed between the department and the School of Translation.

At the same time, it has long been argued that there is an unmet need for a fully professional program based in the School of Translation. Consultants for Undergraduate Program Reviews, including the most recent one, have proposed the creation of such a program. As Principal, I have myself supported the proposal. In particular, as a Stream based in the School, the program will enable graduates to be recognized by the Association of Translators and Interpreters of Ontario (ATIO). It will in fact be the only such program in Canada, thus contributing to the further differentiation of York University’s role within the Canadian university system. By adding a new dimension to the School of Translation, it will reinforce Glendon, and York’s, placer as housing the only university-level translation school in Southern Ontario.

Drawing, as it does, upon faculty strength and course offerings in the Department of Hispanic Studies as well as the School of Translation, the new Stream will require the addition of only twelve credits (six for 2014-15 and six more for 2015-16) to the School’s offerings. By the same token, it will require no new tenure-stream appointment.

I give my full and unequivocal support to this proposal.

Sincerely,

Kenneth McRoberts
Principal

cc. Marie Christine Aubin
   Maria Constanza Guzman
   J. Rivest, Chair Curriculum Committee
December 5, 2013

Dr. Marie-Christine Aubin
Chair, School of Translation
Director, Graduate Program in Translation Studies,
School of Translation, Glendon College, York University
2275 Bayview Ave
Toronto, ON M4N 3M6
maubin@glendon.yorku.ca

Dear Dr. Aubin:

We are very pleased to learn that the School of Translation and the Department of Hispanic Studies at Glendon College is working to create a new stream for Spanish-English in the Honours BA in Translation.

The Canadian translation industry, now more than ever, requires we train professionals to higher levels of expertise to be able to support the growth and demand of the sector. Translation has been identified as one of the top jobs in demand for 2014. By training our Spanish translators at the BA level, we will provide them with the tools necessary to work on a competitive environment.

The Language Industry Association of Canada, AILIA, would like to congratulate you for working on this great initiative and wish you very much success with the program.

Yours

Lola Bendana
AILIA Chair
communication@ailia.ca
Principal Kenneth McRoberts
Office of the Principal
Glendon College, York University

February 19, 2014

Re: Statement of Support for the Spanish-English Stream in the Honours BA Translation

Dear Principal McRoberts,

As Chair of the Department of Hispanic Studies at Glendon College and on behalf of my colleagues, I am pleased to express our strong support for the establishment of the Spanish-English Stream in the Honours BA Translation, housed in the School of Translation at Glendon College. I am setting out the reasons why we enthusiastically embrace this initiative.

The creation of the Spanish-English Stream in the Honours BA Translation was recommended by the reviewers of our latest Cyclical Program Review (CPR). This proposal is the result of several years of work carried out by colleagues from the School of Translation and the Department of Hispanic Studies, first in a working exploratory group and later in a formal structured Committee. The proposal combines existing faculty, staff and curriculum resources of both academic units and maximizes their potential. It brings together our expertise in order to create a unique and cost effective academic program.

The Department of Hispanic Studies and the School of Translation have a long standing history of collaboration. Both academic units have worked together for many years to offer the Certificate in Spanish-English / English-Spanish Translation, housed in the Department of Hispanic Studies, currently coordinated by Dr. María Constanza Guzmán, who holds a tenured cross-appointment shared by both units. The Certificate has proven to be a successful, well run academic program which is eagerly sought out by students. Many of our faculty members and students in both academic units share a profound interest in the areas of translation, linguistic and cultural studies related to the Hispanic world. In our view, the new Spanish-English Stream in the Honours BA Translation will provide more opportunities for faculty members in both academic units to continue working together in the areas of teaching, research and service to the community.

At the present time there are no full-degree translation university programs in Canada focusing exclusively on Spanish-English translation. Considering the increasing importance of trade and other connections between Canada and the Hispanic world (twenty-one Spanish-speaking countries, located mainly in the Americas; a world population of 495 million Spanish speakers and more than fifty million Spanish-speaking people in the U.S.A. alone), there is an important growing need to train professional translators in Ontario,
Canada and in the world. The new Spanish-English Stream in the Honours BA Translation will open job opportunities to students by providing them with the necessary academic knowledge and applied skills to successfully compete in the global language industry. We feel confident that this new Program will educate students to become responsible professional citizens of the XXI century.

The proposed Spanish-English Stream in the Honours BA Translation constitutes a strong addition to the Glendon curriculum and supports Glendon’s Academic Plan. It also enhances the bilingual, international, liberal arts nature of the College. It will underline Glendon’s reputation as a Center of Excellence in the areas of language, linguistics, culture, international affairs and translation. The new BA will strengthen the link between Glendon and our culturally diverse communities.

This new Spanish-English Stream in the Honours BA Translation is aligned with York University’s Academic Plan because it supports York’s fundamental characteristics of being a comprehensive university with an international scope, dedicated to achieve excellence in academic disciplines and interdisciplinary collaboration. It is also in keeping with York’s commitment to excellence in teaching, research and service to the community.

Dr. Caridad Silva  
Chair,  
Department of Hispanic Studies  
Glendon College, York University  
Tel.: 416-736-2100, ext. 88231  
E-Mail: csilva@glendon.yorku.ca

cc. Dr. María Constanza Guzmán  
Dr. Marie-Christine Aubin ✓  
Dr. Mario Roy
Memo

To: Kenneth McRoberts, Dean, Glendon College

From: Marie-Christine Aubin, Chair, School of Translation

Date: February 11, 2014

Subject: Letter of support for introducing a Spanish-English Stream in the Honours BA in Translation

I am writing to express the full support of the School of Translation for introducing a Spanish-English Stream in the Honours BA in Translation, within the School of Translation.

As indicated in the Major Modification Brief provided for its development, the Spanish-English Stream in the Honours BA in Translation is building from the resources of the Certificate in Spanish-English Translation which is currently offered jointly by the Department of Hispanic Studies and the School of Translation. The new stream has been conceived jointly by those two departments in the most harmonious way with the interest of our students in view. Advice was sought from the Registrar's Office and other administrative instances to make sure the program was in line with Glendon's and York's missions, as well as financially sound. In fact, only six credits will need to be added to the number of credits offered by the School of Translation in 2014-2015 and six more in 2015-2016 for a total of twelve for the new stream.

A survey is in progress to add data to what we already know from the many requests that have been received: this program is fervently awaited by the Spanish community so that it can respond to the growing need of qualified Spanish-English translators in the context of North and South American countries' commercial agreements and, more generally, of globalization. Also, the fast approaching date of the PanAmerican Games is bound to increase the demand of translators and interpreters alike in the GTA.
In the context of financial constraints, this new stream will require minimal investments from the University while attracting new students to Glendon. Also, as a BA, it will be recognized by the Association of Translators and Interpreters of Ontario (ATIO). This will be a great incentive for future translators from the Hispanic community to choose to come to Glendon to receive an Honours BA in Translation - Spanish-English Stream.

This new stream creates a win-win situation within Glendon Departments as several departments will in fact benefit from its introduction: the School of Translation and the Department of Hispanic Studies of course, but also the Department of English which will see an increase of motivated new students within its language courses. Also, since Glendon’s requirements will apply, these students will also take French courses, and may need to take some GENED courses unless these can be transferred from their former degree.

For all these reasons, the School of Translation would like to support unconditionally the introduction of the Spanish-English Stream in the Honours BA in Translation.

Sincerely,

[Signature]

Dr. Marie-Christine Aubin
Chair, School of Translation
Glendon College, York University
INTRODUCTION

This library statement is written in support of the proposed Honours BA in Translation - Spanish-English Stream. It is a university-level liberal arts program that also prepares graduates for professional work. As outlined in the New Program Brief, the proposed Honours BA in Translation - Spanish-English Stream is a second degree, that is, a specialized, upper-level degree for candidates who already hold a BA. It will be available for graduates of a Hispanic Studies BA who have an interest in acquiring specialized education in Spanish-English translation.

The program’s objectives and curricular structure are based on two existing programs: the Certificate in Spanish-English Translation, housed in the Department of Hispanic Studies at Glendon, and the BA in French-English translation, offered by the School of Translation at Glendon. More specifically, it is modeled after the “Accelerated BA” option offered by the School of Translation to candidates who already hold a BA in some other field. The library can support this program through a variety of relevant collections and services including wide-ranging print and online collections, instructional services, research assistance, library facilities and resource sharing and interlibrary loan services.

Sarah Coysh is the head of the Frost Library with the responsibility of overseeing the selection of print and electronic resources for programs at Glendon College. She has reviewed the program proposal in addition to the outlines and proposals for the four new courses which will form part of this proposed program. Glendon College has a well-established School of Translation and Department of Hispanic Studies as part of its undergraduate and graduate programs which means that a solid library collection and relevant services are already in place.

It is noted that the vast majority of courses to form part of the Honours BA in Translation - Spanish-English Stream are already taught as part of the School of Translation and Hispanic Studies programs at Glendon and as a result library resources to support them are in place. A review of the reading materials outlined for the four new courses -GL/TRAN 3xxx 3.00 Introduction to Spanish-English translation 1, -GL/TRAN 3xxx 3.00 Introduction to Spanish-English translation 2, GL/SP/TRAN 4xxx 3.00 Specialized Spanish-English translation: Medical, and GL/SP/TRAN 4xxx 3.00 Specialized Spanish-English Translation: Legal and financial – establishes that new curricula can be easily supported by the Leslie Frost Library. Titles outlined in the new course bibliographies not currently owned by the library will be ordered immediately for addition to the library collection.
COLLECTIONS SUPPORT

The Libraries support undergraduate study in Spanish-English Translation, Spanish language, linguistics, literatures and cultures on two campuses: the main campus (Scott Library) and the Glendon College campus (Frost Library). The Libraries build collections to underpin York’s undergraduate degree programs in Spanish Studies (BA, BAH, BA Specialized, iBA), the Graduate Diploma in Latin American and Caribbean Studies, the Spanish-language Certificate of Proficiency and the Certificate in Spanish-English translation, as well as research in Spanish and Latin American Studies. Library collections also support the courses housed in the Glendon College School of Translation as well as individual courses taught under the auspices of other programs of study in the social sciences and humanities on both campuses, such as politics, sociology and comparative literatures. Materials collected over many years to support Hispanic Studies at Glendon College, Glendon’s School of Translation, the Spanish Studies section of the Department of Languages, Literatures & Linguistics (Faculty of Liberal Arts & Professional Studies), and York’s CERLAC research centre, contribute to a basic research collection housed in two campus libraries.

The Libraries purchase materials in the areas of Spanish language learning, linguistics (sociolinguistics, psycholinguistics, historical linguistics), Spanish language instruction, bilingualism and multilingualism, language variants and dialects (including Créole), discourse analysis and philology. (The core collection in language learning and linguistics is particularly strong as the Library also supports adjunct doctoral programs in English-language linguistics and in Education.)

Selection responsibilities are shared across several specialist librarians: the Collections Librarian at the Glendon College campus and the Romance Languages Liaison Librarian at the Scott Library on the main campus. Librarians have established approval plans with various vendors to ensure the timely acquisition of new publications. Approval plans are supplemented by individual orders gleaned from reviewing journals, vendor notification programs, faculty requests and publisher catalogues. Consortial purchases of digital resources, the identification of open-access materials, and donations round out collection building.

Formats

The collection comprises print, digital, audio-visual, numeric and microform resources in the form of monographs, journals, reference materials, films, videos, DVDs, music, maps and statistics housed in Frost and Scott libraries. Digital resources can be accessed off-campus through the York Libraries’ web site. Increasingly, a wide variety of scholarly open-access materials are available, stored in local institutional as well as international public repositories. Select audiovisual materials such as dramatizations and author readings are kept in both the Frost Library and in the ‘Sound and Moving Image Library’ at the Keele campus.

Books and Reference Materials

Print and digital specialized encyclopaedias, dictionaries, glossaries, handbooks, directories, bibliographies, country guides, concordances, and much more are available in the Libraries’ collections. The Frost Library offers a rich collection of bilingual or polyglot dictionaries to support Glendon College’s translation program. The database Oxford Language Dictionaries Online facilitates English-to-Spanish and Spanish-to-English translation of words and phrases, and provides online access to a comprehensive collection of bilingual dictionaries. The Termium database, a core tool for translators, includes Spanish, French and English terms. In addition to the
basic but significant print book collections held in both the Scott and the Frost Libraries, e-book collections are also available.

**Bibliographic databases, indexes and bibliographies**

Subject access to the journal research literature in English-Spanish Translation Studies is provided through commercial abstracting and indexing databases such as *Social Sciences Abstracts; Linguistics and Language Behavior Abstracts (LLBA); Hispanic American Periodicals Index (HAPI); FRANCIS;* and the *Humanities International Index* as well as *Proquest*, all databases which the Libraries have purchased for use by the York University community. Additional library databases in adjunct fields in the sciences, humanities and social sciences (especially film, music, art, political science, sociology and education) round out access to journals in related disciplines. Open-access materials (free e-journals) are available through *Redalyc, Cielo, LAPTOC* and *Google Scholar*. Most of these databases have a ‘link to local holdings’ feature which makes it easy to access articles in the journals to which York subscribes as well as to open-access materials. Additionally, in print format, students have access to the *The Year’s Work in Modern Language Studies* and *Romanische Bibliographie = Bibliographie romane = Romance bibliography*.

**Print journals and e-journals**

The Libraries purchase individual journals in print or electronic format, and the collection of subscription journals is small but respectable. (New faculty members are particularly encouraged to recommend new journal titles.) The Libraries take full advantage of consortial purchases which provide online access to large sets of academic e-journals. The Libraries take advantage of open-access initiatives. Spanish-language materials are particularly well represented by open-access e-journal sets such as *Redalyc, LAPTOC* and *Cielo*, which have been included in the library catalogue for ease of use.

*Bibliographic Citation Managers*

Connecting to full-text electronic articles is facilitated by a software program linking database bibliographic citations directly to York’s journal holdings. Accounts to *RefWorks*, a commercial bibliographic management tool which stores citations and prints out bibliographies automatically, are free to all York students and faculty. This resource is particularly valuable to upper year undergraduates and graduate students. The Library also supports the use of the Internet-based citation manager *Zotero*, which has the added advantage of storing full-text and allowing files to be shared with a group.

*Films, Videos & Sound Recordings*

York’s *Sound & Moving Image Library* contains numerous DVDs, videos and audio recordings - including documentaries, feature films and literary adaptations - which reflect the University’s curricula in language, literature, arts, culture and area studies. Students locate items of interest through the library catalogue, the *Filmographies* web page, and through supplementary finding aids.
**Government Documents**

York University Libraries receive materials produced and disseminated by federal government organizations through the Depository Services Program. Provincial documents from the Province of Quebec and the Province of Ontario are also collected in both campus libraries. The Canadian Government Documents Librarian is responsible for collecting federal, provincial and municipal materials from related agencies.

Latin American government documents (2005- ) are accessible online through the *Latin American Government Documents Archive* (LAGDA) at the Latin American Network Information Centre (LANIC), part of the University of Texas/Austen Library. 
http://lanic.utexas.edu/project/archives/lagda/

**Campus Resources**

The Glendon campus houses the Spanish Resource Centre (SRC) established in 2001, and generously supported by Spain’s Ministry of Education, Social Policy & Sports, in collaboration with York University. The Centre’s mandate is to organize seminars and workshops related to teaching and research of the Spanish language and culture. It houses a collection of books, guides, pamphlets, as well as audiovisual resources, all of which can be borrowed. These resources touch on a multitude of topics concerning the language, culture, art, literature and history of the Spanish-speaking world. The Centre also provides quiet spaces equipped with the latest technology.

York University’s *Centre for Research on Latin America and the Caribbean* (CERLAC) houses an esteemed documentation centre formed in 1978. The Centre collects series of occasional and working papers, conference papers and newsletters from social science research centres, and is particularly strong on Canadian/Latin American/Caribbean relations with regard to political science, sociology, economics and history. There is also considerable documentation on human rights and at least half of the materials are written in Spanish. Some of the more important documents from international organizations are collected, in particular from the UN’s Economic Commission for Latin America and the Caribbean. The Centre has a small book collection. [http://www.yorku.ca/cerlac](http://www.yorku.ca/cerlac)

**Consortial memberships**

York University’s membership in two key consortia – the Ontario Council of University Libraries (OCUL) and the Canada Research Knowledge Network (CRKN) has afforded the York community a wealth of electronic resources. OCUL’s *Scholars Portal* initiative provides Ontario students and faculty with access to scholarly electronic content as well as the tools to search, save and integrate that content into research and teaching. It also includes access to unique indexes and databases such as *FRANCIS*.

**LIBRARY SERVICES & SPACES**

**Specialized Liaison Librarians**

Library support for the proposed Honours BA in Translation - Spanish-English Stream will be
Library instruction for academic literacies

Information Literacy is one of a core set of academic literacies essential to students’ education. Without the skills to find, retrieve, evaluate and use information students cannot participate fully in a university program. Critical engagement with information is an integral component of scholarly discourse, and fundamental in involving students in teaching and learning. The information literacy instruction offered in the International Studies program is aligned with the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education at:  http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

York University Libraries has a very active information literacy program supporting both undergraduate and graduate students and the number of programs adopting a curriculum-integrated approach to information literacy has grown. This involves an approach where library instruction is tailored to course learning outcomes and research assignments and embedded strategically at critical junctures throughout the program, making it accessible to all students through a scaffolded approach. The benefits of this are that library research skills (and information literacy) are learned in the context of the discipline and that students are equipped with both the tools and knowledge of key research databases to remain current and knowledgeable in their field.

Instruction in the proposed Honours BA in Translation - Spanish-English Stream could occur at a variety of levels in the curriculum as part of the regular classroom schedule. Supplemental point of need assistance would be available to students with assignments and research in the library through reference desk service, chat, e-mail, telephone and face-to-face consultations. Frost librarians have developed discipline-specific Library Research Guides for a variety of subject areas such as Translation Studies as well as Hispanic Studies which would be useful to students in the proposed new program.

Frost librarians provide a general orientation to the library at the beginning of every academic as part of the formal academic orientation program at Glendon. This would introduce incoming students (including those in the proposed Honours BA in Translation - Spanish-English Stream) to the library and its services. Frost Librarians could also lead course-specific workshops in a library lab or in the classroom, by arrangement with individual faculty members in the program. Finally, librarians are available to work with faculty and/or the Undergraduate Program Director to develop a curriculum-integrated approach to information literacy at the undergraduate level. Ideally, such an approach would embed information literacy instruction and principles throughout the entire degree program.

Individual research assistance

Individual research assistance would be available to students at the Frost Library in person, as well as through reference desk service, chat, e-mail, telephone and face-to-face consultations. Frost librarians have developed discipline-specific Library Research Guides for a variety of subject areas such as Translation Studies as well as Hispanic Studies which would be useful to students in the proposed new program.
as via online chat, e-mail, and telephone.

All eight libraries at York University provide a Reference / Research Desk where students can request individual assistance with finding and using library resources and developing effective search strategies, as well as technical assistance. At the Frost Library, in-person research assistance is available 6 days a week. (Hours may be reduced during the summer and between academic terms.) The online chat reference service, “Ask-a-Librarian,” extends research assistance to 10 p.m. on weeknights. Undergraduate students can also make an appointment for extended assistance with a Frost librarian.

A variety of services for differently abled students is available by arrangement with Library Accessibility Services (Scott Library). Facilitated library services include recording books to audiotape, transcribing materials to Braille, retrieving items from the library stacks, using adaptive technology, accessing the Scott Library’s adaptive equipment lab, and arranging individual research assistance for differently abled students.

Resource sharing

York University Libraries participate in the Ontario universities' interlibrary loan program RACER (Rapid Access to Collections by Electronic Requesting), an initiative of Scholars Portal. RACER expedites the process of borrowing materials from other libraries in the Ontario university libraries’ consortium as well as from other Canadian universities. For all students, the Resource Sharing Department can obtain materials from libraries around the world, free of charge (with some exceptions). Requests for other materials such as microform or materials housed in archives and special collections are accepted. Interlibrary loan forms are available online.

Intercampus borrowing

Because library collections in Spanish-English Translation Studies extend over two campuses and because all students need easy access to materials at both the Frost and the Scott libraries, the Library provides an intercampus borrowing system at no charge. Students can submit a request online to have library materials delivered from one campus to the other by the following business day. Students can themselves use a free shuttle service to travel between campuses.

CONCLUSION

Library support for the proposed Honours BA in Translation - Spanish-English Stream is strong. Collections and services, already in place to support related, though clearly distinct Glendon programs with coverage of areas such as Translation and Hispanic studies, will play a role in supporting this new program. Many of the courses which will form part of the Spanish-English Translation program are already taught as part of current Glendon programs, and the four new proposed courses can be easily supported through the purchase of needed materials. The liaison librarian will work with faculty in this program to further strengthen resources and services in support of this program. We look forward to being part of this important new development at Glendon College and to working with all involved faculty and students connected with this new undergraduate program.
Major Change to Program/Graduate Diploma Academic Requirements Proposal Template

1. Program/Graduate Diploma:

International Masters in Business Administration (IMBA) Program

2. Effective Session of Proposed Change(s):

Fall 2014 (beginning of September 2014)

3. Proposed Change(s) and Rationale

a) A description of the proposed change(s) and rationale, including alignment with academic plans.

The IMBA Program was first launched in 1989 and was the first of its kind in Canada. By June of 2014, the program will have more than 800 graduates with the International MBA (IMBA) degree from the Schulich School of Business, York University. Over the years, the IMBA curriculum has been modified incrementally in response to evolving needs of the business community and the increasingly globalized work environment.

The rapidly changing operating environment and the pressing need for graduates with different skills, attitudes, and characteristics, as articulated by industry executives, employers, and alumni, have led to the formation of a Curriculum Review Task Force (CRTF) for the IMBA Program, with the mandate to review the appropriateness of the current IMBA program, and make recommendations on curriculum revisions. From the research undertaken and the consultation exercise conducted by the IMBA CRTF, it is evident that current and potential employers are looking for managers and leaders who can solve management problems and execute strategy in a more holistic and systematic fashion, operate effectively in an international environment, and are sensitive to social issues and challenges. New and more appropriate learning objectives or expected learning outcomes are clearly necessary.

In order to develop the requisite skills and characteristics to achieve these goals, and upon the recommendations of the IMBA CRTF, the IMBA Program Committee is proposing an innovative and highly integrative approach to delivering management content and experiences.

The revised program, as outlined below, is in accordance with the University’s desire to move towards an educational approach that more closely aligns academic content and delivery with relevant Expected Learning Outcomes (ELOs), and supports strongly the spirit of experiential education. It is indeed the ELOs and desired competencies that define the structure of the revised IMBA program.

This significantly revised core of the IMBA program is designed around a competency-based approach to graduate management education. The revisions are built on the backbone of the current program and include a number of new initiatives, including experiential integration modules and the
development of complementary skills through stakeholder management and negotiation courses. Last year, the Professional Development for International Managers (PDIM) set of courses, culminating with the International Work Term, was approved. It has been launched in Fall 2013. It is envisioned that the revised curriculum, with enhanced international immersion and integrated orientation, will produce effective graduates. As such, the program’s mission is defined as follows:

“To develop internationally experienced business professionals ready to make significant contributions to the performance of their organizations and the well-being of society.”

Ideally, the IMBA graduate will exhibit the following traits:

**Attitudes**
- eager to respond to transnational opportunities
- dedicated to high performance
- committed to continuous learning and innovation

**Capabilities**
- leadership for diverse conditions, cultures and people
  - experienced with uncertainty, ambiguity and change
  - adaptable and resourceful
- advanced knowledge of business in the global arena
- analytical and problem-solving skills for complex challenges
- persuasive communication in multiple languages
- poised and professional

**Characteristics**
- values cooperation and competition in diverse groups and networks
- respects multiple stakeholders in business
- adheres to ethical standards of conduct
- aspires to contribute to the organization and to society

The task force’s mandate also included several principles for curriculum design. The proposed program hence:
- emphasizes outcome-based learning
- uses innovative forms of course delivery to maximize educational impact
- encourages integration of content across functional areas
- strengthens the student’s professional development and
- allows more flexibility in the program

As a result, the proposed program relies on the re-designed professional development stream, on experiential learning, and on the integration of core contents using 2 learning modules entitled “Integrated Management Experiences I and II (hereafter, IME-I and IME-II).

In the revised program, IMBA students must complete their core functional management courses and demonstrate expertise in those management areas. They must also develop competencies in related management domains including effective cross-cultural communications, team collaboration, leadership, ethical management, and social sensitivity and responsibility. New modules have been created to develop students’ sensitivity to the needs of the organization, stakeholders and society, as
well as to hone their ability to creatively define, present, and negotiate their objectives.

These changes in the curriculum will be predominantly to the first year core management courses of the program, whereby students will be all together participating in a common set of mandatory courses.

The program has been developed with the profile of the IMBA applicant in mind, as developed by the IMBA CRTF. The IMBA applicant is expected to:

- be intellectually sharp,
- display an informed interest in the world, and
- view management as a vehicle for engaging it.

This profile is distinctly different from that of the general MBA applicant, who is required to possess work experience. The IMBA will be more in line with other specialized management programs offered by Schulich (e.g., Master of Finance). Indeed, the IMBA program seeks to explicitly address this difference to the MBA with its Professional Development track and the mandatory Work Term, as well as the experiential and integrated core curriculum.

The admissions requirements for the IMBA will require adjustment to reflect this new profile. In line with the requirements of other specialized graduate management degrees, it is proposed that the IMBA Program admissions requirements be changed to recommend, rather than require, that applicants possess work experience upon joining the program. As well, it is proposed that appropriate GRE scores, rather than just GMAT scores, be acceptable for admission. These changes would allow the IMBA program to better target applicants with suitable profiles, including graduates of International Development, Political Science or Language programs.

Due to the integrated nature of the core curriculum, advanced standing or waivers with replacement for prior academic work will no longer be feasible.

Students may petition to take an elective course during the first and/or second terms if the student;

a. has a strong academic record, and a prior business degree, and
b. has met the IMBA language exit requirement at admission (Advanced-Mid OPI).

In these cases, students must petition, in writing, to the Director of Schulich Student Services. These exceptions would facilitate the completion of certain specializations and/or diplomas, rather than replace the elective requirements in year two.

In summary, below are the two proposed changes:

**Major Change 1:** Revised Program Structure & Degree Requirements

**Major Change 2:** Revised Admissions Criteria

**Alignment with academic plans:**

The proposed changes further three goals explicitly set out on the University’s academic plan:

- Outcome-based curriculum design through the use of learning outcomes;
• Experiential education using problem- and project-oriented discovery and learning (Integrated Management Experiences I, II; Professional Development series); and
• An increased level of in-community engagement, both domestically and internationally (International Work Term; International Strategy Study);

Doing so will result in the appropriate alignment of program structure and content with the learning objectives and, create a program that is more attractive to students, future employers, and community stakeholders. (The IMBA Program is grateful to the Office of the Vice-President Academic for the Academic Innovation Fund (AIF) award given in support of the re-development of an International MBA Program with a more intensive Experiential Education (EE) curriculum.)

Taken together, these changes will create a more relevant International MBA degree - with increased cross-functional integration, a balanced combination of analytical quantitative and qualitative skills, and an application oriented approach to international management studies. The revised curriculum comprises a number of academic modules designed to equip students with analytical tools, concepts and understanding of management, and relies on an experiential learning/delivery approach, which is in keeping with the overall strategic teaching pedagogy of York University.

The program will allow the Faculty to grow its graduate study enrolment, both domestic and international, over the next few years, consistent with the University’s strategic goals. Moreover, the revised program aims to develop socially responsible managers and decision makers, in line with the University’s commitment to making graduates more relevant to and impactful for the global community.

b) An outline of the changes to requirements and the associated learning outcomes, including how the proposed requirements will support the achievement of program/graduate diploma learning objectives.

The primary goal of the revised IMBA program is to develop graduates with the relevant attitudes, capabilities, and characteristics (as outlined above) to be highly effective managers in the globalized business environment.

To achieve this, the revised program aims to deliver fundamental graduate business management courses in an integrative and experiential manner (please see revised curriculum structure in Appendix A). The curriculum revisions will provide the resources and opportunities for students to hone their clinical management skills and develop sensitivity and respect for interests of different stakeholders, cultures and social concerns.

The revised IMBA program is a competency-based program, which focuses on the development of specific outcomes such as holistic management problem-solving skills, analytical and technical skills, as well as more latent clinical management skills/attributes such as leadership, cooperation, and ethical management practices.

These three major elements: (a) new functional core, and integrative management experiences I and II; (b) professional development for the international manager, and international work term; and, (c) international field study, are essentially the backbone of the program. Together with the new ancillary modules offered in the first two terms (where IMBA students are operating as a cohort) and the
electives available to students in terms 4 and 5, the revised IMBA curriculum provides a balanced, experiential, and integrative approach to graduate management studies.

The revised International MBA program is targeting a cohort of students different from the regular Schulich MBA program. It offers an additional professional development track designed to develop and heighten students’ clinical management skills (professional skills typically acquired through work experience), a valuable international work term, and a more fully immersed international program. The revised program is most suitable for students who are internationally oriented, with proficiency in another language in addition to English, a solid academic undergraduate education, and a strong drive to making a contribution in an international context, without the requirement of extensive prior work experience.

The program intends to produce highly relevant and effective global managers who are well grounded, sensitive to social concerns, adaptable, and possess knowledge and language skills to operate in diverse environments.

_New Functional Core, and Integrative Management Experiences I and II (please see Appendix B for Short Course Descriptions)_

**Term 1**

Term 1 begins the first week of September. The first course is the “Professional Development for International Managers”. An existing course previously approved and launched (Fall 2013) runs throughout the first and second terms, and concurrently with all core courses. The second, new course, is “Contemporary Challenges and Strategic Thinking” and takes place entirely in week 1 of Term 1. This course is non-credit but graded. The insights and skills provided in this course are intended to be the foundational building blocks for the entire program. Students will be required to interpret contemporary challenges within companies’ local environments, and will be introduced to the principles of integrated strategic thinking analysis. The next course, which is also new, takes place entirely in week 2 of Term 1, and is “Managerial Decisions Analysis” (1.50 credit hours). This course is designed to lead students through the problem analysis and decision-making process using a general managerial decision framework. The course will introduce the types of decisions often faced by functional managers. An emphasis will be placed on establishing an integrative way of analyzing a wide variety of decision problems that managers (and others) face every day.

Following the Managerial Decisions Analysis course in week 3 of Term 1 is a series of new core functional courses, which provide students with subject matter expertise required to understand business structures and value creation activities of organizations. Lectures and internationally oriented cases will be used in these courses with reference to real world business environments. Each of these core courses carries 3.00 credits (with the exception of International Management Accounting, which carries 1.50 credits), and the competencies achieved through these courses are deemed to be equivalent to those of the regular core MBA student. The learning in each of these core subjects will be reinforced and integrated in a new course, “Integrated Management Experiences I”, described below.
Term 2

The next important innovation introduced in the revised IMBA curriculum is a two-course module on “International Negotiation Processes and Techniques” and “Global Stakeholder Strategies”, which are delivered in the first two weeks of Term 2 (1.50 credits each). First, effective negotiation skills are essential for international business professionals. Through practical exercises and assignments, students in this course can expect to develop and improve their analytical, strategic and negotiation skills for international business. This course is designed to help students learn about state-of-the-art thinking and research on international negotiation, and equip them with ideas, tools and skills to achieve superior results in their work with others in international settings. Second, for international business professionals to create sustainable long-term value, they need to successfully navigate a complex landscape of stakeholders that are affected by, and affect how businesses operate across borders. This course provides students with the necessary skills to identify, map and prioritize stakeholders. Through practical exercises and case assignments, students will develop strategies to engage with stakeholders and seek opportunities to build value-creating partnerships. The course will also enhance understanding the role of business in setting global rules and standards for business conduct across borders.

Following on the above two-course module (at the beginning of Term 2, in week 3 of Term 2) begins the remaining new functional courses. These courses will follow the same concept and delivery as with the Term 1 core courses whereby the learning will come together in the Integrative Management Experiences II (described below).

Integrative Management Experiences I (Term 1) and II (Term 2):

The goal of the two Integrative Management Experiences (IMEs) modules is to bring together what students are learning in their first and second term functional management courses. This will be achieved through the use of a specific company in a selected industry. Students will integrate materials learnt in the functional management courses to articulate key problems faced by the company given its operating environment. Students will work in teams using real world data and information, where they will learn to assess the business environment, identify problems, examine possible solutions, develop a chain of logical reasoning, and ultimately prepare and present a persuasive report to a panel of industry practitioners and professors. The teams will receive on-going feedback from the course director(s), participating core-course instructors, and fellow students. Business cases and selected readings will be used to supplement the learning exercise.

These highly interactive, problem-based modules rely on active support and coordination, and subject matter expertise of each of the functional core course instructors, as well as the guidance and supervision of the course director(s).

Upon completion of each of the IME modules, students will be assigned a letter grade. As the IMEs integrate with the core courses offered concurrently in terms 1 and 2, core course instructors will contribute to the evaluation of IME deliverables and student performance, and together with the IMEs course director, assign a final grade. This will ensure that a strong link persists between the core courses and IMEs for both the students and instructors. The actual grading scheme for the IMEs will clearly articulate to students how they are being evaluated in these modules.
Professional Development for International Managers and International Work Term

The Professional Development track has already been approved and implemented (starting this year). It is presented here only to show a complete picture of the revised program structure.

The next building block of the program is a module comprising of two complementary courses entitled Professional Development for International Managers (0.00 credit), and International Work Term (9.00 credits). The former runs through the entire first and second terms while the latter is in the third or fourth term of the program. The module is an integral part of the current IMBA program and will remain a core module in the revised curriculum.

It is the mission of the IMBA Program to develop internationally experienced professionals ready to make significant contributions to the performance of their organizations and the well-being of society. This module contributes to this mission and the academic objectives of the program by developing personal and career-related skills and knowledge that allow students to immediately contribute to their organizations and to society at large. The Professional Development for International Managers course does this in three distinct ways: (1) through self-assessments and exercises, students will be able to identify and develop personal strengths and preferences that will influence their professional effectiveness, and hence, will be better able to identify careers in which they are likely to make a positive difference; (2) this course will link content from other courses to students’ personal and professional development, augmenting the personal relevance of the program’s curriculum; and (3) the course will assist them with securing a required International Work Term in Term 3 or 4.

The second part of this module is the “International Work Term” where students are required to spend 12 fulltime weeks working in an international organization, putting their analytical knowledge and management concepts into practice. This international practicum is crucial for the understanding of other cultures, business norms, and practices. Through their work term experience, students also develop sensitivity and flexibility required for effectively operating in diverse business cultures and environments.

In preparation for their international practicum, students must complete, in their second term, a newly designed course entitled “Regional Analysis” (3.00 credits). Before making any strategic international decision, an organization needs to gather information to assess the potential of a market and the corresponding risk. This course will give students a framework and fundamental tools to help in such an analysis. The course will cover the socio-cultural, political, economic, and technical and legal aspects of analyzing a region from a business perspective. Students will find that there are substantial links to strategy, organizational behavior and economics courses, as well as the two integrative management modules.

International Field Study

The final element of the revised program is the International Field Study (3.00 credits). This is also the capstone course in the current Schulich IMBA program. It is an intensive project whereby groups of students under the direction of a Faculty Chair and 2 Advisors undertake a comprehensive strategic analysis of an organization with an international footprint and its environment. Each group identifies key strategic issues in its analysis of the company, examines alternative courses of action to address the issues, recommends a strategic direction for the company, and provides a comprehensive implementation plan to execute the recommendations. The result of the study is a
report with specific, practical and strategically beneficial recommendations to the client. All projects contain a critical international dimension in that each client site is either already active or seriously contemplating significant business activities outside its home country. The two integrative management exercises serve as lead-in courses to this International field study, and the learning objectives are reinforced in this capstone course.

**Major Change 1: Revised Program Structure & Degree Requirements**

Table 1 below summarizes the current curriculum, and the proposed curriculum revisions, including new and revised courses. Table 2 summarizes the current degree requirements and proposed revised degree requirements. Table 3 provides the expected learning outcomes of the revised IMBA program. Appendix C provides a summary of courses to be retired, course sections to be cancelled as well as the new rubric for existing courses.
Table 1: Program Structure: Current & Proposed

<table>
<thead>
<tr>
<th>Current Program Structure</th>
<th>Proposed Program Structure</th>
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<tbody>
<tr>
<td><strong>Fall Term 1</strong></td>
<td><strong>Fall Term 1 (beginning in September)</strong></td>
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<tr>
<td>INTL 5550 Professional Development for Intl Managers*</td>
<td>IMBA 5000 Professional Development for Intl Managers*</td>
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<tr>
<td>MGMT 5150 Skills for Leadership</td>
<td>IMBA 5001 Contemporary Challenges and Strategic Thinking NEW</td>
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<tr>
<td>INTL 5100 Accounting for International Managers</td>
<td>IMBA 5002 Managerial Decisions Analysis NEW</td>
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<td>ECON 5100 The Economic Environment of Business</td>
<td>IMBA 5100 Integrative Management Experiences-I** NEW</td>
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<tr>
<td>INTL 5220 Intl Dimensions of Organization Behavior</td>
<td>IMBA 5101 Financial Accounting for International Managers REVISED</td>
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<tr>
<td>INTL 5301 Operating in a Networked Environment I-IS</td>
<td>IMBA 5102 The Economic Environment of Intl Business REVISED</td>
</tr>
<tr>
<td>INTL 5302 Operating in a Networked Environment II-OM</td>
<td>IMBA 5103 Intro. to Managerial Finance for Intl Managers REVISED</td>
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<tr>
<td>OMIS 5120 Introduction to Quantitative Methods</td>
<td>IMBA 5104 Managing People &amp; Teams in a Global Context REVISED</td>
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<tr>
<td>INTL 54x0 Business Communication and Culture**</td>
<td>IMBA 5105 Global Management Accounting REVISED</td>
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<td><strong>x</strong> denotes course in series</td>
<td>IMBA 511x Business Communication and Culture***</td>
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<td><strong>experiential - integrating all management core</strong></td>
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<td>INTL 533x Regional Analysis</td>
<td>IMBA 5003 Global Stakeholder Strategies NEW</td>
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<td>IMBA 5004 International Negotiation Processes and Techniques NEW</td>
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<td>FINE 5200 Managerial Finance</td>
<td>IMBA 5200 Integrative Management Experiences-II** NEW</td>
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<td>INTL 5200 Intl Trade and Monetary Systems</td>
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<td>SGMT 5600 Strategic Thinking for the Global Manager</td>
<td>IMBA 5203 Strategy for the Global Organization REVISED</td>
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<tr>
<td>INTL 54x0 Business Communication and Culture*</td>
<td>IMBA 5204 Design, Control and Improvement of Processes REVISED</td>
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<td><strong>Summer Term 3</strong></td>
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<tr>
<td>INTL 6060 Work Term (Summer or Fall)</td>
<td>IMBA 5300 International Work Term (Summer or Fall)</td>
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<td><strong>9.00</strong></td>
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<td><strong>The sequence of terms 3 and 4 may be reversed</strong></td>
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<td><strong>Fall Term 4</strong></td>
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<tr>
<td>Electives</td>
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Winter Term 5
INTL 6200 International Field Study 3.00
INTL 6500 Strategic Management Across Borders 3.00
Electives 6.00
12.00

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<thead>
<tr>
<th>Winter Term 5</th>
<th>Credit-hours</th>
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<tbody>
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<td>INTL 6200 International Field Study</td>
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<tr>
<td>INTL 6500 Strategic Management Across Borders</td>
<td>3.00</td>
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<tr>
<td>Electives</td>
<td>6.00</td>
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</table>

**Note:** In certain circumstances students may be able to take a first elective course in Term 1 and/or Term 2. Doing so would enable them to complement the electives requirements for semesters 3 through 5, rather than replace them.

### Table 2: Degree Requirements: Current & Proposed

<table>
<thead>
<tr>
<th>Current Degree Requirements</th>
<th>Proposed Degree Requirements</th>
<th>Credit-hours</th>
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<tbody>
<tr>
<td>Core international management:</td>
<td>Core international management:</td>
<td>34.50 30.00</td>
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<tr>
<td>Professional Development for International Managers:</td>
<td>Professional Development for International Managers:</td>
<td>0.00 0.00</td>
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<tr>
<td>Work Term*:</td>
<td>International Work Term*:</td>
<td>9.00 9.00</td>
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</table>

* * A minimum 12 weeks FT work in a country within the chosen region and language if oral proficiency below Advanced-Mid, otherwise, any country within the chosen region.

- * A certified ACTFL OPI level of Advanced-Mid required for graduation in the declared IMBA language of study. (ACTFL OPI levels in IMBA supported languages (ESL, French, German, Japanese, Mandarin or Spanish) of Intermediate-High or Advanced-Low are required to enroll in IMBA language courses (when offered) in Term 1 and Term 2 and pass each course with a minimum B-, and complete an International Work Term in a country where the IMBA language is the primary language. Where a course is not offered, and for unsupervised languages with ACTFL OPI levels below Advanced-Mid, students will self-study, and self-fund remedial language training, and take an Exit ACTFL OPI achieving a minimum level of Advanced-Mid to graduate. Self-study students are required to complete an International Work Term in a country where the IMBA language is the primary language.

International Field Study: 3.00
Electives: (6.00/18.00 ch IB electives) 18.00
Total Credit-Hours Required for Graduation: 64.50

<table>
<thead>
<tr>
<th>Proposed Degree Requirements</th>
<th>Credit-hours</th>
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<tr>
<td>Core international management:</td>
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<tr>
<td>Professional Development for International Managers:</td>
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<tr>
<td>International Work Term*:</td>
<td>9.00</td>
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<tr>
<td>Business Communication and Culture*:</td>
<td>0.00</td>
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</tbody>
</table>
| * A certified ACTFL OPI level of Advanced-Mid required for graduation in the declared IMBA language of study. (ACTFL OPI levels in IMBA supported languages (ESL, French, German, Japanese, Mandarin or Spanish) of Intermediate-High or Advanced-Low are required to enroll in IMBA language courses (when offered) in Term 1 and Term 2 and pass each course with a minimum B-, and complete an International Work Term in a country where the IMBA language is the primary language. Where a course is not offered, and for unsupervised languages with ACTFL OPI levels below Advanced-Mid, students will self-study, and self-fund remedial language training, and take an Exit ACTFL OPI achieving a minimum level of Advanced-Mid to graduate. Self-study students are required to complete an International Work Term in a country where the IMBA language is the primary language.

International Field Study 3.00
Electives: 21.00
Contemporary Challenges and Strategic Thinking: 0.00
Total Credit-Hours Required for Graduation: 63.00
Table 3: Expected Learning Outcomes

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>How are the Learning Objectives achieved?</th>
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<tbody>
<tr>
<td></td>
<td>IMBA5000 IMBA5001 IMBA5002 IMBA5010 IMBA5012 IMBA5013 IMBA5015 IMBA5003 IMBA5020 IMBA5021 IMBA5023 IMBA5024 IMBA5030</td>
</tr>
</tbody>
</table>

1. Breadth and Depth of Knowledge

- Be knowledgeable in a range of contemporary management and business administration topics, and be able to converse intelligently with business professionals in different job functions.
- Be able to apply and integrate concepts, tools and knowledge in various business functions.
- Have developed advanced knowledge of business and management practices in a global context.

These objectives are achieved through the business foundation courses, a Regional Analysis course and the Integrated Management Experiences. The knowledge is further enhanced during the International Work Term and the International Field Study, during which students need to demonstrate that they are able to apply their knowledge and skills to a complex context.

In addition to these courses, the electives offer students a chance to explore specific functional areas and deepen their knowledge within these areas. Many course exercises and assignments are designed based on experiential learning principles, enhancing students’ mastery of the breadth and depth of knowledge.
## Expected Learning Outcomes

### How are the Learning Objectives achieved?

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<th>Course Code</th>
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<td>IMBA6200</td>
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</table>

### 2. Research and Scholarship

- Be able to conduct research using relevant and available data from primary and secondary sources.
- Be able to comprehend and apply standard techniques of financial and economic analysis.
- Be able to apply techniques to make sense of and act upon the inherent complexity of many business and management scenarios.
- Be able to generate well-structured and formatted research reports.
- Have an appreciation of theoretical and empirical academic research in management and international business.
- Be familiar with the top scholarly outlets in various business areas.

All first-year courses include individual and/or group research projects that require the students to conduct independent research. Originality and creativity are emphasized.

Managerial Business Analysis, a course offered toward the beginning of the program, introduces the students to established methods in business research and decision-making. The knowledge developed in that course will then be applied in other courses in the program and supplemented by function-specific tools and techniques. The International Work Term and the International Field Study provide the students with the opportunity to demonstrate their methodological competence in an applied setting.
### Expected Learning Outcomes

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<tr>
<th>How are the Learning Objectives achieved?</th>
<th>IMBA5000</th>
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<th>IMBA6200</th>
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#### 3. Level of Application of Knowledge

- **To be able to apply the developed technical, function-specific and integrative competencies to make a positive difference in their organizations and in society.**

- **To be able to apply their knowledge to new applications and contexts, including different organizations, industries and cultures.**

  Students are given opportunities through course-based research projects to apply their skills and knowledge to various contexts. The International Work Term and the International Field Study courses provide students with unique opportunities to apply their newly developed knowledge and skills to specific and new contexts, including specific organizations and industries, and in different cultures.

#### 4. Professional Capacity/Autonomy

- **To function professionally in employment and in external roles such as community involvement.**

- **To recognize the importance of continuing professional development, both within the organization and through independent professional development programs.**

- **To have developed self-awareness of career In projects and assignments, students will be exposed to various scenarios in which experts need to make informed decisions and exercise good judgment. The importance of considering multiple perspectives (i.e., different stakeholders; different cultural norms and values; different theoretical perspectives) is emphasized throughout the program.**
### Expected Learning Outcomes

| Interests, strengths and motivators.                                                                 |
| To have developed an understanding of the constant obligation to act in a socially and ethically responsible manner. |
| To exercise good judgment and make informed decisions. |

Moreover, the Professional Development for International Managers course is designed to help students develop self-awareness regarding their career choices and professional demeanor and poise. This is further enhanced during the International Work Term and the International Field Study courses.

### 5. Level of Communication Skills

| To communicate persuasively in at least two languages. |
| To be able to write concise, well-researched, professionally formatted and structured reports. |
| To be able to present, communicate, and market ideas clearly and compellingly. |
| To be able to develop and deliver effective and professional presentations. |

To graduate, students must be proficient in at least two languages, including English. Language capabilities are developed in the classroom (Business Communication and Culture courses) for intermediate speakers, as well as during an International Work Term, during which students have the opportunity to work in a foreign language and culture setting.

Students are required to write reports and orally present their findings in the majority of their courses in the program, during which research, writing, and
### Expected Learning Outcomes

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>How are the Learning Objectives achieved?</th>
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<tbody>
<tr>
<td>presentation skills are developed. In particular, the course Professional Development for International Managers emphasizes the development of presentation skills. In addition, class participation is encouraged in all classes and is a graded component of many courses. The consolidation of these learning outcomes occurs in the International Field Study. Students are required to produce and articulate a professionally formatted presentation and report that summarizes the research they have completed while conducting a strategic business field study.</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Awareness of Limits of Knowledge

- To develop an understanding of the limitations of one’s knowledge and abilities.
- To develop personal self-awareness, the ability to be reflective, the capacity to challenge personal

These objectives are achieved through the presentation and discussion of multiple perspectives, including stakeholder approaches to business management and different schools of thought. Furthermore, students will be introduced to different cultural perspectives, both in a classroom setting and through
**Expected Learning Outcomes**

- To gain an appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.
- To become cognizant of the limitations of theoretical models and empirical findings.

**How are the Learning Objectives achieved?**

- Personal experience. Experiential courses and exercises will bring the challenges of operating in a complex world with multiple stakeholders and perspectives; and uncertainty, ambiguity and risk to live.
- The International Work Term and the International Field Study courses, in particular, are designed to challenge students’ assumptions about the nature of knowledge through direct experience. Students are confronted with different settings and contexts that will require multiple interpretations of the value of knowledge and skills developed in the program. Throughout the program, students will be encouraged – through formal assignments and informal feedback – to reflect on their own limitations and opportunities for further development.
Major Change 2: New Admissions Criteria

The program has been developed with the profile of the IMBA applicant in mind, as developed by the IMBA CRTF. The IMBA applicant is expected to:

- be intellectually sharp,
- display an informed interest in the world, and
- view management as a vehicle for engaging it.

Applicants will have an undergraduate degree from a recognized university with a minimum B average in his or her last two years (or equivalent) of academic work. An acceptable score is required of either the GMAT or GRE (both the general test and the writing assessment). Scores older than five years are not accepted. Applicants will include two letters of reference, at least one of which must be from their current or former professors. Work experience is recommended, but not strictly required, particularly if the applicant has a strong academic record.

Proof of English proficiency is required for applicants who do not meet one of the following criteria:

1) their first language is English, or,
2) they have completed at least two years of fulltime study at an accredited university in a country (or institution) where English is the official language of instruction.

A minimum TOEFL score of 600 (paper based), or 250 (computer based), or 100 (internet based), or IETLS an overall score of 7, or equivalent is required for those requiring proof of English proficiency.

All applicants will have proficiency in at least two languages, including English. Applicants are required to declare an IMBA language of focus other than their mother tongue (English as a Second Language (ESL) is reserved for students whose first language is not English). A minimum speaking level of intermediate-high is required in the declared IMBA language for admission. Proof of proficiency is required after a conditional offer of admission by undertaking an official oral proficiency interview (OPI) by a certified tester of the American Council for the Teaching of Foreign Languages (ACTFL) arranged by the IMBA Program. Acceptable IMBA languages are those that are ‘primary’ languages of business in any country, and those testable by ACTFL.

c) An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

The current and proposed versions of the IMBA program are largely self-contained. Overlap exists with the MBA program as students share elective courses. As well, the IMBA program draws on the faculty resources that staff all programs offered by the Faculty. Extensive consultation has therefore taken place within the faculty and, in particular, the Associate Dean Academic and the MBA GPD. Both have served as chairs of the IMBA CRTF. However, no changes are expected in terms of impact on other programs.

d) A summary of any resource implications and how they are being addressed
In-class faculty and technology resources are not expected to be any different from the existing IMBA format. The consolidation of separate Regional Analysis courses into one Region course, more than offsets the requirements for faculty posed by the newly proposed set of International Management Experience courses.

e) A summary of how students currently enrolled in the program/graduate diploma will be accommodated.

New IMBA program revision applies to students entering the program in 2014, and therefore does not affect existing students.
### 4. Calendar Copy

*Using the following two-column format, provide a copy of the relevant program/graduate diploma requirements as they will appear in the graduate Calendar.*

<table>
<thead>
<tr>
<th>Existing Program/Graduate Diploma Information (change from)</th>
<th>Proposed Program/Graduate Diploma Information (change to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a career in international business requires having the knowledge to think globally and the skills and experience to act locally. This kind of cross-functional thinking requires an understanding of international finance, marketing, and other business functions, as well as specialized knowledge of regions and the individual countries within them. To prepare for work in Canada and abroad, the IMBA offers a balanced program of formal study and first-hand, real-world experience. Up to 40 students are admitted each September to the program. Their studies consist of three main components, each of which has distinctive goals: business courses, international studies and work experience.</td>
<td>With the increasingly globalized operating environment of organizations, and the pressing need for managers with a holistic, integrated, and culturally appropriate approach to solving business problems, the IMBA program strives to develop internationally experienced business professionals ready to make significant contributions to the performance of their organizations and the well-being of society.</td>
</tr>
</tbody>
</table>

International studies, for example, include: Region Specialization which develops an understanding of political and economic contexts and business practices for a particular region and a country from the region; Business Communication and Culture courses, which raises existing foreign language ability to a certified professional level, work term and optional Exchange. 

The IMBA won the 1998 Scotiabank-AUCC Award for Excellence in Internationalization in the Curriculum Development category.

The IMBA program is designed around two interrelated themes; functional business management training and professional development. The IMBA takes an experiential approach to business education. The modular integrative pedagogy of functional business courses, including international negotiations and stakeholder strategies, regional analysis and language skills, combined with professional development skills training, including personalized coaching, provides IMBA graduates with all-inclusive management skills expected by employers world-wide. Students will apply and reflect on concepts and skills acquired during an international work term assignment and an in-community strategic consulting project.

**Admission Requirements:**

Applicants will have an undergraduate degree from a recognized university with a minimum B average in his or her last two years (or equivalent) of academic work. An acceptable score is required of either the GMAT or GRE (both the general test and the writing assessment). Scores older than five years are not accepted.

Applicants will include two letters of reference, at least one of which must be from their current or former professors. Work experience is recommended, but not strictly required, particularly if the applicant has a strong academic record.

Proof of English proficiency is required. Faculty-wide requirements apply.

All applicants will have proficiency in at least two
languages, including English. Applicants are required to declare an IMBA language of focus other than their mother tongue (English as a Second Language (ESL) is reserved for students whose first language is not English). A minimum speaking level of intermediate-high is required in the declared IMBA language for admission. Proof of proficiency is required after a conditional offer of admission by undertaking an official oral proficiency interview (OPI) by a certified tester of the American Council for the Teaching of Foreign Languages (ACTFL) arranged by the IMBA Program. Acceptable IMBA languages are those that are ‘primary’ languages of business in any country, and those testable by ACTFL.
Appendix A – Revised Curriculum Structure

Proposed IMBA Program
September 2014

**Term 1 Fall**

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</thead>
<tbody>
<tr>
<td><strong>Professional Development for International Managers</strong></td>
<td><strong>Integrative Management Experiences - I</strong></td>
<td><strong>Managing People &amp; Teams in a Global Context</strong></td>
<td><strong>Global Management Accounting</strong></td>
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<tr>
<td>Contemporary Challenges &amp; Strategic Thinking</td>
<td>Managerial Decisions Analysis</td>
<td>Accounting for International Managers</td>
<td>The Economic Environment of International Business</td>
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<td>Intro to Managerial Finance for International Managers</td>
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<td>Business Communication and Culture</td>
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**Term 2 Winter**

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</thead>
<tbody>
<tr>
<td><strong>Professional Development for International Managers</strong></td>
<td><strong>Integrative Management Experiences - II</strong></td>
<td><strong>Strategy for the Global Organization</strong></td>
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<tr>
<td>Global Stakeholder Strategies</td>
<td>International Negotiation Processes &amp; Techniques</td>
<td>Regional Analysis</td>
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<td>Marketing Management in a Global Context</td>
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<td>Design, Control &amp; Improvement of Processes</td>
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<td>Business Communication and Culture</td>
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**Term 3 Summer - Proposed**

- **Option 1**
  - 12 Weeks
  - International Work Term

- **Option 2**
  - Electives (at Schulich or Abroad)

**Term 4 Fall - Proposed**

- 12 Weeks
- Electives (at Schulich or Abroad)

**Term 5 Winter - Proposed**

- 12 Weeks
- International Field Study
- Electives
Appendix B – Short Course Descriptions of New and Revised Courses

Term 1 (15.0 credits):

**New Courses to IMBA Curriculum:**

- **SB/IMBA 5001 0.00 – Contemporary Challenges and Strategic Thinking**
  This course is the lead course in the IMBA. The course is intended to provide students with insight into contemporary challenges and strategic thinking. The insights and skills provided in this course are intended to be the foundational building blocks for the entire program. Students are expected to bring to the course a willingness to learn, an open mind and a desire to challenge their own assumptions.

- **SB/IMBA 5002 1.50 – Managerial Decision Analysis**
  This course leads students through the problem analysis and decision-making process using a general managerial decision framework. The course focuses on various basic decision making fundamentals, including a fundamental (root) cause problem analysis; data collection, types of data and sources, triangulation and reliability analysis; analyzing the problem from various perspectives (framing / reframing); decision trees and decision tables (including multi criteria decision making) and risk and sensitivity analysis. The course will introduce the student to types of decisions often faced by functional managers in areas such Finance, Accounting, Operations and Strategy. An emphasis will be placed on establishing an integrative and encompassing way of analyzing a wide variety of decision problems that managers (and others) face every day.

- **SB/IMBA 5100 0.00 – Integrated Management Experiences I (IME I)**
  This course integrates the teachings of functional core courses taken during the first term of the IMBA program. Students will focus on application of concepts and tools learned in core courses taken throughout the first term. The goal is to attack business problems with a holistic view in the face of a globalized economy. An emphasis will be placed on teamwork, analytical thinking, and effective presentation skills.

**Revised existing IMBA Courses:**

- **SB/IMBA 5101 3.00 – Financial Accounting for International Managers**
  This course provides an overview of corporate financial reporting. The emphasis is on understanding the broad accounting framework and the ways in which financial reporting is affected by user needs, management motivations, and national environmental factors. Students will be required to interpret financial statements within companies’ local environment, and be able to perform an integrated accounting analysis that provides a foundation for understanding the fundamentals of a business.

- **SB/IMBA 5102 3.00 – The Economic Environment of International Business**
  This course provides managers with an overview of the economic environment within which business must operate, and an understanding of some of the analytical tools which economists use to solve business and economic problems. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from microeconomics, macroeconomics and international economics are introduced. Topics relevant to real-world issues and problems provide the focus for in-class discussions. Upon completion, students are expected to be familiar with the fundamental concepts of economics, and to be able to analyze how changes in the economic environment affect business performance and future strategic options.
course is highly applications oriented and uses real-world examples to help students integrate and meaningfully connect complementary concepts from accounting and finance.

- **SB/IMBA 5103 3.00 – Introduction to Managerial Finance for International Managers**
  This course provides an opportunity to learn about investment and financing. The investment decision allocates scarce resources to projects in the organization and involves asset valuation, capital budgeting, risk management, working capital management and performance assessment. The financing decision chooses sources of cash to finance the investment decisions and involves capital structure, financial instruments, the risk-return trade-off, financial planning and the cost of capital. Ethical considerations and management in the global context are integrated into these topics.

- **SB/IMBA 5104 3.00 – Managing People and Teams in a Global Context**
  This course introduces aspiring international managers to organizational behaviour - a discipline that studies individual and group behaviour in the workplace. The course will cover the key concepts in the field from a cross-cultural perspective and will contribute to the skills and knowledge that students require as a foundation for the leadership positions into which they will move. As such, it will provide them with the basis for understanding organizational phenomena and hence for improving an organization's effectiveness.

- **SB/IMBA 5105 1.50 – Global Management Accounting**
  This course provides an introduction to management accounting techniques that are useful in management decision-making situations such as cost management, pricing special orders, determining service levels and performance appraisal. The non-applicability of external reporting figures for most management decisions is reviewed.

**Term 2 (15.0 credits):**

**New Courses to IMBA Curriculum:**

- **SB/IMBA 5004 1.50 – Global Stakeholder Strategies**
  For international business professionals to create sustainable, long-term value they need to successfully navigate a complex landscape of stakeholders that are affected by, and affect how businesses operate across borders. This course provides students with the necessary skills to identify, map and prioritize stakeholders. Through practical exercises and case assignments students will develop strategies to engage with stakeholders and seek opportunities to build value-creating partnerships. The course will also enhance understanding of how business participates in setting global rules and standards for business conduct across borders.

- **SB/IMBA 5005 1.50 – International Negotiation Processes and Techniques**
  Effective negotiation skills are essential for international business professionals. This course focuses on negotiation processes and practices in different countries, industries, and types of transactions. Through practical exercises and assignments, students in this course can expect to develop and improve their analytical, strategic and negotiation skills for international business.

- **SB/IMBA 5200 0.00 – Integrated Management Experiences II (IME II)**
  Using lectures, cases, in-class exercises and interactive classroom discussions, the course integrate the material from the core courses in Terms I and II to teach students a structured, practical 5-step process to solve complex business problems and to develop the skills to convince a business executive
of the need to take action on their recommendations. The process will emphasize the practical application of analytical, communication and teamwork skills that are required successful businesspeople. The course will leverage the extensive management consulting experience of the course instructors, as well as senior executives from the Toronto business community who will participate as guests, in simulations and role-playing of typical business interactions and situations.

Revised existing IMBA Courses:

- **SB/IMBA 5201 3.00 – Regional Analysis**
  Before making any strategic international decision, an organization needs to gather information to assess the potential of a market and the corresponding risk. This course will provide you with a framework and fundamental tools for assessing business opportunities in different countries and regions of the world. In the assignments, you will be asked to apply these tools and frameworks to your particular country and region, thus giving you both general and particular knowledge and skills in region analysis. The course will cover the social and cultural, political, economic, and technical and legal aspects of analyzing a region from a business perspective. You will find that there are substantial links to your strategy, stakeholder, organizational behavior and economics courses, as well as the two integrative management modules.

- **SB/IMBA 5202 3.00 – Marketing Management in a Global Context**
  This course familiarizes students with the fundamental marketing concepts (buyer behaviour, segmentation, targeting, positioning, product/service development and management, pricing, distribution, communication) in an international context. It stresses the application of these concepts to a variety of sectors such as profit, not-for-profit, manufacturing, and services. Course content covers both large and small firms marketing a broad range of consumer and industrial products and services, and operating in developing and developed country markets.

- **SB/IMBA 5203 3.00 – Strategy for the Global Organization**
  This course introduces students to the field of strategic management and develops the analytical frameworks that can help them become effective international managers. The course looks at the process of choosing and defining organizational purposes and objectives, formulating and implementing a viable strategy, and monitoring strategic performance. The course aims to develop students’ ability to see an organization as a whole and to understand how and why the various activities of an organization are interdependent and need to be coordinated.

- **SB/IMBA 5204 3.00 – Design, Control and Improvement Processes**
  Organizations globally whether in manufacturing, service, NGO or public sectors are composed of bundles of processes that must get work done in an effective and efficient manner. People, materials and data are managed in these processes using information systems as simple as interpersonal communication in a social network or as complex as advanced telecommunication and computer technology shared between firms in a supply network. In this course we cover some of the basic but powerful ideas from operations management and the management of information systems that drive the sustainability of the critical processes of modern international organizations. We integrate a concern for adopting best international business practice with socially responsible decision making throughout the course.
Appendix C – Summary of courses to be retired, sections to be cancelled, new rubric for existing courses.

<table>
<thead>
<tr>
<th>Term</th>
<th>Retire</th>
<th>Cancel Section J</th>
<th>Replace Rubric and Course Code</th>
</tr>
</thead>
</table>
| Fall 2014 | INTL 5100 3.00  
Accounting for International Managers | MGMT 5150 3.00  
Skills for Leadership | INTL 5550 0.00 with IMBA 5000 0.00  
Professional Development for Intl Managers |
|       | INTL 5220 3.00  
Intl Dimensions of Organization Behavior | ECON 5100 3.00  
The Economic Environment of Business | INTL 5410 0.00 with IMBA 5110 0.00  
Business Communication and Culture – ESL |
|       | INTL 5301 1.50  
Operating in a Networked Environment I-IS | OMIS 5120 1.50  
Introduction to Quantitative Methods | INTL 5420 0.00 with IMBA 5111 0.00  
Business Communication and Culture – French |
|       | INTL 5302 1.50  
Operating in a Networked Environment II-OM |                                      | INTL 5430 0.00 with IMBA 5112 0.00  
Business Communication and Culture – German |
|       | INTL 5431 0.00  
Business Communication & Culture - German Advanced |                                      | INTL 5440 0.00 with IMBA 5113 0.00  
Business Communication and Culture – Japanese |
| Winter 2015 | INTL 5200 3.00  
Intl Trade and Monetary Systems | MKTG 5200 3.00  
Marketing Management | INTL 5410 0.00 with IMBA 5210 0.00  
Business Communication and Culture – ESL |
|       | SGMT 5600 1.50  
Strategic Thinking for the Global Manager | FINE 5200 3.00  
Managerial Finance | INTL 5420 0.00 with IMBA 5211 0.00  
Business Communication and Culture – French |
|       | INTL 5331 3.00  
Regional Analysis – Europe | ACTG 5210 1.50  
Management Accounting | INTL 5430 0.00 with IMBA 5212 0.00  
Business Communication and Culture – German |
|       | INTL 5332 3.00  
Regional Analysis - Asia Pacific |                                      | INTL 5440 0.00 with IMBA 5213 0.00  
Business Communication and Culture – Japanese |
|       | INTL 5333 3.00  
Regional Analysis - Latin America |                                      | INTL 5450 0.00 with IMBA 5214 0.00  
Business Communication and Culture – Mandarin |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 5334</td>
<td>3.00</td>
<td>Regional Analysis - North America</td>
</tr>
<tr>
<td>INTL 5337</td>
<td>3.00</td>
<td>Regional Analysis - South Asia</td>
</tr>
<tr>
<td>INTL 5338</td>
<td>3.00</td>
<td>Regional Analysis - Southeast Asia</td>
</tr>
<tr>
<td>INTL 5339</td>
<td>3.00</td>
<td>Regional Analysis - Directed Reading</td>
</tr>
<tr>
<td>JAP 0040</td>
<td>0.00</td>
<td>Business Communication &amp; Culture - Japanese</td>
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<tr>
<td></td>
<td></td>
<td>Intermediate</td>
</tr>
<tr>
<td>JAP 0041</td>
<td>0.00</td>
<td>Business Communication &amp; Culture - Japanese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td>INTL 6500</td>
<td>3.00</td>
<td>Managing Across Borders</td>
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<tr>
<td>Summer 2015</td>
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<tr>
<td>INTL 5341</td>
<td>1.50</td>
<td>Canada Country Study</td>
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<td>INTL 5342</td>
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<td>France Country Study</td>
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<td>Japan Country Study</td>
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<td>INTL 5345</td>
<td>1.50</td>
<td>Mexico Country Study</td>
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<tr>
<td>INTL 5460</td>
<td>0.00</td>
<td>Business Communication and Culture – Spanish</td>
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<tr>
<td>INTL 5460</td>
<td>0.00</td>
<td>with IMBA 5215 0.00</td>
</tr>
<tr>
<td>INTL 6060</td>
<td>3.00</td>
<td>Managing Across Borders</td>
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<tr>
<td>INTL 6060</td>
<td>3.00</td>
<td>Work Term with IMBA 5300 9.00</td>
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<tr>
<td></td>
<td></td>
<td>International Work Term</td>
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<td>Course Code</td>
<td>Credits</td>
<td>Course Title</td>
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<tr>
<td>INTL 5346</td>
<td>1.50</td>
<td>China Country Study</td>
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<tr>
<td>INTL 5348</td>
<td>1.50</td>
<td>Argentina Country Study</td>
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<td>INTL 5349</td>
<td>1.50</td>
<td>Directed Reading – Country</td>
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<td>INTL 5354</td>
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<td>Spain Country Study</td>
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<td>INTL 5355</td>
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<td>Chile Country Study</td>
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<td>INTL 5359</td>
<td>1.50</td>
<td>India/Singapore Country Study</td>
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<td>INTL 5388</td>
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<td>USA Country Study</td>
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<td>INTL 6061</td>
<td>0.00</td>
<td>International Internship Seminar</td>
</tr>
<tr>
<td>INTL 6070</td>
<td>1.50</td>
<td>Advanced Seminar in International Business</td>
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</table>

**Fall 2015**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>INTL 6060</td>
<td>9.00</td>
<td>Work Term with IMBA 5300</td>
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</tbody>
</table>

**Winter 2016**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 6500</td>
<td>3.00</td>
<td>Strategic Management Across Borders</td>
</tr>
</tbody>
</table>

**Winter 2016**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 6200</td>
<td>3.00</td>
<td>International Field Study</td>
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</table>
One of the components of current ITEC programs (Ordinary 3-year, Honors and Specialized Honors 4 year programs) is a 12-credit stream with courses from a variety of other disciplines. Recently a number of important courses have been added to the ITEC core and there is planning for more. To address this curricular growth the School of IT proposes to replace the 12-credit streams with ITEC courses. Thus, newly introduced courses such as ITEC2210, ITEC3030, and ITEC4230 are placed in the core, together with a course formerly offered as "additional credit". Other arrangements from additional credits to core and vice versa are also made. Finally minor clarifications such as graduation requirement have been added.

Academic Rationale for Change:

The School of IT is steadily increasing the number of courses it offers to address emerging trends, technologies and needs and to fully capitalize on its faculty members' diverse expertise. The proposed curriculum aims to accommodate these changes through by replacing non-ITEC courses, currently existing in form of 12-credit streams, with new IT courses. The School feels that these changes will allow for improved curricular cohesion and a deeper more robust IT education for students of Information Technology.

The breadth of interest that had been achieved with the 12 credit streams is now provided by available electives and courses taken in the General Education program. The interdisciplinary experience provided by the 12 credit streams is now achieved in a more organized and controlled fashion through double major/minor combinations between the School of IT and other programs. We believe this will allow greater versatility and academic integrity.
Please note, the Committee on Curriculum, Curricular Policy and Standards requires the degree requirements, as listed in the Calendar, in its entirety. Please denote additions in bold, blue, underlining, and strikethrough for deletions.

<table>
<thead>
<tr>
<th>Existing Calendar Copy (Change From):</th>
<th>Proposed Calendar Copy (Change To):</th>
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<tbody>
<tr>
<td></td>
<td><strong>Program prerequisites:</strong></td>
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<tr>
<td></td>
<td>• Students prior to entering ITEC are required to have completed a 4U mathematics course or the equivalent within the last five years.</td>
</tr>
<tr>
<td></td>
<td>• Students must have successfully completed all 1000 and 2000 level required courses in information technology and mathematics required for their program option before taking courses in information technology at the 3000 or 4000 level</td>
</tr>
<tr>
<td><strong>4-year Specialized Honours in BA ITEC</strong></td>
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<tr>
<td><strong>Specialized Honours BA: 120 credits</strong></td>
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</tr>
<tr>
<td><strong>Residency requirement:</strong> a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</td>
<td><strong>Residency requirement:</strong> a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</td>
</tr>
<tr>
<td><strong>Graduation requirement:</strong> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</td>
<td><strong>Graduation requirement:</strong> students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and including earning a minimum grade of C in either AP/ITEC 2610 3.00 or AP/ITEC 3010 3.00. The cumulative grade point average for all courses must be at least 5.00.</td>
</tr>
<tr>
<td><strong>General education:</strong> 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.</td>
<td><strong>General education:</strong> 21 credits of general education including:</td>
</tr>
<tr>
<td></td>
<td>• 6.00 credits in Natural Science (NATS)</td>
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<td></td>
<td>• a 9.00 credit approved general education course in the category of social science or in the category of humanities</td>
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<td>• a 6.00 credit approved general education course in the category opposite to that chosen for the 9.00</td>
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</tbody>
</table>
Major credits: 72 credits including the following 60 credits:

(i) Core:
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;
- AP/ITEC 4030 3.00;
- AP/ITEC 4040 3.00;
- AP/ITEC 4220 3.00;

and 12 additional credits from
- AP/ADMS 3521 3.00;
- AP/ITEC 3325 3.00;
- AP/ITEC 3500 3.00;
- AP/ITEC 3505 3.00;
- AP/ITEC 4000 3.00;
- AP/ITEC 4100 3.00;
- AP/ITEC 4101 3.00;
- AP/ITEC 4305 3.00;
- AP/ITEC 4315 3.00.

(ii) 12 additional credits as specified in the requirements for one of the six streams described below.

Note: at least 12 credits in the major must be completed at the 4000 level. Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: 18 credits including
- AS/MATH 1190 3.00;
- AS/MATH 2320 3.00;
- AK/AS/MATH 2565 3.00.

credit course.

Major credits: 66 credits including

(i) 63 credit consisting of the following
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ITEC 2600 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3030 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 3500 3.00;
- AP/ITEC 3505 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;
- AP/ITEC 4030 3.00;
- AP/ITEC 4040 3.00;
- AP/ITEC 4220 3.00;
- AP/ITEC 4305 3.00;
- AP/ITEC 4315 3.00.

(ii) 3 credits from other ITEC courses

Note: at least 12 credits in the major must be completed at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: 18 credits including
- AS/MATH 1190 3.00;
- AK/AS/MATH 2565 3.00;
- AP/WRT 3988 3.00 or AP/WRT 3989 3.00.

Free choice (ITEC or non-ITEC) 15 credits
Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

Major credits: 57 credits including the following 45 credits:

(i) Core:

- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;

and six additional credits from AP/ADMS 3521 3.00, AP/ITEC 3325 3.00, AP/ITEC 3500 3.00, AP/ITEC 3505 3.00, AP/ITEC 4000 3.00, AP/ITEC 4030 3.00, AP/ITEC 4040 3.00, AP/ITEC 4100 3.00, AP/ITEC

Honours BA: 120 Credits

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements, including earning a minimum grade of C in either AP/ITEC 2610 3.00 or AP/ITEC 3010 3.00. The cumulative grade point average for all courses must be at least 5.00.

General education: 21 credits of general education including:

- 6.00 credits in Natural Science (NATS)
- a 9.00 credit approved general education course in the category of social science or in the category of humanities
- a 6.00 credit approved general education course in the category opposite to that chosen for the 9.00 credit course.

Major credits: 60 credits including:

(i) 42 credits from consisting of the following

- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ITEC 2600 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3030 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;

(ii) 18 credits from other ITEC courses

- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ITEC 2600 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3030 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;
(ii) 12 additional credits as specified in the requirements for one of the six streams described below.

**Note:** at least 12 credits in the major must be completed at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Credits outside the major:** 18 credits including
- SC/MATH 1190 3.00,
- SC/MATH 2320 3.00,
- SC/MATH 2565 3.00. *(Note: students who are completing a double major or major/minor are deemed to have fulfilled this requirement.)*

---

**Honours Double Major BA**

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering, except for computer science. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. Students wishing to combine a major in ITEC with a major in another discipline or field of study must follow the requirements below. This Honours option does not include a stream.

**Note:** in a double major program, a course may count only once toward major credit.

**Major information technology:** 45 credits including:

(i) Core (45 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>AP/ITEC 1000 3.00</td>
<td>AP/ITEC 4220 3.00</td>
</tr>
</tbody>
</table>

**Honours Double Major BA**

The Honours BA program described above may be pursued jointly with approved Honours Double Major degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering, except for computer science. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. Students wishing to combine a major in ITEC with a major in another discipline or field of study must follow the requirements below.

**Note:** in a double major program, a course may count only once toward major credit.

**Major information technology:** 45 credits including:

(i) 39 credits consisting of the following:

- AP/ITEC 1000 3.00;
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3020 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- AP/ITEC 4020 3.00;

and six additional credits from AP/ADMS 3521 3.00, AP/ITEC 3325 3.00, AP/ITEC 3500 3.00, AP/ITEC 3505 3.00, AP/ITEC 4000 3.00, AP/ITEC 4030 3.00, AP/ITEC 4040 3.00, AP/ITEC 4100 3.00, AP/ITEC 4220 3.00, AP/ITEC 4305 3.00, AP/ITEC 4315 3.00.

**Note:** at least 12 credits in the major must be completed at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Credits outside the major:** SC/MATH 1190 3.00, SC/MATH 2320 3.00, SC/MATH 2565 3.00.

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**Honours Major/Minor BA**

The Honours program BA described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering, except computer science. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. Students wishing to combine a major in ITEC with a minor in another discipline or field of study must follow the requirements below. **This Honours option does not include a stream.**

(ii) 6 credits from other ITEC courses.

**Note:** at least 12 credits in the major must be completed at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Required non-ITEC credits:**

- SC/MATH 1190 3.00;
- SC/MATH 2565 3.00;
- AP/WRT 3988 3.00 or AP/WRT 3989 3.00.

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**Honours Major/Minor BA**

The Honours program BA described above may be pursued jointly with approved Honours Minor degree programs in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering, except computer science. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. Students wishing to combine a major in ITEC with a minor in another discipline or field of study must follow the requirements below. **Note:** in a major/minor program, a course may count
Note: in a major/minor program, a course may count only once toward major credit or minor credit.

**Major information technology: 45 credits including:**

(i) **Core (45 credits):**
- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ADMS 2511 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 4010 3.00;
- and fifteen additional credits from AP/ADMS 3521 3.00, AP/ITEC 3325 3.00, AP/ITEC 3500 3.00, AP/ITEC 3505 3.00, AP/ITEC 4000 3.00, AP/ITEC 4030 3.00, AP/ITEC 4040 3.00, AP/ITEC 4100 3.00, AP/ITEC 4220 3.00, AP/ITEC 4305 3.00, AP/ITEC 4345 3.00.

**Note:** at least 12 credits in the major must be completed at the 4000 level.

**Upper-level credits:** at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

**Credits outside the major:** SC/MATH 1190 3.00, SC/MATH 2320 3.00, SC/MATH 2565 3.00.

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**Honours Minor BA**

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculties of Environmental Studies, Fine Arts, Health, Liberal Arts and Professional Studies or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties. Refer to Programs of Study.

**Note:** in a major/minor program, a course may count only once toward major credit or minor credit.
only once toward major credit or minor credit.

<table>
<thead>
<tr>
<th>Minor credits: 33 credits including:</th>
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<tbody>
<tr>
<td>• AP/ITEC 1000 3.00;</td>
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<tr>
<td>• AP/ITEC 1010 3.00;</td>
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<tr>
<td>• AP/ITEC 1620 3.00;</td>
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<td>• AP/ADMS 2511 3.00;</td>
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<td>• AP/ITEC 3010 3.00;</td>
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<td>• AP/ITEC 3210 3.00;</td>
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<td>• AP/ITEC 3220 3.00.</td>
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</tbody>
</table>

And 12 additional credits from the followings including at least six credits at 4000 level:

<table>
<thead>
<tr>
<th>Minor credits: 33 credits including:</th>
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<tbody>
<tr>
<td>(i) 21 credits consisting of</td>
</tr>
<tr>
<td>• AP/ITEC 1000 3.00;</td>
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<tr>
<td>• AP/ITEC 1010 3.00;</td>
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<tr>
<td>• AP/ITEC 1620 3.00;</td>
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<td>• AP/ITEC 2600 3.00;</td>
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<td>• AP/ITEC 3010 3.00;</td>
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<tr>
<td>• AP/ITEC 3210 3.00;</td>
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<tr>
<td>• AP/ITEC 3220 3.00.</td>
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</tbody>
</table>

(ii) 12 credits chosen from other ITEC courses.

Or any course from any of the existing BA ITEC streams.

Credits outside the minor: SC/MATH 2565 3.00 or equivalent.

BA: 90 Credits

**Residency requirement:** a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

**Graduation requirement:** students must successfully complete (pass) at least 90 credits that meet the Faculty's degree and program requirements including earning a minimum grade of C in either AP/ITEC 2610 3.00 or AP/ITEC 3010 3.00 with a cumulative grade point average of at least 4.00.
**General education:** 24 credits of general education chosen from approved courses in humanities, modes of reasoning, natural science and social science, including a minimum of six credits in each of humanities, natural science and social science.

**Major information technology:** 45 credits including:

(i) Core (33 credits):

- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ADMS 2541 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- and three additional credits from AP/ADMS 3521 3.00, AP/ITEC 3020 3.00, AP/ITEC 3325 3.00, AP/ITEC 3500 3.00, AP/ITEC 3505 3.00, AP/ITEC 4010 3.00, AP/ITEC 4030 3.00, AP/ITEC 4040 3.00, AP/ITEC 4100 3.00, AP/ITEC 4220 3.00.

(ii) 12 additional credits as specified in the requirements for one of the six streams described below.

**Note:** at least 12 credits in the major must be completed at the 3000 level or above.

**Upper-level credits:** at least 18 credits at the 3000 or 4000 level.

**Required credits outside the major:** 18 credits including SC/MATH 1190 3.00, SC/MATH 2320 3.00, SC/MATH 2565 3.00.

**Note:** the following ITEC streams listed below are not open to students completing a double major or major/minor.

**General education:** 21 credits of general education including:

- 6.00 credits in Natural Science (NATS)
- a 9.00 credit approved general education course in the category of social science or in the category of humanities
- a 6.00 credit approved general education course in the category opposite to that chosen for the 9.00 credit course.

**Major information technology:** 45 credits including:

(i) 30 credits consisting of

- AP/ITEC 1000 3.00;
- AP/ITEC 1010 3.00;
- AP/ITEC 1620 3.00;
- AP/ITEC 2600 3.00;
- AP/ITEC 2610 3.00;
- AP/ITEC 2620 3.00;
- AP/ITEC 3010 3.00;
- AP/ITEC 3210 3.00;
- AP/ITEC 3220 3.00;
- AP/ITEC 3230 3.00;
- AP/ITEC 3325 3.00, AP/ITEC 3500 3.00, AP/ITEC 3505 3.00, AP/ITEC 4010 3.00, AP/ITEC 4030 3.00, AP/ITEC 4040 3.00, AP/ITEC 4100 3.00, AP/ITEC 4220 3.00.

(ii) 15 credits chosen from other ITEC courses

**Note:** at least 12 credits in the major must be completed at the 3000 level or above.

**Upper-level credits:** at least 18 credits at the 3000 or 4000 level.

**Credits outside the major:** 18 credits including

- AS/MATH 1190 3.00;
- AK/AS/MATH 2565 3.00;
- AP/WRT 3988 3.00 or AP/WRT3989 3.00.

**Free Choice (ITEC or non-ITEC):** 6 credits

**Comment --- please page down to see changes in course substitutes**
Communications Studies Stream

(i) Information technology core.

(ii) 12 additional credits chosen from:

- AP/CLTR 2210 6.00 (cross-listed to: AP/HUMA 2210 6.00);
- AP/SOSC 3575 6.00 (cross-listed to: AP/REI 3575 6.00);
- AP/SOSC 2312 9.00 (cross-listed to: AP/COMN 2312 9.00);
- AP/SOSC 2314 9.00 (cross-listed to: AP/COMN 2314 9.00).

Health Industry Stream

(i) Information technology core.

(ii) 12 additional credits chosen from:

- HH/HLST 2040 3.00;
- HH/HLST 3320 3.00;
- HH/HLST 3341 3.00;
- HH/HLST 4320 3.00;
- HH/HLST 4330 3.00;
- HH/NURS 3200 3.00;
- HH/NURS 3210 3.00;
- HH/NURS 3220 3.00;
- HH/NURS 3230 3.00.

Management Stream

(i) Information technology core.

(ii) 12 additional credits as follows:

- AP/ADMS 1000 3.00;
- AP/ADMS 1010 3.00;
- AP/ADMS 2400 3.00;
- AP/ADMS 3930 3.00.

Marketing Stream

(i) Information technology core.

(ii) 12 additional credits as follows:

a) the following nine credits:

- AP/ADMS 2200 3.00;
- AP/ADMS 3220 3.00;
- AP/ADMS 4220 3.00;
b) and three credits chosen from:

- AP/ADMS 4235 3.00;
- AP/ADMS 4240 3.00;
- AP/ADMS 4255 3.00;
- AP/ADMS 4260 3.00.

**Note:** AP/ADMS 2200 3.00 is the prerequisite course for the balance of courses required in the stream. In addition, 1) students who are in the BA program must complete AP/ADMS 2200 3.00 with a grade of C+ prior to taking the 4000-level courses for the stream; 2) students who are in an Honours program must complete 78 credits prior to taking the 4000-level courses for the stream.

### Technical and Professional Writing Stream

(i) Information technology core.

(ii) 12 additional credits as follows:

- GL/TRAN 3310 3.00 (EN);
- GL/TRAN 4310 3.00 (EN);
- GL/TRAN 4320 3.00 (EN);
- GL/TRAN 4330 3.00 (EN).

**Note:** students choosing this option for whom English is a second language are advised that they must have equivalent to native ability in English. To remain in the technical and professional writing option, a student must achieve a minimum grade of C+ in each course. Upon completing the option, students may take a final comprehensive examination for the Certificate in Technical and Professional Writing.

### Technology and Society Stream

(i) Information technology core.

(ii) 12 additional credits chosen from:

- AP/PHIL 3776 3.00;
- AP/HUMA 2920 9.00;
- AP/HUMA 3923 6.00;
- AP/HUMA 3925 6.00 (cross-listed to: SC/STS 3925 6.00);
- AP/HUMA 4230 6.00;
- AP/SOCI 4930 6.00;
- SC/STS 2411 6.00 (cross-listed to: AP/HUMA 2411 6.00, AP/SOSC 2411 6.00);
- SC/STS 3500 3.00 (cross-listed to: AP/SOSC 3500 3.00);
Course Substitutes

Program notes for BA ITEC courses: the following chart refers only to courses completed prior to entry to the BA ITEC program.

<table>
<thead>
<tr>
<th>BA ITEC Program Course</th>
<th>BA ITEC program course substitutes if completed prior to entering the program</th>
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</thead>
<tbody>
<tr>
<td>AP/ITEC 1620 3.00</td>
<td>SC/CSE 1020 3.00</td>
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<tr>
<td>AP/ITEC 2620 3.00</td>
<td>SC/CSE 1030 3.00</td>
</tr>
<tr>
<td>AP/ITEC 3220 3.00</td>
<td>SC/CSE 3421 3.00</td>
</tr>
<tr>
<td>AP/ITEC 3230 3.00</td>
<td>SC/CSE 3461 3.00</td>
</tr>
<tr>
<td>AP/ITEC 1000 3.00</td>
<td>Students who have successfully completed CSE courses prior to entering the program may replace ITEC 1000 3.00 with any CSE course that has not already been used towards the fulfillment of another requirement. Should no such course be available, students may replace ITEC 1000 3.00 with any ITEC course not specifically required for completion of degree requirements.</td>
</tr>
<tr>
<td>SC/MATH 2320 3.00</td>
<td>SC/MATH 1550 6.00 completed prior to entering the program.</td>
</tr>
<tr>
<td>SC/MATH 2565 3.00</td>
<td>SC/MATH 1019 3.00</td>
</tr>
<tr>
<td>SC/MATH 2565 3.00</td>
<td>SC/MATH 2560 3.00, SC/MATH 2570 3.00, SC/MATH 1131 3.00 completed prior to entering the program.</td>
</tr>
</tbody>
</table>
**Confirmation of Consultation/Approval**

The Committee on Curriculum, Curricular Policy and Standards will not consider any changes to an existing degree/certificate that have not been approved by the unit responsible for offering the degree/certificate. In cases where changes impact on courses offered by other units, consultation is required.

- ☑ Approval by Department/School’s Curriculum Committee  
  Date: July 12, 2011  
- ☑ Approval by Department/School  
  Date: October 3, 2011

**Has consultation been completed?** (please check)  
☐ Yes  ☐ Pending  ☑ Not applicable

**Is evidence of consultation attached?** (please check)  
☐ Yes  ☐ Pending  ☑ Not applicable
ITEC Course Descriptions

AP/ITEC 1000 3.00  Introduction to Information Technologies
This course introduces basic concepts of contemporary information technologies (computers, networks, telecommunications) used to process and store information in organizations. The course material includes both hardware and software components, which students compare, select and combine to solve information problems.
NCR Note: No credit will be retained for this course for students who have successfully completed or who are currently enrolled in any computer science course at the 2000-level or higher.
Course credit exclusion: GL/ITEC 1011 3.00.
Prior TO FALL 2009: Course credit exclusions: AK/AS/ITEC 1000 3.00, AK/AS/ITEC 1011 3.00, GL/ITEC 1011 3.00.

AP/ITEC 1010 3.00  Information and Organizations
The value and importance of information to organizations, how it is used, stored and processed; emphasizes the uses of information technologies of various kinds, the benefits of the technologies, and the associated costs and problems; use of desktop applications.
Course credit exclusion: GL/ITEC 1010 3.00.
Prior TO FALL 2009: Course credit exclusions: AK/ITEC 1010 3.00, GL/ITEC 1010 3.00.

AP/ITEC 1620 3.00  Object-Based Programming
An introduction to problem solving, task decomposition, and algorithm development in the context of object-oriented and structured programming techniques. Taught in Java, topics include primitive data types, control structures, simple classes, strings and arrays. The course also introduces object-oriented design and the use of API's to develop applications from existing classes.
Note: This course will not count for computer science major or minor credit.
Course credit exclusions: GL/CSLA/ITEC 1620 3.00, SC/CSE 1020 3.00.
Prior TO FALL 2009: Course credit exclusions: AK/AS/SC/COSC 1020 3.00, AK/AS/SC/CSE 1020 3.00, AK/ITEC 1620 3.00, AK/AS/ITEC 1020 3.00, GL/CSLA/ITEC 1620 3.00.

AP/ITEC 2210 3.00  System Administration
Covers the fundamentals of server administration in both Windows and Linux (or Unix) environments: Gives an overview of network operating systems and the tasks involved in operating system installation, configuration and maintenance and introduces the knowledge of shell scripts.
Prerequisites: AP/ITEC 1000 3.00, AP/ITEC 1010 3.00 and AP/ITEC 1620 3.00. Course credit exclusions None.

AP/ITEC 2600 3.00  Introduction to Analytical Programming
The course presents an extension of structured programming concepts covered in ITEC1620. Students are introduced to new programming environments (e.g., MATLAB) for industrial applications and develop skills in technical computing, data visualization and simulation. Prerequisites: AP/ITEC 1620 3.00. Course credit exclusions: None.

AP/ITEC 2610 3.00  Object-Oriented Programming
(formerly ITEC 1630 3.00)
A continuation of problem solving and algorithm development in the context of object-oriented programming techniques. Taught in Java, topics include inheritance, polymorphism, interfaces and events. Object-oriented design principles are presented in conjunction with applications in graphics and user interface.
Prerequisites: AP/ITEC 1620 3.00 or SC/CSE 1020 3.00.
Course credit exclusion: GL/CSLA ITEC 1630 3.00.
PRIOR TO FALL 2009: Prerequisites: AK/AS/ITEC 1020 3.00 or AK/AS/SC/COSC 1020 3.00 or AK/AS/SC/CSE 1020 3.00 or AK/AS/ITEC 1620 3.00. Course credit exclusions: AK/ITEC 1630 3.00, GL/CSLA/ITEC 1630 3.00.

68
AP/ITEC 2620 3.00  Introduction to Data Structures
A completion to introductory problem solving and algorithm development. Taught in Java, topics include linked lists, binary trees, stacks, queues and other elementary data structures. Complexity analysis is introduced with an emphasis on searching and sorting algorithms.

Note: This course will not count for computer science major or minor credit.

Prerequisites: AP/ITEC 1620 3.00, AP/ITEC 2610 3.00.

Course credit exclusions: GL/CSLA/ITEC 2620 3.00, SC/CSE 1030 3.00.

Prior TO FALL 2009: Prerequisites: AS/AK/ITEC 1620 3.00, AS/AK/ITEC 2610 3.00. Course credit exclusions: AK/AS/ITEC 1030 3.00, AK/AS/SC/COSC 1030 3.00, AK/AS/SC/CSE 1030 3.00, AK/ITEC 2620 3.00, GL/CSLA/ITEC 2620 3.00.

NOTE: Students must have successfully completed all 1000 and 2000 level required courses in ITEC and MATH required for their program option before taking the ITEC 3000 and 4000 level courses.

AP/ITEC 3010 3.00  Systems Analysis and Design I
(Formerly ITEC 2010 3.00)
Case studies in the development of information systems; exposing the reasons for success or failure; IS planning; various IS development methodologies and their strengths and weaknesses; role of the analyst; analysis project

Prerequisites: General prerequisites*.

Course credit exclusion: GL/CSLA/ITEC 2010 3.00.

Prior TO FALL 2009: Prerequisites: AK/AS/ITEC 1000 3.00, AK/AS/ITEC 1010 3.00 and AK/AS/ITEC 1620 3.00, or equivalent. Course credit exclusions: AK/ITEC 2010 3.00, GL/CSLA/ITEC 2010 3.00, SB/OMIS 4740 3.00.

AP/ITEC 3020 3.00  Web Technologies
Web technology is the amalgamation of Web related software and systems. This course covers some programming topics such as CGI, Java and JavaScript and some fundamental topics such as data markup, networking, security and text processing.

Prerequisite: AP/ITEC 2610 3.00 and general prerequisites*.

Course credit exclusion: SC/CSE 2041 3.00.

Prior TO FALL 2009: Prerequisite: AK/ITEC 1630 3.00 and general prerequisites*. Course credit exclusion: AK/ITEC 3020 3.00.

AP/ITEC 3030 3.00  Systems Architecture
An introduction to basic architectural and design concepts for software-intensive information systems. Students will be exposed to such ideas as architectural styles and patterns, architectural modeling, the role of quality attributes, object-oriented design and enterprise architecture.

Prerequisites: General ITEC Prerequisites. Course credit exclusions: None.

AP/ITEC 3210 3.00  Applied Data Communications and Networks
Communications systems, environments and components; choices for data, voice and imagery; network control, design and management; distributed and local networks; client/server and Intranet technologies; Web-based technologies.

Prerequisites: General prerequisites*.

Course credit exclusions: None.

Prior TO FALL 2009: Course credit exclusions: AK/AS/SC/COSC 3211 3.00, AK/AS/SC/COSC 3212 3.00, AK/COSC 3409A 3.00, AK/COSC 3409B 3.00, AK/ITEC 3210 3.00, GL/CSLA/ITEC 3625 3.00, GL/CSLA/ITEC 4625 3.00.

AP/ITEC 3220 3.00  Using and Designing Database Systems
An examination of databases, trends in database management systems and their application in a wide range of organizational areas. The course provides an overview of database processing in modern organizations and discusses current and emerging trends in database processing.

Prerequisites: General prerequisites*.

Course credit exclusions: GL/CSLA/ITEC 3620 3.00, HH/HLST 3320 3.00, HH/NURS 3230 3.00.

Prior TO FALL 2009: Course credit exclusions: AK/ITEC 3220 3.00, AK/AS ITEC 3421 3.00, AK/AS/SC/COSC 3421 3.00, GL/CSLA/ITEC 3620 3.00, AK/HLST 3320 3.00, AK/NURS 3230 3.00.
NOTE: Students must have successfully completed all 1000 and 2000 level required courses in ITEC and MATH required for their program option before taking the ITEC 3000 and 4000 level courses.

AP/ITEC 3230 3.00 Designing User Interfaces
Examines a range of topics in the analysis and design of interfaces and human-computer interaction. Focusing on the human perspective, the course will discuss improving interaction with computers and reducing the possible mismatch between human and machine.
Prerequisites: General prerequisites*.
Course credit exclusions: SC/CSE 3461 3.00.
Prior TO FALL 2009: Course credit exclusions: AK/ITEC 3230 3.00, AK/AS/ITEC 3461 3.00, AK/AS/SC/COSC 3461 3.00, AK/AS/SC/CSE 3461 3.00.

AP/ITEC 3325 3.00 Decision Support Technologies
Presents contemporary concepts of decision support technologies and their use in knowledge-based information systems. Introduces the core issues of knowledge representation and management, artificial neural networks, evolutionary computation, hybrid intelligent systems, machine learning, automated reasoning, and knowledge engineering.
Prerequisites: AP/ITEC 3220 3.00 and general prerequisites*.
Course credit exclusion: None.

AP/ITEC 3500 3.00 Information Technology Risk Management
This course covers key IT risk components and ways to mitigate those risks. Areas of instruction include how to manage IT-related risks addressed by CobiT, ITIL and ISO 17799 standards.
Prerequisites: AP/ITEC 2610 3.00, AP/ITEC 3010 3.00.
Course credit exclusion: None.
Prior TO FALL 2009: Prerequisites: AK/ITEC 1630 3.00, AK/ITEC 2010 3.00. Course credit exclusion: AK/ITEC 3500 3.00.

AP/ITEC 3505 3.00 Information Technology Project Management
This course is uniquely suited to the needs of IT professionals entering the corporate world as effective project managers or project team members. It examines all aspects of IT projects including hardware, software, methodologies, and vendor relationships and presents core concepts, skills, tools, and techniques needed to develop information systems on time, within budget and to specification.
Prerequisites: General prerequisites*.
Course credit exclusion: AP/ADMS 3353 3.00.

AP/ITEC 4000 3.00 Independent Research Project in Information Technology
Under the supervision of a faculty member, and with permission of the program coordinator, students may carry out an independent research project in an area of information technology.
Note: Please consult the Faculty of Liberal Arts & Professional Studies Advising and Student Responsibility section of the calendar for regulations on independent study courses.
Prerequisites: General prerequisites*; AP/ITEC 3210 3.00 or SC/CSE 3211 3.00; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00; AP/ITEC 3230 3.00 or SC/CSE 3461 3.00; and permission of the program coordinator.
Course credit exclusions: None.
PRIOR TO FALL 2009: Prerequisites: General prerequisites*; AS/AK/ITEC 3210 3.00 or AS/AK/SC/COSC 3211 3.00 or AS/AK/SC/CSE 3211 3.00; AS/AK/ITEC 3220 3.00 or AS/AK/SC/COSC 3421 3.00 or AS/AK/SC/CSE 3421 3.00; AS/AK/ITEC 3230 3.00 or AS/AK/ITEC 3461 3.00 or AS/AK/SC/COSC 3461 3.00 or AS/AK/SC/CSE 3461 3.00; and permission of the program coordinator. Course credit exclusion: AK/ITEC 4000 3.00.

AP/ITEC 4010 3.00 Systems Analysis and Design II
This course deals with intermediate and advanced topics in systems analysis and design. Topics include the systems development life cycle, object-oriented design, CASE tools and recent advances in system analysis and design.
Prerequisites: General prerequisites*; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00.
Course credit exclusion: GL/ITEC 3800 3.00.
Prior TO FALL 2009: Prerequisites: General prerequisites*; AK/AS/ITEC 3220 3.00 or AK/AS/ITEC 3421 3.00 or AK/AS/SC/COSC 3421 3.00 or AK/AS/SC/CSE 3421 3.00. Course credit exclusions: AK/ITEC 4010 3.00, GL/ITEC 3800 3.00.
NOTE: Students must have successfully completed all 1000 and 2000 level required courses in ITEC and MATH required for their program option before taking the ITEC 3000 and 4000 level courses.

AP/ITEC 4020 3.00  Internet Client-Server Systems
This course offers a thorough treatment of client-server systems concepts, with programming techniques that yield results in Web pages and Web-based applications. Topics include effective Web page design, server and client-side scripting, Java servlets, ActiveX controls and the essentials of electronic commerce.

Prerequisites: General prerequisites*; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00; AP/ITEC 3230 3.00 or SC/CSE 3461 3.00.

Course credit exclusion: GL/CSLA/ITEC 3632 3.00.

Prior TO FALL 2009: Prerequisites: General prerequisites*; AK/AS/ITEC 3220 3.00 or AK/AS/ITEC 3421 3.00 or AK/AS/SC/COSC 3421 3.00 or AK/AS/SC/CSE 3421 3.00; AK/AS/ITEC 3230 3.00 or AK/AS/ITEC 3461 3.00 or AK/AS/SC/COSC 3461 3.00 or AK/AS/SC/CSE 3461 3.00. Course credit exclusions: AK/ITEC 4020 3.00, GL/CSLA/ITEC 3632 3.00, GL/CSLA/ITEC 4630 3.00.

AP/ITEC 4030 3.00  Business Process Management Systems
An overview of current generic IT solutions used to support business processes in organizations. An emphasis is placed on the analysis of those business processes, how to improve them and how to connect them with the appropriate IT solutions available.

Prerequisites: General prerequisites*; AP/ITEC 3210 3.00 or SC/CSE 3211 3.00; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00.

Course credit exclusion: GL/ITEC 4030 3.00.

Prior TO FALL 2009: Prerequisites: General prerequisites*; AK/AS/ITEC 3210 3.00 or AK/AS/ISC/COSC 3211 3.00 or AK/AS/ISC/CSE 3211 3.00; AK/AS/ITEC 3220 3.00 or AK/AS/ITEC 3421 3.00 or AK/AS/SC/COSC 3421 3.00 or AK/AS/SC/CSE 3421 3.00. Course credit exclusions: AK/ITEC 4030 3.00, GL/ITEC 4030 3.00.

AP/ITEC 4040 3.00  Requirements Management
This course focuses on methods and techniques to elicit, model, analyze and manage software requirements for improving current business processes. Topics include project management, including how to manage software development through all phases of the life cycle.

Prerequisites: General prerequisites*; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00.

Recommended: AP/ITEC 4010 3.00.

Course credit exclusions: None.

Prior TO FALL 2009: Prerequisites: General prerequisites*; AS/AK/ITEC 3220 3.00 or AS/AK/ITEC 3421 3.00 or AS/AK/SC/COSC 3421 3.00 or AS/AK/SC/CSE 3421 3.00. Recommended: AS/AK/ITEC 4010 3.00. Course credit exclusion: AK/ITEC 4040 3.00.

AP/ITEC 4050 3.00  Enterprise Resource Planning Systems Configuration
Focuses on tailoring the Enterprise Resource Planning (ERP) system to meet the needs of a particular organization. A theoretical component, where a model-driven pattern-based approach is used to analyze requirements and understand the industry's best practices, is combined with a practical/lab component in which students implement the actual configuration in a popular ERP infrastructure. Prerequisites: General ITEC Prerequisites, ITEC3010 3.00. Course credit exclusions: None.

AP/ITEC 4100 3.00  Topics in Information Technology
Topics will vary from year to year. Please consult the Information Technology Program supplemental calendar for more detailed information.

Prerequisites: General prerequisites*; AP/ITEC 3210 3.00 or SC/CSE 3211 3.00; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00; AP/ITEC 3230 3.00 or SC/CSE 3461 3.00; or permission of the program coordinator.

Course credit exclusions: None.

Prior TO FALL 2009: Prerequisites: General prerequisites*; AK/AS/ITEC 3210 3.00 or AK/AS/SC/COSC 3211 3.00 or AK/AS/SC/CSE 3211 3.00; AK/AS/ITEC 3220 3.00 or AK/AS/ITEC 3421 3.00 or AK/AS/SC/COSC 3421 3.00 or AK/AS/SC/CSE 3421 3.00. Course credit exclusion: AK/ITEC 4100 3.00.

AP/ITEC 4101 3.00  Business Integration Technologies
Students learn about business integration and SOA and use development tools (Websphere Studio) that help organizations meet their business integration needs.

Prerequisites: General prerequisites* and AP/ITEC 3210 3.00, AP/ITEC 3220 3.00 and AP/ITEC 3230 3.00.

Note: For BAS ITEC programs, AP/ITEC 3230 3.00 is not required.

Course credit exclusion: None.
NOTE: Students must have successfully completed all 1000 and 2000 level required courses in ITEC and MATH required for their program option before taking the ITEC 3000 and 4000 level courses.

AP/ITEC 4140 6.00 Seminar on McLuhan, Technology and Cultural History
Examines the thought of Marshall McLuhan within the context of the historical development of contemporary culture as impacted by technology and media. Comparisons are drawn between McLuhan and other thinkers of technology such as Harold Innis, Jacques Ellul, Lewis Mumford.
Prerequisite: 78 credits and permission of the coordinator. Course credit exclusions: None.  
PRIOR TO FALL 2009: Prerequisite: 78 credits and permission of the coordinator of History. Course credit exclusion: AK/ITEC 4140 6.00.

AP/ITEC 4220 3.00 Modern Approaches to Data Management: Database Management Systems
This course examines approaches to relational database administration, and investigates modern logical data models and tools supporting their implementation. Topics include transaction management, crash recovery, security, object database systems and information retrieval systems.
Prerequisites: General prerequisites*; AP/ITEC 3220 3.00 or SC/CSE 3421 3.00.
Course credit exclusions: None.  
Prior TO FALL 2009: General prerequisites*; AS/AK/ITEC 3220 3.00 or AS/AK/ITEC 3421 3.00 or AS/AK/SC/COSC 3421 3.00 or AS/AK/SC/CSE 3421 3.00. Course credit exclusion: AK/ITEC 4220 3.00.

AP/ITEC 4230 3.00 Data Warehousing and Business Intelligence
Provides an introduction to fundamentals of data warehousing and business intelligence. Topics include data warehouse planning; data pre-processing, multi-dimensional models, business analytics modeling, design, and implementation. In particular, the role of data warehouse in supporting business intelligence and effective decision making is emphasized through projects and case studies.
Prerequisites: AP/ITEC 3220 3.00, SC/MATH 2565 3.00. Course credit exclusions: None.

AP/ITEC 4305 3.00 Web Mining
Web mining is the application of data mining techniques to discover useful information from the Web. This course provides an overview of relevant techniques from data mining and information retrieval and their applications in e-commerce and Web information systems.
Prerequisites: General prerequisites*.
Course credit exclusions: None.  
Prior TO FALL 2009: Prerequisites: General prerequisites*. Course credit exclusion: AK/ITEC 4305 3.00.

AP/ITEC 4315 3.00 Information Technology and Human Language
An examination of how information technology has been and can be applied to the study and processing of human language, using both primary research sources, and some hands-on programming. Note: Background in Linguistics or Programming (but not necessarily both) would be helpful.
Prerequisites: General prerequisites. Course credit exclusions: None.
1. **Strategic Mandate Agreement**

At its meeting of March 27 the Committee will preview the Provost’s report to Senate on the Strategic Mandate Agreement later in the day. The Chair will relay the Committee’s views at the meeting. Documentation will be posted in advance of the meeting.

2. **Current Initiatives**

The Committee is now meeting with the Deans, Principal and University Librarian and expects to report on the interplay of University and Faculty planning in April and May.

*Paul Axelrod, Chair*