

**EXPECTED LEARNING OUTCOMES
MASTER OF BUSINESS ADMINISTRATION**

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 5260	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES	
1. Depth and Breadth of Knowledge	a. A capacity for creative, inspiring, empathetic leadership.	✓	✓	✓								✓	✓	✓		
	b. An understanding of the global nature of business.	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	
	c. An ability to innovate, and to foster innovation in an organization	✓	✓	✓					✓	✓		✓	✓	✓	✓	
	d. A recognition of and appreciation for diversity in all aspects of management.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	e. A understanding and appreciation of the roles of business, not-for-profits, and government in society.	✓	✓	✓	✓		✓	✓					✓	✓	✓	
	f. A general understanding of the international economic and business environment.	✓	✓	✓	✓		✓	✓						✓		
	g. A general knowledge of the functional areas of management, including the ability															
	Accounting															
	i. Understand and interpret financial statements.			✓	✓											
	ii. Use management accounting techniques to improve the effectiveness and efficiency of an organization.			✓	✓											
	iii. Work effectively with the services of accounting professionals.			✓	✓	✓										
	Organizational Behaviour															
	iv. Approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations.	✓	✓	✓	✓								✓	✓		
v. Appreciate the totality of an organization, and develop its capacities to accomplish strategic goals.	✓	✓	✓	✓								✓	✓			
vi. Employ confidently a range of personal and interpersonal skills, such as leadership, negotiations, working in teams, motivating others, and managing change.	✓	✓	✓	✓							✓					

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	<p>Strategy</p> <p>vii. Understand and assess the factors that determine an organization's performance.</p> <p>viii. Think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox.</p> <p>ix. Take multiple stakeholders into account in decision making, including the public, shareholders, customers, employees and suppliers.</p> <p>x. Evaluate an organization's context and perform a competitor analysis.</p> <p>xi. Understand the drivers of differentiation.</p>		✓	✓	✓									✓	
	<p>Marketing</p> <p>xii. Understand market segmentation, buyer behavior, targeting, positioning, product/service development, pricing, distribution and communication.</p> <p>xiii. Write and implement an actionable marketing plan.</p> <p>xiv. Conduct basic market research and interpret the data.</p>			✓	✓				✓						
	<p>Finance</p> <p>xv. Manage the finances of an organization using basic risk management concepts, tools and techniques.</p> <p>xvi. Understand and apply basic financial management theory, especially pertaining to how decisions are made under uncertainty.</p> <p>xvii. Understand the time value of money and its application to financial instruments.</p> <p>xviii. Understand the language and workings of financial markets, and the implications of these markets for the financial management of organizations.</p> <p>xix. Understand the relationship between expected risk and return and employ it to determine the cost of capital for new projects and assess their feasibility.</p>			✓	✓		✓								
	<p>Operations and Information Systems</p> <p>xx. Identify processes along external and internal supply chains, for both products and services.</p> <p>xxi. Identify the determinants of operational systems, including inputs, outputs and transformation steps.</p> <p>xxii. Assess and improve the effectiveness and efficiency of processes at the operational, tactical and strategic levels.</p> <p>xxiii. Understand the strategic and managerial issues raised by the design, implementation and use of information systems within and between organizations.</p> <p>xxiv. Employ information system tools for organizational management.</p>			✓						✓	✓				

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	Economics														
	xxv. Understand basic microeconomics and its role in management decision making with a focus on real world applications			✓		✓									
	xxvi. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.			✓		✓									
	xxvii. Understand underlying economic incentives of organizations and their implications for managers and stakeholders			✓		✓									
	xxviii. Understand potential problems associated with different market structures, the role of the government, and their implications for managers and organizations			✓		✓									
	xxix. Apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.			✓		✓									
	h. Advanced knowledge of tools, methods and practice in one or more fields of management (functional, industry-specific, or cross-disciplinary).														✓
	i. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.	✓	✓	✓	✓			✓	✓				✓	✓	✓
	j. A clear understanding of the relationship between business and the physical environment, and the role of sustainability in business practices.	✓	✓	✓	✓							✓			
	k. An integrated understanding of how the various fields of management intersect.	✓	✓	✓										✓	✓
l. The ability to adapt in the face of constant change in the organizational context, and the ability to plan for and cope with sudden, unpredictable change.	✓	✓	✓									✓	✓	✓	
m. The ability to work effectively with people from unfamiliar cultures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
n. Respect for and inclusion of all people, regardless of race, creed, gender, or sexual orientation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2. Knowledge of Methodologies	a. An understanding of theories and methods of analysis that are appropriate for evaluating management problems and emerging issues in the student's area(s) of professional competence.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	b. Basic competence with both quantitative and qualitative methods of data-gathering and analysis appropriate to organizational decision making.	✓		✓	✓	✓	✓	✓	✓		✓				
	c. The ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.	✓	✓	✓									✓		✓
	d. The ability to work effectively in groups and teams, both within and across	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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3. Level of Application of Knowledge	a. A practical understanding of how to manage organizational resources effectively and efficiently.	✓		✓							✓	✓	✓	✓	✓	
	b. An ability to gather, review, evaluate, and interpret information pertaining to management or organizational environment issues.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.			✓	✓						✓					✓
	d. The ability to evaluate quantitative information within the context of non-quantitative environmental factors and constraints.			✓	✓	✓	✓	✓	✓		✓	✓				✓
	e. An ability to differentiate between relevant and irrelevant information in management decision making.	✓		✓	✓	✓	✓		✓		✓	✓	✓			✓
	f. An ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	g. An ability to reach implementable conclusions and recommendations that satisfy the needs of the direct and indirect stakeholders, including the broader ethical, economic and social environment of both the local and the international communities.	✓	✓	✓									✓	✓	✓	✓
4. Awareness of Limits of Knowledge	a. An understanding of the limitations of one's own knowledge and abilities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	b. Personal self awareness, the ability to be reflective, the capacity to challenge personal mental models, and an understanding of the impact of one's own actions on	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. An appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.	✓	✓	✓			✓	✓			✓		✓			✓
	d. An attitude of experimentation and organic learning.	✓		✓					✓				✓			✓
5. Level of Communication Skills	a. The ability to convey thoughts, ideas, and plans within a working group, team, or negotiation session.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	b. An ability to listen to the thoughts, ideas, and plans offered by others in a working group or in a negotiation session with others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	c. The ability to communicate information, analyses, and recommendations to a range of audiences, both within the organization and to outside stakeholders, including governmental bodies, both orally and in writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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6. Autonomy and Professional Capacity	a. The ability to function professionally in employment, and in external roles such as community involvement.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	b. The ability to transfer skills to new situations and environments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	c. Recognition of the importance of continuing professional development, both within the organization and through independent professional development programs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	d. The habits and capacities of a self-directed learner, including the ability to manage one's own learning in changing circumstances and to select or arrange an appropriate program for further study.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	e. Self-awareness of career interests, strengths and motivators.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	f. An understanding of career development and relationship building principles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	g. The ability to articulate a career vision and execute career progression.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	h. An understanding of the constant obligation to act in a socially and ethically responsible manner.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Expected Learning Outcomes	How are the Learning Objectives achieved?	IMBA5001	IMBA5002	IMBA5100	IMBA5101	IMBA5102	IMBA5103	IMBA5104	IMBA5105	IMBA5000	IMBA5200	IMBA5003	IMBA5004	IMBA5201	IMBA5202	IMBA5203	IMBA5204	IMBA5300	IMBA6200
3. Level of Application of Knowledge																			
<ul style="list-style-type: none"> 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 able to apply their knowledge to new applications and contexts, including different organizations, industries and cultures. 	<p>Students are given opportunities through course-based research projects to apply their skills and knowledge to various contexts.</p> <p>The International Work Terms and the International Field Study course 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.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
4. Professional Capacity/Autonomy																			
<ul style="list-style-type: none"> 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 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. 	<p>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.</p> <p>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.</p>	●								●	●							●	●
5. Level of Communication Skills																			
<ul style="list-style-type: none"> 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. 	<p>To graduate, students must be proficient in at least two formal business languages, as assessed by the Oral Proficiency Interview (OPI).</p> <p>Second language capabilities are developed in the classroom (Business Communication and Culture courses) as well as during an International Work Term, during which students have the opportunity to work in a foreign language and culture setting.</p>		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Expected Learning Outcomes	How are the Learning Objectives achieved?	IMBA5001	IMBA5002	IMBA5100	IMBA5101	IMBA5102	IMBA5103	IMBA5104	IMBA5105	IMBA5000	IMBA5200	IMBA5003	IMBA5004	IMBA5201	IMBA5202	IMBA5203	IMBA5204	IMBA5300	IMBA6200
<ul style="list-style-type: none"> To be able to develop and deliver effective and professional presentations. 	<p>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 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.</p> <p>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.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
6. Awareness of Limits of Knowledge																			
<ul style="list-style-type: none"> 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 mental models, and an understanding of the impact of one's own actions on others. 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. 	<p>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 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.</p> <p>The International Work Term, the International Field Study and the International Engagement 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.</p> <p>Throughout the program, students will be encouraged – through formal assignments and informal feedback – to reflect on their own limitations and opportunities for further development.</p>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Expected Learning Outcomes Master of Accounting (MAcc)

<i>The MAcc Degree will be awarded to students who:</i>	
Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • have demonstrated high levels of proficiency in all of the major practice areas of accountancy including: Performance Measurement and Financial Reporting; Audit and Assurance; Taxation; and Management Decision making; • demonstrate a thorough knowledge and understanding of all of the standards that govern the production and audit of financial statements for public and private companies.
Research and Scholarship	<ul style="list-style-type: none"> • can demonstrate their ability to conduct situation-based research using available financial and other information about business entities; • generate well structured and formatted reports on the basis of this research; • can apply the results of academic research in accounting case situations; • demonstrate through relevant applications a general familiarity with the top scholarly outlets in the field.
Level of Application and Knowledge	<ul style="list-style-type: none"> • make sound decisions in complex situations by applying a mix of evidence, reason, and judgment while considering multiple perspectives
Professional Capacity/ Autonomy	<ul style="list-style-type: none"> • show and ability to respond effectively to the ethical dilemmas that accountants face; • are able to apply ethical frameworks and professional standards to resolve them; • can demonstrate the ability to act with integrity, transparency and in the public interest.
Level of Communication Skills	<ul style="list-style-type: none"> • are able to write concise, well structured and well researched reports; • demonstrate the ability to present and communicate their ideas clearly and effectively; • can make effective and professional presentations and produce professionally formatted presentation slides and reports.
Awareness of Limits of Knowledge	<ul style="list-style-type: none"> • demonstrate an awareness of the limitations of financial data as a basis for decision making; • demonstrate an awareness of different schools of thought that govern financial reporting practice; • in realistic scenarios, can demonstrate their ability to distinguish between and resolve problems that can be solved using available knowledge despite insoluble issues that need to be managed.

The above objectives are achieved in the following ways:

Depth and Breadth of Knowledge: All students are required to take a minimum of 33 credit hours related to the four broad areas of accountancy practice. For CA accredited stream students a total of 42 credit hours of

courses related to these fields are required, and for Management Accounting Information stream students a total of 37.5 credit hours are required.

Research and Scholarship: Whilst a thesis is not required to complete the program, all required courses have an applied research component. All courses have at least one group research project, and some assignments require individual student research where originality and creativity are emphasized. In addition in some courses, required readings include academic journal articles.

Level of Application and Knowledge: The two required six-week case courses ensure that students learn to apply and integrate knowledge from the various sub-fields of professional accountancy to complex business situations. The 3 credit hour case course develops students' proficiency in integrating and applying knowledge of these multiple fields to professional practice contexts.

Professional Capacity / Autonomy: Students in the program take a minimum of two six week case courses which develop their critical thinking skills. Moreover, ethical decision making is a central theme of all of the program's case based courses. In addition to the required 12 week course in business law, ethics and corporate governance themes are covered in all Financial Reporting, Management Accounting, Audit, and Taxation courses.

Communication Skills: The majority of the program's courses require students to make group presentations where communication and presentation skills are honed.

Awareness of Limits of Knowledge: Case based teaching, will illustrate the limits of accounting as a basis of decision making and will emphasize the need for multiple perspectives in decision making. In all courses students are exposed to the multiple theoretical perspectives that underpin debates with accounting audit and related fields

Expected Learning Outcomes

Master of Finance (MF)

The Master of Finance (MF) is a specialist business degree designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in finance, such as investment banking, traditional and alternative investment management, financial risk management, financial regulation, and corporate finance. In addition to focusing on the theory and practice of modern finance, there is an emphasis on current events and best practice, as well as responsible and ethical behaviour.

Expectations and objectives: Overall program

(using the headings outlined in the document, *OCGS Degree Level Expectations for Graduates*)

1. Breadth and depth of knowledge

Graduates are expected to:

- be knowledgeable in a wide range of finance topics, and be able to converse intelligently to finance professionals in different job functions;
- be able to conduct competent financial analysis in a variety of job functions;
- be well versed in current affairs and regulatory debates pertaining to financial markets;

The above objectives are achieved through fourteen for-credit courses, all in finance or in a related function (e.g., statistics, financial accounting, securities law and corporate governance, ethics...etc.), as well as non-credit seminars in ethical decision making, professional development, financial research, and financial modelling. As a Chartered Financial Analyst (CFA) Program Partner, our curriculum has been sanctioned by the CFA Institute.

2. Research and scholarship

Graduates are expected to:

- be able to conduct research using readily available financial databases, at a level expected in a research analyst role (or higher) in the private sector;
- be able to generate well structured and formatted research reports;
- have an appreciation of theoretical and empirical academic research in finance;
- be familiar with the top scholarly outlets in the field.

While a master's thesis is not a requirement in the program, all required courses have a research component. All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized.

In some courses, required readings include academic journal articles. Students also have to attend at least 10 academic research seminars, run by the Finance Area in the Faculty.

3. Level of application of knowledge

Finance is a dynamic field, with an ever changing set of issues and challenges. Graduates are expected to:

- be able to apply their knowledge to new applications, such as the valuation of a new financial product or a new business, a new method of evaluating risk, the implications of new regulations and policy on capital markets...etc.

Students are given many opportunities in their course based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers.

4. Professional capacity/autonomy

Graduates are expected to:

- understand the ethical dilemmas that a financial professional may face;
- exercise good judgement and make informed decisions;
- understand best practice and good governance.

All students in the program take a six-week course in ethics and finance, a six-week course in law and governance, in addition to a CFA Institute workshop on ethical decision making and a minimum of six professional seminars.

5. Level of communication skills

Graduates are expected to:

- be able to write concise, well researched and professionally formatted and structured reports;
- be able to present, communicate, and market ideas clearly and effectively;
- be able to put together effective and professional presentation slides.

Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the financial industry. In addition, class participation is encouraged in all classes.

6. Awareness of limits of knowledge

Graduates are expected to:

- be cognizant of the limitations of theoretical models and empirical findings;
- be aware of different schools of thought in financial economics.

The above objectives are achieved through research seminars (which are jointly attended by faculty and PhD students), and the presentation of alternative models and both the rational and behavioural frameworks in the curriculum.

Expected learning outcomes: Field specific

Capital markets

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- employ advanced financial modelling techniques to value individual companies, conglomerates, and mergers and acquisitions;
- evaluate different financing options and how they affect firm value;
- analyze private equity investments and the going public decision of new ventures;
- conduct competent financial statement analysis.

Financial Risk Management

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- apply quantitative models to different types of risk management functions within a financial institution;
- conduct advanced analysis of derivative securities;
- demonstrate

Expected Learning Outcomes Master of Business Analytics (MBAN)

Expected Learning Outcomes	How are the Learning Objectives achieved?	OMIS 6000	MSBA 5110	MSBA 5120	MSBA 5220	MSBA 5250	MSBA 5150	MSBA 6300	MSBA 6400	MSBA 6090
1. Breadth and Depth of Knowledge										
<ul style="list-style-type: none"> Be knowledgeable in a wide range of business analytics topics, and be able to converse intelligently to variety of professionals in different job functions. Be able to conduct competent business analytics projects in a variety of job functions. 	<p>These objectives are achieved through four 3.00 credit courses and one 1.50 credit course, all in business analytics or in a related function (e.g., statistics, operations research, marketing research, etc.). As well, the MRP enables students to either study a topic in business analytics in detail or work on a specific analytics project within an organization.</p> <p>In addition to these courses, the electives offer students a chance to explore specific functional areas and deepen their knowledge within these areas.</p>	•	•	•	•				•	•
2. Research and scholarship										
<ul style="list-style-type: none"> Be able to conduct research using readily available transactional level data that resides in various organizations, at a level expected in a business analyst role (or higher) in the private sector. Be able to generate well-structured and formatted research reports. Have an appreciation of theoretical and empirical academic research in business analytics. Be familiar with the top scholarly outlets in the field. 	<p>All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized. The MRP is the capstone of the program and involves conducting in depth research using organizational data. Students are expected to draw upon empirical academic research to support their conclusions and recommendations.</p>	•	•	•	•	•	•	•	•	•
3. Level of application of knowledge										
<ul style="list-style-type: none"> Be able to apply their knowledge to new applications, such as retention analysis, or a new method of market segmentation of new customers, etc. 	<p>Students are given opportunities through course-based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers.</p> <p>Besides coverage in the core courses, the 12.00 credit hours of electives will enable students to apply business analytics to a specific functional area and the MRP will provide an industry specific context in which to work from.</p>		•			•				•

Expected Learning Outcomes	How are the Learning Objectives achieved?	OMIS 6000	MSBA 5110	MSBA 5120	MSBA 5220	MSBA 5250	MSBA 5150	MSBA 6300	MSBA 6400	MSBA 6090
4. Professional capacity/autonomy										
<ul style="list-style-type: none"> Graduates are expected to exercise good judgment and make informed decisions. Graduates are expected to understand best practice and good governance while collecting and analyzing data. 	<p>Students will be exposed to various scenarios in which experts needed to make informed decisions and exercise good judgment on specific business analytics projects. These decisions involve both technical questions, such as the appropriateness of data and methods, as well as intra- and inter-organizational political processes.</p>									
5. Level of communication skills										
<ul style="list-style-type: none"> Graduates are expected to be able to write concise, well researched and professionally formatted and structured reports. Graduates are expected to be able to present, communicate, and market ideas clearly and effectively. Graduates are expected to be able to put together effective and professional presentation slides. 	<p>Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the business analytics sector. In addition, class participation is encouraged in all classes and is a graded component of many courses.</p> <p>The consolidation of these learning outcomes occurs in the MRP. Students are required to produce an articulate and well-formatted presentation that summarizes the research they have completed at an organization or on a business analytics research study.</p>									
6. Awareness of limits of knowledge										
<ul style="list-style-type: none"> Be cognizant of the limitations of theoretical models and empirical findings. Be aware of different schools of thought in statistical applications. 	<p>These objectives are achieved through the presentation and discussion of alternative schools of thought in statistical applications. The Analytics Consulting and Multivariate Methods courses as well as the MRP will provide case specific contexts in which theoretical models will be tested.</p>									

a) an ability to summarize theories and methods of analysis that are used for evaluating management problems.		L1	L1		L1		L2		L1	L2	L2	L1
b) an ability to contrast the theories and analytical methods that apply across management disciplines and that can be used to develop appropriate responses to both current and emerging issues.					L2		L2		L1	L2	L2	L2
c) an ability to select the appropriate theories and methods of analysis to solve management problems.	L1	L1			L2		L2		L1	L2	L1	L2
d) an ability to recognize situations in which standard methods of analysis are not appropriate and devise appropriate innovative approaches.	L1	L1		L1	L1	L1	L2		L1	L2		L2
3. Application of Knowledge												
a) an ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.		L2	L1	L2	L2		L3	L2	L1	L2	L2	L2
b) an ability to apply management concepts to make effective operating decisions.		L1		L1	L2	L1	L3	L1	L2	L1	L2	L2
c) an ability to differentiate between relevant and irrelevant information and to diagnose, analyze, and judge a management-related problem or issue including cross-discipline issues.		L2	L1	L2	L2	L1	L3	L2	L1	L2	L3	L2
d) an ability to differentiate between quantitative and qualitative information within the context of research.		L2	L1	L2	L2	L1	L3	L2	L2	L2	L2	L2
e) an understanding of how to utilize management technology when analyzing an issue or problem.	L1	L1			L2		L2		L1	L2		L2
f) an ability to appraise administrative theories to develop strategy for making management decisions and solving management problems.	L1	L1			L2		L3		L1	L1	L2	L2
g) an ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.	L2	L2	L1	L1	L2	L1	L3	L2	L1	L2	L2	L2

5. Program Structure, Learning Outcomes and Assessment

5.1 Program Learning Outcomes

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6002 & 6003	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>1. Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> Graduates should understand the global scope of real estate and infrastructure and the social, political, environmental and economic forces which impact risk and opportunity within these industries Graduates should be sensitive to the role that real and infrastructure developers, financiers and investors play in shaping the quality of the built environment and impacting the social and economic success of the communities within which they operate Graduates should be able to describe the structure of each industry and the roles, responsibilities, activities and relationships amongst the main industry players Graduates should be able to differentiate amongst the various property and infrastructure types by reference to the activities, users, functional characteristics and business models in each case 	<p>Students take a required set of core courses in both real estate and infrastructure aggregating 36 credit hours. Students take an additional six credit hours in either real estate or infrastructure or a combination of both. The program addresses a broad spectrum of knowledge and skills, combines theory and practice, includes macro and micro perspectives and examines local and international environments.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LEARNING OUTCOMES	How are the learning outcomes achieved?	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<ul style="list-style-type: none"> Graduates should have the fundamental knowledge and skills to evaluate and manage real estate and infrastructure developments, investments and operations 		√	√	√	√	√	√						√	√			
<p>2. Knowledge of Methodologies</p> <ul style="list-style-type: none"> Graduates should have the ability to relate effectively to the planning, design, construction and project management issues encountered in major capital projects Graduates should be familiar with the challenges and opportunities associated with the environmental impact and sustainability performance of real estate and infrastructure projects Graduates should be able to distinguish, quantify and analyze demand and supply factors that describe market conditions and set prices Graduates should be able to apply financial analytical methods, tools and techniques to assess investment opportunities Graduates should understand the regulatory and contractual framework governing real estate and infrastructure development and investments 	<p>Several of the required courses teach fundamental industry skills and methods including analytical methodologies, design and construction solutions, project management and the legal framework of prototypical transactions.</p>				√	√	√		√			√	√	√	√	√	√

LEARNING OUTCOMES	How are the learning outcomes achieved?	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>3. Level of Application of Knowledge</p> <ul style="list-style-type: none"> Graduates should have the ability to estimate investment returns including the impact of income tax and leverage Graduates should be able to assess the economic viability of a proposed development site and to assess its highest and best use Graduates should be able to translate user and performance requirements; market intelligence; and site, building and regulatory constraints into a schematic building form Graduates should be able to identify features that contribute to enhanced building performance and sustainability Graduates should be able to evaluate mortgage, direct real estate, REIT, private equity fund and international real estate investment opportunities in the context of portfolio strategy Graduates should be able to describe and analyze various business models and approaches to partnership arrangements for infrastructure including the structure of contractual arrangements and the allocation of risk 	<p>Extensive use is made of case work in which knowledge and skills taught in the courses must be integrated and applied. The creative workshop serves as a capstone project in which students are guided through a creative process requiring the use and application of the skills and knowledge taught throughout the Program.</p>		v		v		v		v			v	v	v	v	v	v

LEARNING OUTCOMES	<i>How are the learning outcomes achieved?</i>	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>4. Awareness of Limits of Knowledge</p> <ul style="list-style-type: none"> • Graduates should be able to identify critical analytical assumptions • Graduates should be cognizant of the need to utilize multiple analytical procedures and to synthesize quantitative and qualitative information • Graduates should be able to identify and assess sources of risk in the context of development, finance and investment and to propose appropriate risk mitigation strategies 	<p>All courses emphasize sound research and critical thinking as an approach to risk management. Through case work, readings and guest lectures courses incorporate examples of failures, as well as successes, in order to convey the risks attached to poor research, analysis, execution and/ or governance.</p>	√	√					√				√	√	√			√
<p>5. Level of Communication Skills</p> <ul style="list-style-type: none"> • Graduates should demonstrate literacy in the language and constructs of real estate and infrastructure development, finance and investment • Graduates should have the ability to communicate analysis and recommendations clearly and persuasively in report form and oral presentations • Graduates should have intermediate negotiating skills 	<p>The Skills for Leadership course serves as the base line for the acquisition and refinement of communication and negotiation skills. Most courses require students to write reports and make individual or group presentations. Written reports are evaluated based on content and clarity of exposition. Oral presentations present the opportunity to hone public speaking and general presentation skills. Cases requiring role playing are used to develop negotiation skills.</p>	√	√	√	√	√	√	√	√		√		√	√	√	√	√

LEARNING OUTCOMES	How are the learning outcomes achieved?	PROP 6001, 6002 & 6003	PROP 6100	PROP 6150	PROP 6200	PROP 6250	PROP 6300	PROP 6050	PROP 6450	PROP 6550	PROP 6750	PROP 6850	PROP 6080	PROP 6350	PROP 6600	PROP 6650	PROP 6780
<p>6. Autonomy and Professional Capacity</p> <ul style="list-style-type: none"> • Graduates should recognize the value of one’s professional reputation and what it embodies in terms of integrity, ethical practices and social responsibility • Graduates should be able to characterize the organizations and firms involved in real estate and infrastructure and identify potential career options and competency requirements • Graduates should have an appreciation of the value of building a strong professional network and have the skills required to do this • Graduates should have an appreciation for the role of vision and entrepreneurship in advancing the industry and turning ideas into realities • Graduates should have the ability to work effectively in teams 	<p>Teamwork is emphasized throughout the program culminating in the Creative Workshop experience. Career paths are explored throughout many of the courses in the Program. The Skills for Leadership course encourages self awareness and prepares students to manage their careers. The importance of personal integrity, ethical practices and social responsibility is highlighted in this course and is reflected throughout the curriculum via the selection of case studies and guest speakers.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>		<p>√</p>	<p>√</p>		<p>√</p>		<p>√</p>		<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>

YORK UNIVERSITY
Schulich School of Business and
Osgoode Hall Law School
EXPECTED LEARNING OUTCOMES
FOR JOINT MBA/JD GRADUATES

Note: This is a living document, subject to continuous improvement.

LEARNING OUTCOMES	<i>The Expected Learning Outcomes applicable to MBA and JD Graduates are hereby incorporated by reference. Graduates of the Joint MBA/JD Program are also expected to attain and exercise the following additional knowledge, skills and professional values:</i>
1. Depth and Breadth of Knowledge	a. Appreciable theoretical knowledge of finance, strategy, accounting, economics, business organizations, corporate and commercial law, regulatory frameworks, trusts and taxation of business enterprises.
	b. Discernable, practical facility with transactional issues in both the business and legal context, including an awareness of transactional patterns, trends, relationships, negotiation dynamics and predictable outcomes.
	c. Comprehensive understanding of the process involved in resolving or managing crises that arise in various business and legal contexts and at the intersection of business and law, including a sensitivity to issues concerning reputational management, legal compliance, financial implications, operational impact, media and technological risks, sustainable business practices and environmental issues.
	d. Comprehensive awareness of the relationship amongst management, owners and other stakeholders in a variety of organizational contexts, together with a thorough understanding of optimal governance practices as they relate to such organizations.
	e. Sensitivity to global issues, including divergent cultural practices and perspectives, in business, the law and at the intersection of the two disciplines.
	f. Advanced substantive knowledge of one or more of the following areas of business and the law: (i) corporate restructuring, bankruptcy and insolvency; (ii) corporate finance and securities regulation; (iii) energy and mining; (iv) entrepreneurial studies; (v) financial services;

LEARNING OUTCOMES	<i>The Expected Learning Outcomes applicable to MBA and JD Graduates are hereby incorporated by reference. Graduates of the Joint MBA/JD Program are also expected to attain and exercise the following additional knowledge, skills and professional values:</i>
	<ul style="list-style-type: none"> (vi) international business transactions; (vii) non-profit management and leadership; (viii) public sector management; (ix) real estate and infrastructure; or (x) sustainable business and environmental law.
2. Application of Knowledge and Development of Skills	<ul style="list-style-type: none"> a. Ability to employ appropriate judgment, reasoning and analytical skills in: (i) understanding the interdisciplinary nature of business and the law; and (ii) recommending cogent methods to resolve problems which arise at the intersection of business and the law. b. Ability to develop appropriate metrics to identify and measure risk in a variety of business and legal contexts, and to implement practical and comprehensive strategies to effectively mitigate and manage such risk. c. Ability to define leadership and identify effective leadership traits in a variety of business and legal contexts, and to execute appropriate strategies to pursue the development of such traits. d. Ability to understand the critical drivers of transactional success in both the business and legal context, and to execute appropriate strategies in the pursuit of such success.
	<ul style="list-style-type: none"> e. Ability to select relevant information and apply appropriate analytical and technical skills to achieve effective decision-making outcomes in a variety of business and legal contexts. f. Ability to listen attentively, be receptive to the opinions of others, challenge the views of others, encourage constructive dialogue and communicate effectively, both orally and in writing. g. Ability to work effectively with others, manage conflict constructively, collaborate with others and assume a leadership role where required and/or appropriate to do so.
3. Professional Values	<ul style="list-style-type: none"> a. Consistent propensity toward professional behaviour that exhibits high ethical standards, integrity, respect for the differences of others, substantive fairness, equitable and diligent treatment, and timely consideration of the needs of others. b. Commitment to due process and the pursuit of professional endeavours that are founded in substantive excellence.