

ITM 415 – Business Process Management

COURSE OUTLINE FOR 2026-2027

Semester, Section
Classroom, Class Time

Prerequisite(s): ITM305

Faculty/Contract Lecturer Information

- Faculty/Contract Lecturer Name:
- Office Location:
- Office Hours:
- Phone: (416) 979 – 5000, ext.
- Course Website: my.torontomu.ca
- Email Address:

Mode of Course Delivery: In-Person and Online Synchronous

[Academic Program Advising Contacts](#)

Chair/Director for this Course: Sameh Al Natour

Email Policy

Students are expected to monitor and retrieve messages and information sent through D2L and TMU email on a frequent and consistent basis. In accordance with the Policy on TMU Student E-mail Accounts ([Policy 157](#)), Toronto Metropolitan University (TMU) requires that any electronic communication by students to TMU faculty or staff be sent from their official university email account. Communications sent from other accounts may be disregarded.

Course Description

This course introduces a systematic approach to model, analyze, and redesign business processes to meet target values of key performance indicators (e.g., cycle time, cost). The main learning objective is to develop competencies in the use of appropriate methods, tools and techniques of process modeling, analysis and redesign to ensure organizational efficiency and effectiveness by using the Business Process Modeling Notation (BPMN).

Course Details

Teaching Methods

The course format combines lectures, case studies, problem-based learning, and both in-class and after-class exercises. Learning activities will leverage technologies such as Google Workspace and diagramming tools (e.g., bpmn.io and app.diagrams.net).

The online synchronous section of this course will use additional technologies such as Zoom to deliver and record course content.

If you are registered in an in-person or a virtual classroom, instruction will take place at scheduled hours, following the approach outlined in D2L Brightspace. If you are registered in a Chang School Distance Education course, please follow the schedule, course outline and learning modules as outlined in D2L Brightspace.

Note: All assessments in this course, regardless of its delivery format, will be held in-person on campus. This applies to in-person, virtual, and online courses, including sections/courses delivered through the Chang School.

Course Materials

Course content is based on the textbook Fundamentals of Business Process Management by Dumas et al., 2013. Below is the detailed information about the textbook.

Title: Fundamentals of Business Process Management

Author(s): Dumas, Marlon; La Rosa, Marcello; Mendling, Jan; Reijers, Hajo A.

Publisher: Springer

Year of Publication: 2013

Paperback ISBN-13: 9783642331435

Price for e-book: CAD\$91.65

Note: TMU library has the e-book copy of the textbook, which is free for all TMU students

Course Learning Outcomes

This course is designed to equip students with a deep understanding of business processes by introducing key concepts (e.g., business process architecture, business process management lifecycle, process groups, reference models), fundamental process analysis frameworks (e.g., value-added analysis, waste analysis, and root-cause analysis), and key process modeling, analysis, and redesign techniques. Students will be able to gain an in-

depth understanding of how information technology enables business strategies through process improvement.

Upon completion of the course, it is expected that the student will be able to:

1. Apply core methods, processes and principles of Business Technology Management
2. Apply critical thinking skills to evaluate and propose technology-based solutions to business problems
3. Communicate professionally – individually and/or in a group context to a variety of audiences
4. Identify, define and discuss business objectives in classroom environment
5. Integrate the knowledge of core business disciplines (marketing, operations, finance, accounting, law and human resources) with ICT subjects
6. Apply BTM theories, processes, and methods to real-world scenarios and in relation to current trends and technologies

Academic Integrity

Academic integrity is integral to your learning, the credibility of your degree or certification, and the integrity of the university as a whole. [Senate Policy 60: Academic Integrity](#) defines academic misconduct, provides a non-exhaustive list of examples of behaviours that may be considered as academic misconduct, and explains how academic misconduct concerns are evaluated and decided. The entirety of the policy applies in this course. As well, please note that submitting work created in whole or in part by artificial intelligence tools unless expressly permitted by the faculty/contract lecturer, is considered a violation of Policy 60.

Generative AI Course Policy, Plagiarism Detection, and Virtual Proctoring

Generative AI Course Policy

Students may use Generative AI (e.g. ChatGPT, Grammarly, Perplexity, DeepL Translator) for

- ideation and brainstorming but not for research or for writing anything that will be submitted for credit.
- minor grammar correction. This includes translating individual words and correcting spelling, punctuation and basic grammar issues.

Failure to stay within these limits will be considered a breach of Policy 60. If GenAI tools are used for the above purposes, students are required to write a clear declarative statement describing how AI tools were used and the extent of its contribution to the final submission.

In addition, students should be mindful that their action of using GenAI to submit work that either misrepresent source materials or make up citations is considered a breach of Policy 60.

Turnitin or another originality detection software

Turnitin is a plagiarism prevention and detection service to which TMU subscribes. It is a tool to assist faculty/contract lecturers in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives faculty/contract lecturers some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which faculty/contract lecturers must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin. We strongly recommend that faculty/contract lecturers can opt to have student's papers included in TMU's institutional repository rather than the default Turnitin repository. Use of the Turnitin service is subject to the terms-of-use agreement posted on the Turnitin website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their faculty/contract lecturer to make alternate arrangements. Students who choose not to have their papers screened for textual similarity review by turnitin may be required to submit additional work with their research essay. For example:

- an annotated bibliography of each source used in your paper; and/or
- the first few pages of each cited source used in your paper

Even when a faculty/contract lecturer has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the faculty/contract lecturer has reason to suspect that an individual piece of work has been plagiarized, the faculty/contract lecturer is permitted to submit that work in a non-identifying way to Turnitin.

Copyright

The course materials provided to you are copyrighted, and may not be shared without my express written permission. Do not share these materials (e.g. course outline, lecture slides, assignment instructions) with others and do not post them on the internet during the course, or at any time after. If you do so, Policy 60 will apply.

Academic Integrity Resources

To learn more about Policy 60 and how to avoid academic misconduct, please review and take advantage of these resources:

- Policy 60: Academic Integrity: www.torontomu.ca/senate/policies/academic-integrity-policy-60/
- Academic Integrity Office website: www.torontomu.ca/academicintegrity
- “Academic Integrity in Space” game: <https://games.de.torontomu.ca/aio/#/>
- “Academic Integrity in Cyberspace!” game: <https://www.torontomu.ca/aic/#/>
- Student Life and Learning Support: www.torontomu.ca/student-life-and-learning/learning-support

If you are a student registered with Academic Accommodation Support (AAS):

Please inform your faculty/contract lecturer if you have test accommodation needs that include the use of assistive technology (including text-to-speech, dictation, or literacy software). Some software may require additional configurations by the faculty/contract lecturer, so it is important you inform them in advance and leverage the sample quiz to ensure the tools are compatible with the Brightspace Quiz in LockDown Browser.

However, not all Assistive Technology tools approved by AAS work well with Respondus' software; if your experience of the sample quiz does not function as expected, please notify your faculty/contract lecturer and/or Accommodation Facilitator.

Digital Learning Tools used in this course

Note: The digital learning tools used in this course are mainly D2L and Google Suites. The personal identifiable information collected by these tools is your name and TMU email address.

Topics and Course Schedule

Week	Date	Topic	Readings
Week 1	September 8 - 11	Introduction to business process management - Understand process, process life cycle, and BPM - Explain process Identification & Discovery	Chapter 1, 2 & 5
Week 2	September 14-18	Basic Process Modeling I - Understand basic process modeling notations - Introduce process model evaluation Due In-class: Week 2 in-class exercise Due After-class: Week 2 after-class exercise	Chapter 3 & 5
Week 3	September 21-25	Basic Process Modeling II - Add information artifacts, pools/lanes, and message flows/message events - Apply BPMN to simple business scenarios Due In-class: Week 3 In-class exercise Due After-class: Week 3 after-class exercise	Chapter 3
Week 4	September 28-October 2	Advanced Process Modeling Master complex process modeling concepts (e.g., process decomposition, events) Due In-class: Week 4 In-class exercise Due After-class: Week 4 after-class exercise	Chapter 4
Week 5	October 5 –9	Case Analysis - Apply process discovery, analysis, and design techniques to a practical case study - Apply process discovery techniques to a practical case study using BPMN Due In-class: Week 5 In-class exercise; Individual Challenge Project – Process Identification and Modeling Due After-class: Week 5 after-class exercise	
Week 6	October 19 –23	Midterm (1 hour) Process Analysis- Qualitative I	Chapter 6

Week	Date	Topic	Readings
		- Discuss the concept value and waste - Apply the value-added analysis and waste analysis Due In-class: Week 6 In-class exercise Due After-class: Week 6 after-class exercise	
Week 7	October 26 –30	Process Analysis- Qualitative II - Explain issue register - Introduce root cause analysis techniques Due In-class: Week 7 In-class exercise Due After-class: Week 7 after-class exercise; Individual project on BPM Part I	Chapter 6
Week 8	November 2 –6	Process Analysis – Quantitative Introduce quantitative process analysis techniques (e.g., flow analysis, queueing theory) Due In-class: Week 8 In-class exercise Due After-class: Week 8 after-class exercise	Chapter 7
Week 9	November 9- 13	Process Analysis - Review process analysis techniques Process Redesign - Explain process redesign concepts - Introduce process redesign heuristics Due In-class: Individual Challenge Project – Process Analysis; Week 9 In-class exercise Due After-class: Week 9 after-class exercise	Chapter 8
Week 10	November 16 –20	Process Redesign Explain and apply process redesign heuristics (contd.) Due In-class: Week 10 In-class exercise Due After-class: Week 10 after-class exercise	Chapter 8
Week 11	November 23- 27	Final Exam (1.5 hours)	

Week	Date	Topic	Readings
		Due In-class: Individual Challenge Project – Process Redesign Proposal Due After-class: Individual project on BPM Part II	
Week 12	November 30-December 4	Case Analysis Apply process discovery, analysis, and design techniques to a practical case study Due In-class: Individual Challenge Project – Process Redesign Solution and Reflection	

Evaluation

The grade for this course is composed of the mark received for each of the following components:

Evaluation Component	Due Date	Percentage of Final Grade	Anticipated Return Date
In-class Exercises	Week 2- Week 10	14%	One week after submission
After-class Exercises	Week 2- Week 10	5%	Week 2-10
Business Process Challenge Project (Individual)	Week 5, 9, 11, and 12	12%	Two weeks after submission
Project on Business Process Improvement Part I and II (Individual)	Week 7, Week 11	9%	1-2 weeks after submission
Midterm Exam	Week 6	25%	Week 6
Final Exam	Week 11	35%	Week 11
Final Grade		100%	
Note: Students must achieve a course grade of at least 50% to pass this course. At least 20% of the grade based on individual work will be returned to students prior to the last date to drop a course in good academic standing. For Fall 2026 this must be before Friday, November 20, 2026 and for Winter 2027 before Friday, April 2, 2027.			

Penalties will be applied for late D2L assignment submissions. See details in the following.

Time Passed the Deadline	Mark Deduction
Within one hour	1%
1-5 hours	1% per hour (up to 5%)
Between 5 and 24 hours	10% total
Day 2- Day 5	Additional 10% per 24-hour period
More than 5 days	100% (no marks awarded)

University Policies

Students must be reminded that they are required to adhere to all relevant university policies found in their online course shell in D2L and/or on [the Senate website](#).

Important Resources Available at Toronto Metropolitan University

- **Addressing Academic Concerns:** Students are expected to address any questions or concerns through open and timely communication with the course faculty/contract lecturer, as soon as they arise. If a concern cannot be resolved through this initial communication or if additional support is required, students are encouraged to reach out to their program advisor or the chair/director of the teaching department for further guidance. These individuals can help provide clarity, facilitate next steps, and ensure that matters are reviewed in a fair and appropriate manner.
- [The University Libraries](#) provide research [workshops](#) and individual consultation appointments. There is a drop-in Research Help desk on the second floor of the library, and students can use the [Library's virtual research help service](#) to speak with a librarian, or [book an appointment](#) to meet in person or online.
- [Student Life and Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radio button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request.

For Extenuating Circumstances, [Policy 167: Academic Consideration](#) allows for a once per semester ACR request without supporting documentation if the

absence is less than 3 days in duration and is not for a final exam/final assessment. Absences more than 3 days in duration and those that involve a final exam/final assessment, always require documentation. Students must notify their faculty/contract lecturer once a request for academic consideration is submitted. See Senate [Policy 167: Academic Consideration](#).

Longer absences are not addressed through Policy 167 and should be discussed with your Chair/Director/Program to be advised on next steps.

- [FAQs Academic Considerations and Appeals](#)
- Information on Copyright:
 - [Copyright FAQs for Faculty/Contract Lecturers](#)
 - [Copyright FAQs for Students](#)
- Information on Academic Integrity:
 - [Academic Integrity for Faculty/Contract Lecturers](#)
 - [Academic Integrity for Students](#)

Accessibility

- At Toronto Metropolitan University, we are committed to ensuring that all courses are accessible to everyone and to removing barriers that may prevent some individuals from enrolling in courses.
- All technologies and tools used in this course are accessible.
- Students who discover an accessibility barrier with any of the course materials or technologies should contact their faculty/contract lecturer.
- As outlined in [Policy 159: Academic Accommodation of Students with Disabilities](#), students are required to proactively consult with AAS, the faculty/contract lecturer, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.

Academic Accommodation Support

[Academic Accommodation Support](#) (AAS) is the university's accessibility services office, supporting students with disabilities. AAS works with students, faculty, and staff to create inclusive learning environments, reduce barriers, and promote accessibility across the university.

If you have (or suspect you may have) a disability, AAS can provide consultation, guide you through registration, develop accommodation plans where appropriate, and connect you with supports and services. For information about eligibility, documentation requirements, registration, deadlines, and available services, visit [AAS](#).

Academic Accommodations (for students with disabilities) and Academic Consideration (for short-term extenuating circumstances) are governed by **different university policies**. [Learn more about each process](#) and how to access support. Students registered with AAS may request academic consideration (related or unrelated to their disability) if they experience extenuating circumstances that impact their ability to meet their shorter term academic obligations. This includes short term physical or mental health issues that are sudden/acute (e.g, the flu), unexpected illness or injury, hospitalization or treatment, and significant aggravation of a pre-existing condition. Please see [Policy 167: Academic Consideration](#) for more information and details.

Please note that there is no accommodation for missing/rescheduling or reweighting of tests - this is considered an alternate arrangement. Any student who misses a test/exam will be directed to submit an ACR to explore if possible alternate arrangements under [Policy 167: Academic Consideration](#) can apply .

Wellbeing Support

At Toronto Metropolitan University, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis.

If you are experiencing a mental health crisis, please call 911 and go to the nearest hospital emergency room. You can also access these outside resources at anytime:

- **Distress Line:** 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone: 416-408-4357)
- [Good2Talk](#): 24/7-hour line for postsecondary students (phone: 1-866-925-5454)
- [GuardMe Student Support Program \(GMSSP\)](#): 24/7 access to confidential support through counsellors via the [Student Support app](#) or 1-844-451-9700

If non-crisis support is needed, you can access these campus resources:

- **[Centre for Student Development and Counselling:](#)** 416-979-5195 or email csdc@torontomu.ca
- **[Consent Comes First – Office of Sexual Violence Support and Education:](#)** 416-919-5000 ext 3596 or email osvse@torontomu.ca
- **[Medical Centre:](#)** call (416) 979-5070 to book an appointment

We encourage all Toronto Metropolitan University community members to access available resources to ensure support is reachable. You can find more resources available through the [Toronto Metropolitan University's Wellbeing Central](#) website.