

The logo for Toronto Metropolitan University, featuring the text "Toronto Metropolitan University" in white on a blue rectangular background. A yellow rectangular shape is positioned behind the blue one, extending to the right and slightly above.

**Toronto
Metropolitan
University**

**Graduate
& Postdoctoral
Studies**

Notice of Intent (NOI)

Master of Accounting (MAcc)

Last Updated: February 26, 2026

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Summary

The Ted Rogers School of Management (TRSM) is pleased to announce its intention to launch a new and innovative master's program for students seeking the Chartered Professional Accountant (CPA) designation, as well as those interested in advanced graduate study in accounting.

This proposed Master of Accounting (MAcc) degree will incorporate the curriculum outlined in the Chartered Professional Accountants of Ontario (CPA Ontario) Competency Map 2.0 while meeting the graduate degree level expectations required for a **professionally oriented, course-based Master's** program. Designed as an accelerated **8-month** program, the MAcc will be offered to **full time students** in-person on campus. It will be offered twice per year (i. Winter-Spring, ii. Spring-Fall) admitting **30 to 40 students per cohort**.

Since 2017, the Ted Rogers School (TRS) has offered a graduate-level Professional Master's Diploma (PMDip) in Accounting, enabling postsecondary students to complete advanced accounting prerequisites required by the CPA prior to attempting the CPA Capstone modules and Common Final Examination (CFE). **Recent [changes introduced by the CPA](#), which **come into effect in January 2027****, will eliminate some of the traditional pathways to this credential. In particular, the CPA's Professional Education (PEP) Program (with approximately 4,000 students annually) and Capstone Modules will no longer be offered directly by the association; these components must be added to new university offerings at the graduate level.

The proposed MAcc will be offered through the Ted Rogers School of Management. The Ted Rogers School of Accounting and Finance is home to one of Ontario's largest accounting programs and is a partner of CPA Canada. Students will be **admitted from four-year university degrees with both accounting and non-accounting undergraduate backgrounds**. Students with non-accounting undergraduate backgrounds are required to complete prerequisite courses offered through the Chang School and to pass the CPA Knowledge Assessment before they are eligible for admission. This ensures that all incoming students, regardless of background, enter the program with a strong accounting foundation. The MAcc program aims to prepare graduates for successful professional careers by emphasizing CPA certification readiness, strong technical foundations, and essential business competencies. The program will develop advanced proficiency in core accounting areas including financial reporting, management accounting, auditing, taxation, performance management, and finance, while also addressing emerging areas such as big data and analytics. The curriculum builds on students' strong accounting foundation, emphasizing the integration of knowledge and critical analysis of business problems while further developing analytical and professional skills. Students will also be exposed to **cutting edge research in the field of accounting** through course assignments, case studies, presentations and exams. In all courses, students will be required to use professional literature such as the CPA Canada Handbook and the Income Tax Act (ITA).

The MAcc will seek CPA accreditation in July 2026, enabling graduates to complete the **Foundational Development, Core Licensure, and Leadership modules**, the **CPA Foundational Exam**, and to be eligible to write Professional Final Examinations 1 and 2 prior to entering the Professional Readiness stage of the CPA designation process. Upon completion of the Professional Readiness Module, graduates may advance directly to the Professional

Readiness Examination. Accordingly, the MAcc is intended to provide a direct, rigorous, and efficient pathway to CPA certification while fostering ethical leadership and professional responsibility within the accounting profession. This new pathway reflects the School's continued evolution in response to growing demand for high-quality graduate education in accounting.

The program acknowledges the increasing need for accounting professionals across diverse and expanding fields of practice and responds to the demand for practitioners with varied disciplinary backgrounds. Broadening access to accounting education is essential to expanding perspectives within Canada's accounting and finance sector. Currently, few Canadian postsecondary institutions offer accounting pathways for students without prior business degrees. The proposed MAcc will address this gap by offering more inclusive entry options than those available at peer institutions, while maintaining rigorous prerequisite requirements aligned with the CPA Competency Map 2.0. Multiple admission pathways will be available depending on applicants' academic backgrounds. Prospective students may complete CPA-recognized prerequisite courses through the Chang School or other approved CPA programs.

Equity, anti-racism, and meaningful reconciliation with Indigenous peoples are central priorities of the Ted Rogers School of Management, as articulated in the TRSM Strategic Plan 2025 - 2030. In alignment with these priorities, admissions advising for the MAcc will actively support applicants with non-traditional academic preparation. The Chang School pathway is designed to provide the flexibility required for applicants from any undergraduate discipline who successfully complete the required prerequisites.

With [more than 20,000 job openings in Ontario](#) estimated between 2021-2025 and close to 80,000 accountants and financial auditor positions needed nationally through 2028, the MAcc program will prepare aspiring professionals for traditional roles in public accounting and equip them with the skills required for more specialized positions, such as financial analyst, corporate treasurer, controller, fraud examiner, forensic accountant, auditor, or financial advisor. Accordingly, graduates may pursue careers as professional accountants in public practice, industry, financial institutions, government, and other not-for-profit organizations. The MAcc program will provide a learning environment that develops a broad range of competencies, including technical, analytical, critical thinking, communication, and technological skills, to prepare students for professional careers in a dynamic global context. These learning outcomes build upon and will replace those of the existing PMDip in Accounting at TRSM and are substantially enhanced in the proposed MAcc program.

1 Program Overview

1.1 Program description

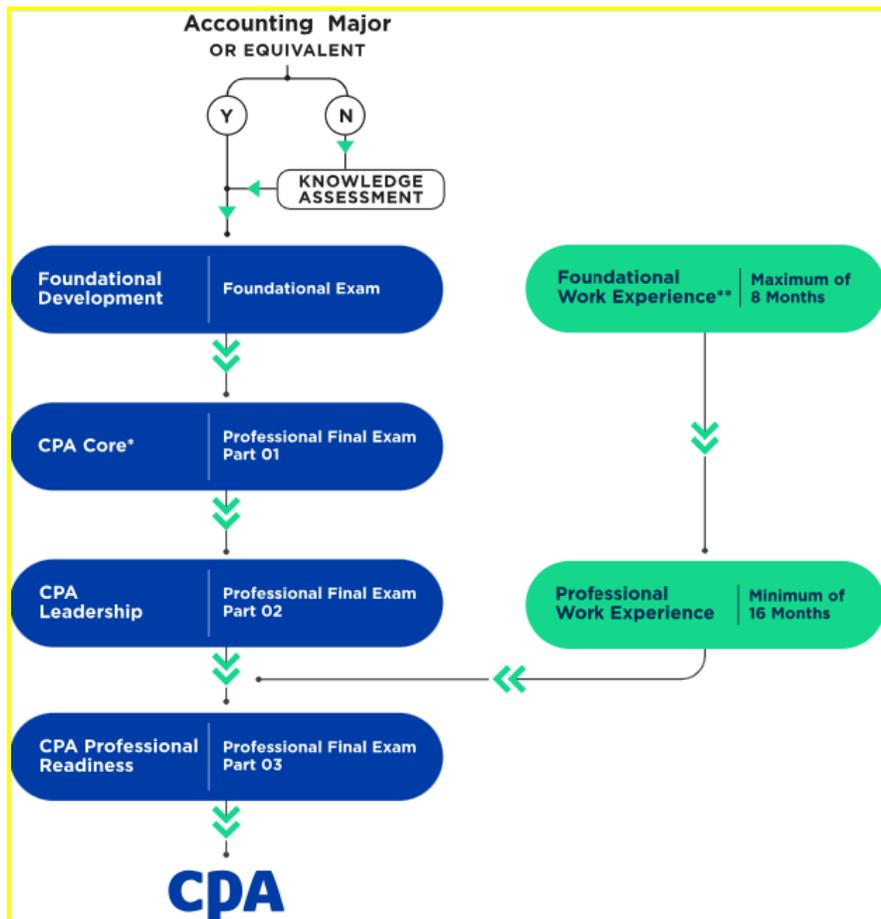
The **Master of Accounting (MAcc)** at the Ted Rogers School of Management (TRSM) will be offered within the **TRSM Graduate Programs** following the existing administrative and governance structure.

This includes a dedicated Graduate Program Director along with a Graduate Program Administrator who will be tasked with supporting the MAcc program as half of their workload. The

TRSM Graduate Program Council (GPC) and its subcommittees governs all graduate programs housed within TRSM, including the proposed MAcc. The bylaws define the mandate of the council composed of representatives from students and faculty, elected from the members of the Yeates School of Graduate and Postdoctoral Studies (YSGPS) and those who teach courses in the Ted Rogers School of Accounting and Finance. Motions that affect only graduate programs within TRSM can be ratified by the TRSM GPC, while those with an impact outside the graduate programs are recommendations subject to approval by TRSM Faculty Council and YSGPS Council, and subsequently Toronto Metropolitan University's Senate.

The MAcc program will incorporate the new "CPA Competency Map 2.0" throughout the curriculum, which aims to modernize the profession with a flexible, forward-looking framework that embeds technology, data analytics, and sustainability reporting into a core ethical foundation, enabling graduates and future CPAs to remain agile and relevant in a changing business environment. The new pathway to CPA designation is illustrated in Figure 1. An updated curriculum map aligning graduate degree level expectations with program learning outcomes and CPA-related decision competencies will become the most viable path for undergraduate students at TRSM and beyond to achieve their CPA designation.

Figure 1 - Pathway to CPA



1.2 Program objectives

The MAcc program's primary objective is to enable individuals to advance their professional careers and work towards the Chartered Professional Accountant (CPA) designation while satisfying all academic requirements for a course-based Master's level degree. This includes four thematic program objectives that will align with individual learning outcomes and degree level expectations.

1. **Technical Competence:** To develop competence in accounting principles and techniques for evaluating and advising clients according to business and financial needs.
2. **Research, Problem Solving & Business Integration:** To provide students with opportunities to advance their skills and abilities in developing data-informed business solutions by practicing research and investigation techniques, including integrating information from multiple sources to design policies and programs grounded in accounting principles.
3. **Ethical Reasoning, Professionalism & Communication Skills:** To prepare students to become ethical stewards of the accounting profession by developing an understanding of how their professional responsibilities align with team dynamics and overall business strategy, and by developing the ability to present information persuasively through effective written and oral communication.
4. **CPA Pathway Preparation & Professional Readiness:** To ensure students are academically prepared for progression through the CPA certification process by integrating the technical, analytical, and professional competencies required for CPA success, and by delivering an accredited program that qualifies graduates to enrol in and complete the CPA professional final examinations.

Appropriateness of the degree designation(s) given the program's objectives

Accounting is a professionally recognized field that includes multifaceted challenges across all industry sectors and from entry level to C-suite executive positions. The Master of Accounting degree designation conveys the depth of the program's integrative and comprehensive nature aligned with the competencies required by the Chartered Professional Accountants association.

1.3 Alignment of the program objectives with the University's mission and academic plan

The MAcc program will align with [TMU's Strategic Vision](#) including the [Academic](#) and [Strategic Research](#) Plans.

In particular, the [mission of Toronto Metropolitan University](#) is the "advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields." The proposed Master of Accounting (MAcc) will stay true to the institution's history with an emphasis on technical competencies and career ready skills needed for success in the workplace, while delivering a comprehensive graduate-level degree for future leaders in the field of accounting.

The MAcc will address three key priorities of the **2025-2030 Academic Plan** including:

1. Enhancing the Learning Journey for Greater Student Success

With a highly successful school of Accounting and Finance offering a long-standing Bachelor of Commerce degree, TRSM is an excellent setting for an immersive and transformative eight-month Master of Accounting program. Outside of academics, students will be supported by their fellow classmates, dedicated program and career staff, and a professional community that includes an active [Program Advisory Council](#) with industry leaders while being located near the corporate headquarters for major accounting firms in Canada. The proposed MAcc program will stand out in terms of its career-oriented curriculum and professional environment that promotes lifelong learning by bringing together accounting professionals with shared experiences, research and expertise to help students stay on the leading edge of emerging trends in accounting and business. Although the MAcc is a course-based program, it is delivered within a professional environment that extends well beyond the formal curriculum. Most instructors are professionally qualified CPAs with extensive industry experience who are required to engage in continuous professional development, ensuring that the content they teach reflects current and emerging trends in accounting and business. They are complemented by academically-qualified faculty who hold PhDs and are also CPAs or deeply familiar with the CPA certification pathway. This blend of professional and academic expertise creates an environment where students regularly interact with practitioners who bring real-world insights, shared experiences, and up-to-date professional knowledge into the classroom. In addition, the program's expected CPA accreditation further embeds professional standards and competencies into the student experience, reinforcing its career-oriented focus.

2. Support People and Community

The program is designed as a path to a CPA designation, equipping graduates with accounting, auditing, finance, and taxation skills that they can apply to solve problems and ensure compliance in business situations. The MAcc program is tailored for individuals looking to advance their career in accounting and to fulfill requirements of the accounting profession and designation. Designed to prepare graduates to work in an

accounting environment at the intermediate and advanced accounting level, the MAcc program will assist students to acquire skills for success in a corporate/public accounting department in a variety of industries, including manufacturing, merchandising, banking and other financial institutions. Students will also be prepared to work in public accounting firms and federal, provincial and municipal government offices. As the globalized business environment creates increasingly complex taxation and regulatory requirements; graduates of the MAcc program will also be well-equipped to make an impact by taking on leadership roles in public accounting, industry, government, or not-for-profit organizations.

3. Ensure Future Readiness

The MAcc program will employ a problem-based learning approach that will depend heavily on case method teaching. This method develops critical thinking, problem solving and communication skills and also supports embedded employability skills. Case studies will engage and motivate students to seek out a deeper understanding of concepts, trends, and research findings, requiring them to make and defend reasoned decisions. Students will be able to incorporate the course objectives in such a way as to expand upon their previous topic knowledge. Case studies describe real-world scenarios often centred around a specific problem, challenge or dilemma. The case method provides an opportunity for students to consider and apply concepts in a practical context. Faculty members with experience or connections with the profession or industry may write their own cases which may also be submitted for publication.

As a professional, course-based Masters program, the MAcc will align primarily with TMU's **2025-2030 Strategic Research Themes** on the **Future of Work** (e.g. Corporate Social Responsibility, Global Management) and **Democracy, Justice and Governance** through ethical decision making and oversight. The program will focus on developing students' conceptual understanding, methodological competence, and professional judgment through advanced, applied, and integrative coursework. Across the curriculum, students engage with techniques of inquiry, critically evaluate authoritative sources, and apply principles to complex professional problems and emerging issues.

1.4 Societal need and student demand

MAcc program graduates will be in high demand within the field of financial audit and assurance. According to [Ontario Job Futures](#), financial auditors “examine and analyze the accounting and financial records of individuals and establishments to ensure accuracy and compliance with established accounting standards and procedures. Accountants plan, organize and administer accounting systems for individuals and establishments. Financial auditors and accountants are employed by auditing and accounting firms throughout the private and public sectors, or they may be self-employed. Articling students in accounting firms are included in this unit group.”

Chartered professional accountants are required to have a university degree, complete a professional training program, and have a minimum of 30 months of practical experience. In addition, recent changes by the CPA Ontario will require students to complete a CPA accredited graduate level program such as the proposed MAcc degree.

Societal & Employer Demand

According to [Canada Job Bank](#) from 2022-2024, "there was a labour shortage for financial auditors and accountants near Toronto (ON). There were more job openings than workers available to fill them in this occupation." With moderate future job growth anticipated through an almost equal number of newly created positions and openings created due to retirements from an aging workforce, a majority of these may be expected to stay focused in the Greater Toronto Area representing immediate local demand.

TRSM is committed to building its reputation as a metropolitan school located in the heart of downtown Toronto, where graduates of the Master in Accounting program will be in the unique position to apply to the heavy concentration of accounting opportunities at our doorstep. The distribution of Accounting workers in Ontario according to Statistics Canada's 2016 Census, shows that two-thirds (66%) of all Ontario accounting jobs were concentrated in the Toronto region. This represents a higher than average local concentration as only 49% of all other occupations tend to be concentrated in the Toronto area. The next closest comparator for clusters of accounting positions in a single region is far behind with Ottawa at only 10%.

Future Student Demand

With the upcoming change in the designation process outlined in the CPA Competency Map 2.0 curriculum, future students entering a Bachelor's degree in Accounting will increasingly seek programs such as the proposed MAcc at TRSM. Based on figures from TMU's University Planning Office, our own School of Accounting and Finance (SAF) has seen total enrollment rise to an average of more than 1,500 students per year, representing 15% growth since 2018/19. Given the consistently strong SAF undergraduate enrolment and graduation rates, the pool of qualified applicants for a graduate program in Accounting is expected to expand in combination with the new requirement for graduate-level education to achieve a CPA designation.

In addition, TRSM's Professional Master's Diploma in Accounting has seen consistent enrollments since 2020 with a brief dip during the pandemic, following significant growth compared to the early years of the PMDip between 2017-2019. Applications expanded in 2024 as the program began accepting external (to TMU) applicants for the first time. With the MAcc planned to replace the PMDip in 2028, this demand and potential growth is expected to continue.

Table 2: Application and Enrolment in the Professional Master's Diploma in Accounting (2017-2024)

Program Cohorts	S2017	S2018	W2019	W2020 & S2020	W2021 & S2021	W2022 & S2022	W2023 & S2023	W2024 & S2024
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Domestic								
Applications	27	51	18	87	64	82	78	135
Offers	25	35	18	66	42	67	63	81
Matriculated	16	31	16	57	34	56	59	60
International								
Applications	1	2	0	4	3	4	0	0
Offers	0	0	0	2	0	1	0	0
Matriculated	0	0	0	2	0	1	0	0
Combined								
Total Applications	28	53	18	91	67	86	78	135
Total Offers	25	35	18	68	42	68	63	81
Total Matriculated	16	31	16	59	34	57	59	60
Total Actual Enrolled	15	29	16	56	28	54	47	59
Applicant to Offer Ratio	89%	66%	100%	75%	63%	79%	81%	60%
Application to Enrolment Ratio	54%	55%	89%	62%	42%	63%	76%	44%

1.5 Comparator programs from within the province or beyond

When comparing graduate programs in Accounting across Canada, it is clear that the prescriptive nature of the CPA designation requirements has created what might be viewed as a homogeneous marketplace for such programming. It is important to note that while CPA Canada provides a national framework for graduate level education requirements, the delivery of the CPA Professional Program is provincially administered and regulated. When looking more closely at Ontario specific comparator schools, the proposed Ted Rogers MAcc program offers a few distinct advantages:

- The proposed program will work in partnership with the Chang School to offer non-business majors a pathway to complete prerequisite coursework to meet the MAcc and CPA academic admission requirements.
- TRSM aims to keep tuition competitive and accessible, with current graduate tuition fees comparable to those of similarly ranked peer institutions.
- The MAcc will build upon the history of the PMDip-Accounting program, whose graduates had consistently higher success rates than the national average in completing the CPA designation

For the purpose of planning the proposed MAcc program, we selected four comparator programs across Ontario (Table 4). The scope of comparator programs is limited to Ontario because CPA accreditation in Canada is governed by provincial bodies, and accreditation processes differ

across provinces. The primary mode of study in these programs is full-time and in-person. Program durations range from 7 to 16 months, with some offering a part time or co-op / internship option that may extend these timelines. Program start dates vary, largely to align with the completion of undergraduate accounting programs. Generally, most comparator programs are 8 to 12 months in duration. The University of Waterloo is similar to the proposed TRSM MAcc program with a two-term curriculum aligned to CPA requirements over 8-courses or 7-courses plus a Major Research Paper (MRP) option.

Table 3: Ontario Comparator Programs¹ - Master of Accounting and Post Graduate Diplomas

Institution	Degree offered	Required courses	Study options	Duration, Start month
Masters Degrees				
Brock University (Goodman School of Business)	Master of Accountancy (MAcc)	10 courses; co-op term optional	FT in person	7 months (no co-op), Jan start
Carleton University (Sprott School of Business)	Master of Accounting (MAcc)	12 courses + internship	FT in person and online PT in person	16 months (May-Aug over 2 years) 24 months + internship Sept start
University of Waterloo	Master of Accounting (MAcc)	<i>Master's Coursework option: 8 courses</i> <i>Master's Research Paper option: 7 courses + MRP</i>	FT in person	8 months, Jan start
York University (Schulich School of Business)	Master of Accounting (MAcc)	10 courses for 8-month program	FT in person	8 months, 12 months, 16 months
Post-Graduate / Professional Masters Diplomas (Aligned to former CPA courses/requirements with changes for 2027 noted as TBD on program websites. Comparable to current TRSM PMDip in Accounting program)				
McMaster (DeGroote School of Business)	Graduate Diploma in Professional Accountancy	4 courses	FT in person	14 weeks, May start
Queens (Smith School of Business)	Graduate Diploma Accounting	4 courses	In person, 15-20 hrs/wk	13 weeks, May start

Western University	Graduate Diploma in Accounting	5 courses	FT In person	13 weeks, May start
Wilfred Laurier	Accounting Graduate Diploma	5 courses	FT In person	12 weeks, May or Sept start

¹ The program information listed reflects the current curriculum. These programs will also be required to update their programs to meet the new CPA 2.0 requirements

Required courses for the comparator Master of Accounting programs are indicated in **Table 5**. Three of the comparator programs require internship/co-op work term(s).

Table 4: Required Courses for Comparator Master of Accounting Programs¹

Institution	Degree offered	Required courses
Brock University (Goodman School of Business)	Master of Accountancy (MAcc)	<ol style="list-style-type: none"> 1. MACC 5P21 Strategic Performance Management 2. MACC 5P41 Advanced Topics in Taxation 3. MACC 5P71 Advanced Topics in Assurance 4. MACC 5P91 Advanced Topics in Corporate Finance 5. MACC 5P99 Advanced Financial Statement Analysis 6. MACC 5P11 Integration and Team Management 7. MACC 5P12 Integration and Analysis 8. MACC 5P51 Information Technology and Systems 9. MACC 5P61 Corporate Governance 10. MACC 5P88 Accounting for Governmental and Not-for-profit Organizations <p>In the first term, students complete four courses covering all CPA electives (Assurance, Finance, Tax, and Performance Management). In the second term, they take two graduate accounting courses and two CPA Capstone courses focused on CFE exam preparation, for a total of eight courses.</p>
Carleton University (Sprott School of Business)	Master of Accounting (MAcc)	<ol style="list-style-type: none"> 1. ACCT 5120 Advanced Concepts I 2. ACCT 5121 Advanced Concepts II 3. ACCT 5130 Advanced Finance 4. ACCT 5123 Advanced Taxation 5. ACCT 5129 Professional Accounting Cases I 6. ACCT 5128 Strategy for Professional Accountants 7. ACCT 5199 Internship 8. ACCT 5131 Performance Management 9. ACCT 5124 Data Analytics for Professional Accountants 10. ACCT 5125 Advanced Assurance 11. ACCT 5137 Professional Accounting Cases II 12. ACCT 5134 Advanced Integration I 13. ACCT 5136 Advanced Integration II <p>Eight of these courses are half-credit courses, four are quarter-credit courses, and one (the internship) is a one-credit course.</p>
University of Waterloo	Master of Accounting (MAcc)	<i>Master's Coursework option: 8 courses (3 required, 5 CPA/general electives)</i>

		<p><i>Master's Research Paper option: 7 courses + MRP</i></p> <ol style="list-style-type: none"> 1. ACC 610 Public Accounting Practice 2. ACC 611 External Reporting 3. ACC 680 Performance Measurement and Control Systems for Implementing Strategy 4. Choice of 5 electives
York University (Schulich School of Business)	Master of Accounting (MAcc)	<ol style="list-style-type: none"> 1. ACTG 6301 Integrative Case Analysis for Accountants 2. ACTG 6720 Advanced Income Taxation 3. ACTG 6401 Advanced Integrative Case Analysis 4. ACTG 6501 Integrative Case Analysis - The Capstone 5. ACTG 6601 Management Accounting: Strategy and Performance 6. ACTG 6650 Strategic Performance Evaluation 7. ACTG 6801 Strategic Leadership Planning and Case Analysis 8. ACTG 6160 Advanced Financial Accounting 9. ACTG 6610 Advanced Auditing 10. SGMT 6000 Strategic Management 11. ACTG 6730 Managerial Tax Planning <p>These courses are for the eight-month option. Required: 1-7. Electives: 8-11</p>

¹ The program information listed reflects the current curriculum. These programs will also be required to update their programs to meet the new CPA 2.0 requirements

1.6 Overlap/Integration with other programs at TMU

Following changes prescribed by CPA Canada after 2014, the Ted Rogers School of Accounting and Finance (SAF) responded by launching a Professional Master's Diploma (PMDip) in Accounting with the first cohort of students accepted to the program in May, 2017. The post-degree diploma program was designed so that students cover and achieve proficiency in Core 1, Core 2 and Elective modules of CPA-PEP, and receive advanced standing for entry to the Capstone 1 module. The PMDip complements the offering of the TRSM undergraduate Bachelor of Commerce degree in Accounting; a prerequisite of entering the CPA-PEP leading towards the Chartered Professional Accountant (CPA) designation.

With further changes communicated by the CPA through several online meetings and information sessions throughout 2025 ([Chartered Professional Accountants of Ontario, New CPA Program 2025](#)) and the CPA-Curriculum Map 2.0 to take effect in 2027, the evolution from a Professional Master's Diploma in Accounting, which will be discontinued and replaced by a Master's Degree in Accounting is strategically prudent.

The rationale for transitioning from a PMDip to a Master's degree includes the following:

- 1) Converting the PMDip to a MAcc is consistent with the Accounting Department's strategic objectives to offer comprehensive accounting programs at the undergraduate,

Masters and Doctoral levels including the recently introduced Accounting Specialization within the PhD in Management.

2) An eight-month diploma program would have limited demand from high-quality TMU and external graduates when comparable master's programs offered by competitors can be completed in the same time frame at equal or lower tuition costs.

3) A master's degree has wider market appeal and enhances the program's competitiveness and perceived value.

The current TRSM PMDip program, which will be replaced by the proposed MAcc program, provides graduate-level instruction and credits to students planning to complete the existing CPA Capstone Modules and CFE, both of which are components of the CPA-PEP that will be replaced by the new CPA Professional Program. The CPA-PEP is a self-study modular program with six required modules, including Capstone 1 and Capstone 2 integration modules. Students who enroll in the PMDip are exempt from taking some of the CPA-PEP modules (Core 1, Core 2, and Elective Modules) and are then required to take the Capstone 1 and 2 courses as well as the subsequent CFE. The PMDip delivers a set of five instructor-led graduate courses. The program not only covers the required material but allows students to complete electives required by CPA Canada in a shorter time span.

Completion of a four-year bachelor's degree with a major in accounting, such as the Ted Rogers undergraduate Accounting major, or a four-year bachelor's degree in a non-accounting field with successful completion of the CPA Knowledge Assessment is a prerequisite for the MAcc degree program. Students are then required to complete graduate level courses to satisfy the new CPA Professional Program through a recognized post secondary institution. The proposed Master's Degree in Accounting will meet the new CPA requirements by incorporating all academic material for the CPA Foundational Development, Core Licensure and Leadership Modules. The mandate of the proposed MAcc program is to support graduates to advance their professional careers in Accounting, and work towards the CPA designation. By successfully completing the MAcc program, graduates effectively complete all requirements of the [New CPA Professional Program](#) to complete the CPA Professional Final Exams Parts 1 and 2, and advance to the CPA's Professional Readiness Module and Professional Final Exam Part 3 .

It should be noted that the proposed MAcc will complement the existing Ted Rogers School of Accounting and Finance programs and become a more integral component to offer internal students a clear path to the CPA designation. The School offers an undergraduate Bachelor of Commerce - Accounting major that prepares students to enter CPA-PEP programs offered through the PMDip or directly by the soon-to-be discontinued CPA's learning program. As a result, the MAcc will become the primary pathway for TRSM students to obtain their CPA.

The time has come to combine the professional expertise developed with the PMDip program with more extensive scholarly content in a master's degree format. The proposed master's level program is appropriate due to the advanced level and complexity of the learning experience and sophistication of the material to be covered.

The proposed Master of Accounting degree program will request accreditation by CPA Ontario in July 2026 to have in place prior to official launch of the program. Currently the PMDip in

Accounting is the only program at TMU that provides students with advanced standing in the CPA-PEP program, which will no longer be recognized following 2028. After the MAcc program launches in Winter 2028, the PMDip program will no longer be offered.

2 The Program

2.1 Learning Outcomes

Learning outcomes for the proposed MAcc program align with the CPA's Foundational, Core Licensure, and Leadership competencies of the new CPA Competency Map (CM) 2.0. The CM 2.0 was considered and incorporated at a high level when developing the MAcc learning outcomes. CPA competencies are mapped at the course level.

Table 5. Program Objectives and Learning Outcomes

Program Objective	Learning Outcome
<p>1. Technical Competence: To develop competence in accounting principles and techniques for evaluating and advising clients according to business & financial needs.</p>	<p>LO1a. Apply established principles and techniques to prepare, analyze and evaluate financial statements and/or an entity's financial state</p> <p>LO1b. Advise on advanced accounting, assurance and taxation needs of business clients, and non-profit and governmental organizations.</p>
<p>2. Research, Problem Solving & Business Integration: To provide students with opportunities to advance their skills and abilities in developing data-informed business solutions by practicing research and investigation techniques, including integrating information from multiple sources to design policies and programs grounded in accounting principles.</p>	<p>LO2a. Analyze and evaluate complex accounting problems by applying key concepts, theories, and professional standards; using appropriate methodological techniques to collect and assess relevant data from multiple information sources; and critically evaluating authoritative guidance, including the CPA Handbook and the Income Tax Act, to support professional judgment and problem-solving.</p> <p>LO2b. Integrate knowledge of tax, financial accounting, auditing, management accounting, performance management, non-profit and governmental accounting, and data analytics to develop and evaluate accounting or audit policies and programs.</p> <p>LO2c. Possess the accounting skills to identify and solve business problems.</p> <p>LO2d. Utilize resources and advanced data analytics to translate ideas/concepts into novel solutions to problems or business structuring/restructuring transactions.</p>

<p>3. Ethical Reasoning, Professionalism & Communication Skills: To prepare students to become ethical stewards of the accounting profession by developing an understanding of how their scope of work fits within the broader needs of a team and overall business strategy, and by developing and practicing the ability to present information persuasively through effective written and oral communication.</p>	<p>LO3a. Exercise personal responsibility, intellectual autonomy, and accountability for results when producing ethical and well reasoned arguments for financial reporting needs and processes.</p> <p>LO3b. Identify the components of ethical decision making and academic integrity.</p> <p>LO3c. Have an appreciation of the limitations of one's own work and discipline and of the complexity of accounting-related knowledge.</p> <p>LO3d. Develop team working and leadership skills.</p> <p>LO3e. Synthesize information to be meaningful for intended audiences and deliver messages in a logical and concise manner.</p> <p>LO3f. Create professional written and oral communications with a persuasive argument that is appropriate for the target audience and professional engagement.</p>
<p>Program Objective 4 - CPA Pathway Preparation & Professional Readiness: To ensure students are academically prepared for progression through the CPA certification process by integrating the technical, analytical, and professional competencies required for CPA success, and by delivering an accredited program that qualifies graduates to enrol in and complete the CPA professional final examinations.</p> <p>LO1a-LO3f. This objective spans all of the above to ensure students are academically prepared for progression through the CPA certification process.</p>	

EDI/anti-racism lens in the development of the program

Equity, anti-racism and meaningful reconciliation with Indigenous peoples are among the Ted Rogers School of Management strategic priorities as identified in the TRSM [Strategic Plan 2025-2030](https://www.torontomu.ca/content/dam/tedrogersschool/trsm-documents/trsm-3yr-action-plan-2021.pdf)¹. Throughout the curriculum, case studies, and class discussions, the MAcc degree will be aligned with the CPA Curriculum Map 2.0, which includes competencies with specific topics on Equity, Diversity and Inclusion and Indigenous Perspectives. These include two "sub foundational" goals that explore theories and terminology underpinning the topic areas (e.g. cultural competence) and related standards, regulations, laws, criteria and frameworks. The pathway available through the Chang School is designed to be flexible enough to accommodate applicants with an undergraduate degree in any discipline who demonstrate successful completion of course requisites. The pathway for prospective applicants from non-accounting backgrounds involves completing CPA-recognized courses through the Chang School, which, in

¹ <https://www.torontomu.ca/content/dam/tedrogersschool/trsm-documents/trsm-3yr-action-plan-2021.pdf>
<https://www.torontomu.ca/content/dam/tedrogersschool/trsm-documents/2025-2030-TRSM-Strategic-Plan.pdf>

addition to passing the CPA Knowledge Assessment, satisfy the prerequisites for entry into the MAcc.

2.2 Appropriateness of the learning outcomes in meeting the institution’s Graduate Degree Level Expectations

The following table demonstrates how the MAcc Program Learning Outcomes (LOs) align with the broader Graduate Degree Level Expectations (GDLEs). The MAcc learning outcomes are consistent with the curriculum goals of both the GDLEs and CPA Competency Map 2.0.

Table 5: Relationship between Learning Outcomes and Master’s Level GDLEs

Graduate Degree Level Expectations	Description	MAcc Program Learning Outcomes
Depth and Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	LO1b, LO2a, LO2b, LO2c, LO2d
Research and Scholarship	A conceptual understanding and methodological competence that: <ol style="list-style-type: none"> Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and Enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> The development and support of a sustained argument in written form; or Originality in the application of knowledge. 	LO2a, LO3c, LO3e
Level of Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	LO1a, LO2c, LO2b
Professional Capacity/ Autonomy	The qualities and transferable skills necessary for employment requiring:	LO3a, LO3b, LO3d

Graduate Degree Level Expectations	Description	MAcc Program Learning Outcomes
	<p>The exercise of initiative and of personal responsibility and accountability; and Decision-making in complex situations; and The intellectual independence required for continuing professional development;</p> <p>The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	
Level of Communication Skills	The ability to communicate ideas, issues and conclusions clearly.	LO3e, LO3f, LO2b
Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	LO3c, LO2b

While the MAcc does not require a thesis or Major Research Paper (MRP) as such papers are typically associated with research-oriented programs rather than professional graduate degrees. However, this program demonstrates strong alignment with the GDLEs for Research and Scholarship by developing students’ conceptual understanding, methodological competence, and professional judgment through advanced, applied, and integrative coursework. Across the curriculum, students engage with techniques of inquiry, critically evaluate authoritative sources, and apply principles to complex professional problems and emerging issues.

2.3 Admission requirements

The Ted Rogers School appreciates that every candidate is unique, and as such, reviews all graduate student applications from a holistic perspective. As a recognized top business school in Canada, admission to the Master of Accounting (MAcc) program is expected to be competitive. Students entering the MAcc program will apply through the Yeates School of Graduate and Postdoctoral Studies (YSGPS) and the program will be delivered in the Ted Rogers School of Management. Applicants will be admitted under the University’s graduate admission requirements for a master’s program plus additional requirements stipulated by the Ted Rogers Graduate Programs Office including:

- Applications will be evaluated for demonstrated academic success, excellent interpersonal skills and communication abilities.
- Applicants will be required to have sufficiently completed the CPA required courses and assessments for entry to the CPA Foundational Development prior to enrollment.

The admission requirements for the Master of Accounting will be:

- Admissions Requirements: Completion of a four-year bachelor's degree with a major in accounting from a recognized institution, or a four-year bachelor's degree in a non-accounting major with successful completion of the CPA Knowledge Assessment.
- A minimum grade point average (GPA) or equivalent of 3.00/4.33 in the last two years of study.
- Completion of requisite course work for entry into the Chartered Professional Accountants of Ontario, Foundational Development Module.
- A minimum grade of 60% in each of the accounting courses specified by CPA Ontario as providing the entry-level knowledge required for entry into its Foundational Development module, and an overall average of at least 65% across the required courses.
- An English Proficiency Score is required from all applicants who have degrees from institutions in which English is not the language of instruction or examination. The proposed minimum score requirement will be set the same as the Ted Rogers MBA program with TOEFL: 95, IELTS: 7.0, and MELAB: 90, and PTE: 68. Applicants who completed the requisite coursework for entry into the Chartered Professional Accountants of Ontario Foundational Development Module at a Canadian post-secondary institution are exempt.
- Resume
- Two reference letters
- Statement of Intent

The admission committee will consider all aspects of the applicant's academic and professional backgrounds, with the goal of selecting students who are most likely to succeed in achieving the program learning outcomes and make a significant contribution to the accounting profession.

The proposed MAcc is a professional, course-based program with the majority of learning, development and assessment occurring through formal coursework. Students entering the program are expected to meet a minimum standard of accounting knowledge. This knowledge is demonstrated in one of two ways:

1. Completion of a four-year bachelor's degree with a major in accounting from a recognized institution, or
2. A four-year bachelor's degree in a non-accounting major with successful completion of the CPA Knowledge Assessment. This applies to candidates who have a four-year bachelor's degree from a non-Canadian institution or in a non-business background. These courses are offered through the Chang School and are approved by CPA Ontario.

Table 6. Required Undergraduate Courses or Equivalencies for Admission to the MAcc for Applicants with bachelor's degree in a non-accounting major

Specific Undergraduate Courses

Subject Area	CPA Preparatory Course	Equivalent Course(s)	Minimum Grade
Audit and Assurance	Audit and Assurance	CACC 521*	60% in each course & 65% average across all core courses
Finance	Corporate Finance	[CFIN 300 and CFIN 401]	
Financial Reporting	Intermediate Financial Reporting 1	CACC 450	
	Intermediate Financial Reporting 2	CACC 550	
	Advanced Financial Reporting	CACC 703	
Management Accounting	Intermediate Management Accounting	CACC 801	
Strategy and Governance	Performance Management	CBUS 800	
Taxation	Taxation	CACC 750	

Eight Other Business Courses			
Subject Area	CPA Preparatory Course	Equivalent Course(s)	Minimum Grade
Financial Reporting	Introductory Financial Accounting	CACC 110	50% in each course
Management Accounting	Introductory Management Accounting	CACC 410	
Other General Business Topics	Business Law	[CLAW 122 and CLAW 603]	
	Economics	[CECN 104 and CECN 204]	
	Information Technology	CITM 696*	
	Statistics	CQMS 210	

Students will develop advanced competency in the functional areas of accounting and must be able to demonstrate on admission an appropriate level of the technical knowledge, skills and tools of accounting principles. The MAcc will be an eight-month, rigorous, full time, course-based program, thus completion of requisite course work is absolutely necessary for program success.

The admission requirements are appropriate for the program learning outcomes, as they ensure that potential students will have the academic background needed to integrate and apply the

knowledge and skills delivered in the program. The minimum B average offers evidence that candidates are academically competent and the special consideration admission information (discussed below) will support the School's goal of widening access for inclusive excellence. Applicants from non-business or accounting backgrounds will be advised towards the requisite courses offered through the Chang School to fulfill prerequisites for entry into the CPA-Program.

Table 7: Admission Pathways to the Master of Accounting Program

Applicant has a...	CPA Requisite Studies (via Chang School or equivalent)	Master of Accounting (MAcc)	
		Academic Term 1 Spring (Winter)	Academic Term 2 Fall (Spring)
Four-year non-Canadian degree	x begin here		
Four-year Canadian degree (non-business)	x begin here		
Four-year Canadian business degree (non-Accounting)	x begin here		
Four-year TRSM business degree (non-Accounting)	x begin here		
Four-year Canadian business degree from non-CPA recognized institution (Accounting major or specialization)	x begin here		
Four-year Canadian business degree from CPA recognized university (Accounting major or specialization)*		x begin here	
Four-year TRSM business degree (Accounting major)**		x begin here	

*Must have completed all undergraduate courses required by CPA

**Requirement of two reference letters, and Statement of Intent will be waived

In addition to the stated minimum admission average set by YSGPS, applicants are required to have an overall GPA of 65% in the seven required courses, with a minimum grade of 60% in each required course and minimum grade of 50% in the eight other business courses.

The resume and transcripts will allow the admissions committee to assess an applicant's prior experience in the academic realm and, where applicable, the professional field. The applicant's bachelor's degree will demonstrate the basic knowledge associated with the ability to achieve the proposed MAcc learning outcomes.

The statement of intent will allow the admissions committee to assess an applicant's ability to achieve learning outcomes as they relate to the ability to formulate strategic forms of written and verbal communication. By assessing the relevance of the applicant's stated interests and

experience to the program’s holistic approach and offerings, the committee will better be able to gauge their likelihood of successfully achieving all of the program’s learning outcomes.

The program will accept students into 2 cohorts per year (winter and spring), with 2 distinct admission cycles.

2.4 Program calendar

Suggested program calendar entry:

Accredited by CPA Ontario, this Master's of Accounting is designed to enable graduates to advance their professional careers and work towards the CPA (Chartered Professional Accountant) designation. The program accepts students with 4-year undergraduate Accounting degrees or those with a degree from another discipline and successful completion of the CPA prerequisite courses and Knowledge Assessment. The program employs active learning, guest speakers and extensive use of case studies, discussions and projects at the graduate level. Upon successful completion, students will be eligible to move directly to the CPA professional final exams toward their CPA designation. The MAcc curriculum consists of eight courses, including a capstone course all spanning two terms (e.g. 8 months). These courses include: Advanced Financial Reporting, Advanced Assurance & Trust, Advanced Finance, Advanced Tax, Integration and Professional Decision Making, Managerial Decision Making in a Dynamic Environment, Big Data and Data Analytics, and a Strategic Leadership Capstone.

Master of Accounting (MAcc)

DEGREE REQUIREMENTS		Credits
MTxxx1	Advanced Financial Reporting	1
MTxxx2	Advanced Assurance & Trust	1
MTxxx3	Integration and Professional Decision Making	1
MTxxx4	Advanced Finance	1
MTxxx5	Advanced Tax	1
MTxxx6	Managerial Decision Making in a Dynamic Environment	1
MTxxx7	Big Data and Data Analytics	1
MTxxx8	Strategic Leadership Capstone	1

COURSE LISTING

MTxxx1 Advanced Financial Reporting

This course addresses both routine and non-routine transactions and events at the highest level of the CPA competency map. It develops advanced proficiency in financial reporting based on appropriate accounting standards, enabling students to analyze issues of recognition, measurement, classification, presentation, and disclosure. Emphasis is placed on applying professional judgment and ethical reasoning in the preparation and evaluation of financial information that is relevant and faithfully represented. Through case analyses and applied exercises, students enhance their ability to interpret reporting frameworks, manage estimation uncertainty, and communicate well-supported financial reporting decisions. Students are expected to integrate financial reporting with related areas, such as assurance and trust, and other competency areas.

MTxxx2 Advanced Assurance & Trust

This course develops the competence to plan, perform, and report on assurance projects in the public interest at the licensure level of the CPA Competency Map. Students apply an ethical mindset and structured decision-making process across the full assurance life cycle. The scope includes audits, reviews, compilations, and other assurance engagements conducted in accordance with appropriate assurance standards. The regulatory context, including audit committees, the Canadian Public Accountability Board, and securities expectations, is addressed where applicable. Learners are expected to integrate assurance with other competency areas, such as financial and non-financial reporting. Throughout, students link assurance conclusions to organizational value creation by demonstrating how trusted information and effective controls support strategy execution and stakeholder confidence.

MTxxx3 Integration and Professional Decision Making

This course develops the professional mindset and structured decision-making approach expected of Chartered Professional Accountants (CPAs). It introduces and applies an ethical mindset and a systematic decision-making process, including the five-step framework, in routine business and accounting contexts. The course also builds practical foundations in data systems and measurement to support informed decision-making. Additionally, it focuses on developing the skills required to approach and integrate multi-subject cases. Emphasis in these cases is placed on identifying both stated and implied issues, analyzing each issue, and making sound ethical recommendations while considering the impacts on all stakeholders. Organizational and governance issues, including data privacy, security, and provenance, are integrated throughout. Foundational perspectives such as economics, law, organizational behaviour, and sustainability, together with sub-foundational lenses such as emerging technology, equity, diversity and inclusion (EDI), Indigenous perspectives, and systems thinking, are incorporated to strengthen professional judgment.

MTxxx4 Advanced Finance

This course develops advanced competence in finance within an ethical, decision-oriented framework. It emphasizes ethical considerations and a structured approach to analyzing investment and financing decisions, measuring performance, and communicating recommendations to stakeholders. Topics include capital budgeting and cash flow modeling; cost of capital and capital structure; working capital and liquidity management; risk and uncertainty analysis; and financial and non-financial performance measurement, including Environmental, Social, and Governance (ESG) metrics. The course also explores the interrelationships among

strategy, risk, and sustainable value creation. Cases progress from structured to less routine as the course advances. Students will integrate finance with other CPA competency areas while drawing on management decision-making, information systems and technologies, strategy, risk management, and innovation. They will define information requirements and system supports, demonstrating how financial decisions align with strategic objectives, risk appetite, and value-creation goals.

MTxxx5 Advanced Tax

This course develops advanced competence in taxation for decision-making in organizational and professional contexts. It emphasizes ethics and a structured decision-making process in analyzing and resolving tax issues for individuals and corporations. Students will evaluate tax matters, including income determination, deductions, loss utilization, remuneration, corporate distributions, and the tax implications of transactions such as acquisitions, dispositions, reorganizations, and rollovers. The course also covers HST/GST compliance in common business contexts. Cases progress from structured to less routine as the course advances. Students will integrate taxation with other competency areas, such as financial reporting and finance, and apply analytics and data governance to support compliance, risk monitoring, and informed management decision-making.

MTxxx6 Managerial Decision Making in a Dynamic Environment

This course develops leadership-level skills in framing and designing decisions under uncertainty and within multi-stakeholder settings. Students apply an ethical mindset and a structured decision-making process to scope issues, analyze opportunities and risks, identify interested-party information needs, diagnose performance problems, and design defensible decision approaches, including assumptions, scenarios, criteria, key performance indicators (KPIs), and communication plans. Focusing on managerial decision-making, the course integrates concepts, frameworks, and applications across both disciplinary and functional areas, including management accounting, finance, decision-making, information systems, strategy, risk management, and value creation. Students are expected to demonstrate advanced cross-functional integration by explicitly linking big data and data analytics, finance, management decision-making and information systems/technology, and strategy, risk management, and innovation to produce decision designs that clearly support organizational value creation.

MTxxx7 Big Data and Data Analytics

This course develops students' competence in planning, executing, and communicating data analytics that inform and support professional judgment and decision-making. Students apply an ethical mindset and a structured decision-making process to transform data into trusted, actionable insights. Key components include framing analytical questions, defining data requirements, preparing and assessing data quality, selecting appropriate analytical methods (descriptive, diagnostic, predictive), evaluating results and potential biases, and communicating clear, decision-ready conclusions. The course integrates principles of organizational and data governance, including privacy, security, and data provenance, while emphasizing transparency, reproducibility, and the responsible use of analytics, including applications of artificial intelligence and machine learning (AI/ML). Analytical applications span financial reporting, assurance, finance, management accounting and performance measurement, risk management, and non-financial domains such as Environmental, Social, and Governance (ESG) reporting.

Students are expected to demonstrate advanced cross-functional integration, explicitly connecting analytics to assurance and trust, financial reporting, management decision-making and information systems/technology, and non-financial reporting. The course builds on cross-functional analytics foundations to prepare students for evidence-based professional practice in evolving business and regulatory environments.

MTxxx8 Strategic Leadership Capstone

This course provides a culminating, integrated learning experience that synthesizes technical knowledge, ethical reasoning, and leadership-level professional judgment. Students apply the ethical mindset and the full decision process to large-scale, non-routine, multi-stakeholder simulations that require planning and implementation, measurement and monitoring, completion, and reflective learning. The work integrates financial reporting, assurance, finance, tax, strategy, analytics, and non-financial reporting with organizational and data governance, systems thinking, and EDI and Indigenous perspectives.

2.5 Mapping of curriculum to learning outcomes

As graduates from this master’s level program in a professional school, students will be able to critically evaluate and solve problems within the realm of professional accounting, understand the current trends in the profession and be able to communicate in an effective manner with target audiences. Each of the Program Learning Outcomes will be taught and assessed at several points across the curriculum; however, most individual courses include comprehensive coverage of that particular topic with final assessments at the proficiency level. Further, the Integration, Managerial Decision Making, and Leadership Capstone courses will require students to integrate this proficiency level knowledge for strategic business scenarios.

Table 8: Alignment of Learning Outcomes Across the Master of Accounting Courses

Program Goals and Learning Outcomes		Goal 1: Technical Competence		Goal 2: Research, Problem Solving & Business Integration				Goal 3: Ethical Reasoning, Professionalism & Communication					
Code	Course Title	1A	1B	2A	2B	2C	2D	3A	3B	3C	3D	3E	3F
MTxxx1	Advanced Financial Reporting	✓		✓		✓	✓	✓		✓	✓	✓	✓
MTxxx2	Advanced Assurance & Trust		✓	✓				✓	✓	✓	✓	✓	
MTxxx3	Integration and Professional Decision Making	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MTxxx4	Advanced Finance					✓		✓		✓			
MTxxx5	Advanced Tax	✓		✓					✓			✓	
MTxxx6	Managerial Decision Making in a Dynamic Environment			✓		✓	✓	✓	✓				✓
MTxxx7	Big Data and Data Analytics		✓			✓	✓			✓			✓
MTxxx8	Strategic Leadership Capstone	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

All Program Learning Outcomes are mapped and assessed at a proficiency level consistent with the expectations of the CPA, while foundational knowledge being covered during the student's undergraduate Accounting degree and re-introduced at the start of each MAcc course.

2.6 Rationale for proposed mode of delivery and program length

Similar to TRSM's BComm in Accounting, the MAcc program will utilize active learning techniques in course content that engage students in thinking about what they are doing as they accomplish tasks or assignments, in order to develop a deeper understanding of accounting topics and issues. While designing course modules, instructors are driven by a keen desire to assist students in mastering content. In doing so, it is pivotal to decide both the content to be covered as well as the appropriate approach(es) to teaching the selected content.

Faculty in our School of Accounting and Finance (SAF) are committed to high-impact activities that place students in circumstances in which they must interact with faculty and peers, conduct research with faculty members, and participate in problem-based assignments in the context of a course to set the stage for developing a meaningful relationship with the business community. Students and faculty devote considerable time to tasks that deepen students' investment in their academic experience and commitment to the School.

The traditional form of teaching in the MAcc will primarily involve case analyses and lectures accompanied by breakout sessions, guest speakers, tutorials and/or workshops, with independent and group work done by students. In lectures, the instructor models an interaction with the subject, demonstrates an approach to an issue, shows example solutions to problems, provides opportunities for guided practice, assigns small group work in class with an emphasis on constructive feedback, and assigns independent practice with an emphasis on mastery learning.

The program will be offered in a primarily in-person format, with all courses delivered using successful case-based learning techniques. The in-person format allows students to participate in real-time sessions that include class discussion and group presentations. This mode of delivery allows for specific learning objectives to be met. For example, in-person class time will be used for discussion to elaborate on the assigned readings to ensure students understand course material, while group presentations during the class sessions demonstrate to students different approaches to finding solutions, thus fulfilling outcomes that contribute to depth and breadth of knowledge, such as identifying, investigating, and analyzing accounting problems and proposing useful solutions to and rendering effective reports to clients. Problem-based learning will focus in-person discussions and assignments to facilitate the program's application of knowledge objectives because it fosters the students' ability to identify and analyze complex problems, hone their reporting skills, and critically support their analyses. In addition, the use of professorial and professional instructors - both of whom bring current professional knowledge, ethical expectations, and industry-aligned competencies into the classroom - ensures that the professional capacities of the students are fully developed so that students are well-prepared to

avoid ethical pitfalls, discharge professional duties, and meet expected standards of competency and integrity.

2.7 Anticipated enrollment

The MAcc will be offered twice per year with a cohort-based model running from Winter to Spring/Summer (Jan to Aug) and Spring/Summer to Fall (May to Dec).

Initial intakes over the first two years will target admissions of 60 to 70 students (i.e. 30 to 35 per cohort). By steady state, the program anticipates enrollment of 70 to 80 students per year (35 to 40 per cohort). These figures are informed by current enrollment in the existing PMDip program and are expected to draw primarily from domestic applicants with 1-2 international applicants per year due to the CPA prerequisite courses and Canadian work experience requirements.

3 Resources

3.1 Students

The Master of Accounting (MAcc) program will be a **course-based degree**. MAcc students will not be required to complete a thesis or major research paper (MRP).

Financial Support

MAcc tuition fees for domestic and international students will be comparable and competitive with other programs offered in the Greater Toronto Area, with consideration for access and success of equity-deserving groups. In addition, students admitted to the MAcc program may be eligible for **entrance awards and scholarships up to \$3,500** per individual based on merit and/or financial need as funded through program revenues.

3.2 Faculty

The TRSM School of Accounting program is staffed by faculty with either academic (TFA faculty) or professional qualifications (CUPE instructors). Faculty with academic qualifications typically have a PhD and are active researchers in areas such as accounting and taxation. Professionally qualified faculty typically have master's degrees, possess a current accounting designation (CPA designation), and have professional experience through practice, consulting or other professional activities. The MAcc program will employ a combination of approximately **one-half academic** (tenured or tenure-track) and **one-half part time** (CUPE) faculty.

Table 9. Accounting Faculty at TRSM

Name	Date of First Appointment	Tenure Status	Highest Degree (Year)
Tenured/Tenure-Track Faculty			

Chan, Anthony	1999	Tenured	PhD (1991)
Deng, Claire	2018	Tenure-Track	PhD (2021)
Epelbaum, Nicolas	2024	Tenure-Track	PhD (2023)
Farshadfar, Shadi	2008	Tenured	PhD (2009)
Hong, Minna	2019	Tenure-Track	PhD (2022)
Li, John	2020	Tenure-Track	PhD (2020)
Liu, Guoping	2006	Tenured	PhD (2006)
Mehmi, Harjot	2024	Tenure-Track	PhD (2025)
Okafor, Oliver	2017	Tenured	PhD (2015)
Sydor, Daria	1987	Tenured	MBA (1977)
Wakil, Gulraze	2019	Tenure-Track	PhD (2011)
Wang, Ye	2022	Tenure-Track	PhD (2023)
Yu, Dongning	2020	Tenured	PhD (2020)
Name	Date of First Appointment	Tenure Status	Highest Degree (Year)
Contract Lecturers (Instructors)			
Amerski, Bartosz	2022	Non-tenure Track	LLM (2016)
Early, Caitlin	2025	Non-tenure Track	MBA (2022)
Feigenbaum, Mark	2017	Non-tenure Track	SJD (2016)
Grech, Else	2005	Non-tenure Track	MA (2013)
Li, Andi	2024	Non-tenure Track	MFin (2014)
MacMaster, Bradley	2009	Non-tenure Track	MBA (1978)
Mahmood, Adeel	2025	Non-tenure Track	MBA (2007)
Prokop, Adam	2019	Non-tenure Track	MBA (2014)
Puskalic, Michael	2021	Non-tenure Track	MBA (2000)
Shapiro, Joel	1998	Non-tenure Track	MBA (2012)
Whelan, Keith	2009	Non-tenure Track	MBA (1988)
Yarmolinsky, Larry	2013	Non-tenure Track	MBA (1977)
Yitzhaky, Lior	2005	Non-tenure Track	PhD (2017)

3.3 The Academic Unit

The MAcc program will be supported by the administrative team and infrastructure of the **TRSM Graduate Programs department**. Led by a Director of Graduate Program Administration and reporting to the Associate Dean of Graduate Programs, the team collaborates and actively supports all of the Graduate Program Directors (GPDs) within TRSM. This will include a 50% share of a Graduate Program Administrator (GPA) for the MAcc, along with shared Recruitment Advising, Department Administrator and Graduate Career support positions to complement the current admin team.

3.4 Additional institutional resource commitments

The MAcc will not require additional University resources beyond hiring teaching faculty for 3 additional courses per cohort along with the above noted administrative staff as the program will effectively replace the PMDip offering that currently has the same admission cycle and similar enrollment projections to this proposal. Start-up costs within TRSM will be limited primarily to converting existing website and marketing materials to promote the new MAcc along with search and onboarding costs for hiring the appropriate new faculty and staff.

3.5 Consultation with UPO

The Notice of Intent (NOI) for a Master of Accounting program has been reviewed by the University Planning Office (UPO), in accordance with Policy 112, Procedures Section 1.

Appendix I: Course Outlines

[Proposed Course Outline/Descriptions](#)

Appendix II: Development Plan / Timeline

[Development Plan for MAcc Program](#)

Appendix III: Letters of support

[Letter of Support - Chair, Accounting, TRSM](#)

[Letter of Support - Dean, TRSM](#)

[Letter of support - YSGPS](#)