

# **Bachelor of Commerce (Accounting)**

Proposal Submission to the Ontario Postsecondary  
Education Quality Assessment Board

Application for Ministerial Consent  
Ontario Colleges of Applied Arts and Technology

Date of Submission: October 14, 2011



# 1. INTRODUCTION

## 1.1 College and Program Information

**Name of College:** Niagara College Canada

**URL for the College:** [www.niagaracollege.ca](http://www.niagaracollege.ca)

**Proposed Degree Nomenclature:** Bachelor of Commerce (Accounting)

**Location of Delivery:** Niagara College  
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## 1.3 Executive Summary

**Proposed Credential Nomenclature:** Bachelor of Commerce (Accounting)

**Anticipated Program Start Date:** September 2013

### Program Overview and Design

The Bachelor of Commerce (Accounting) includes eight academic terms of study and a minimum of one four-month co-op work experience. Mapped curriculum demonstrates the alignment between program learning outcomes and the degree-level standards, as well as the sequential development of knowledge and skills in courses across the four years as they pertain to the achievement of program learning outcomes. All courses build upon previous learning and demand increasing academic rigor.

The program develops students' capacities to analyze, formulate, judge, and solve challenging business problems. It incorporates a substantial use of case studies and research. Students are expected to integrate business knowledge with accounting knowledge to create sound business strategies, address increasingly challenging business problems, and exhibit more sophisticated and complex levels of analysis as they move into upper-level courses.

The program stimulates the development of an inquiring, analytical, and creative approach to business and encourages the acquisition of independent judgement and critical self-awareness. The use of active learning through case analysis and project-based inquiry requires that students evaluate the importance of specific facts, theories, paradigms, principles, and concepts in terms of validity, significance, and application in order to further develop their own arguments as well as analyze data to propose innovative solutions and recommendations for strategic decision-making.

The program is also built upon the integration of theoretical knowledge with practical applications. In the first two years, students establish an understanding of traditional business functions, theories, and principles and then progress to more advanced and specialized courses in accounting, finance, management, taxation, and auditing. Courses focusing on the design and analysis of research augment the student's knowledge base. Students also study and learn from fields outside the discipline. In addition to the discipline-specific and general business-related courses, students take a total of ten breadth courses, with content drawn from the social sciences, arts, humanities, and sciences.

The collaborative learning environment encourages students to progressively develop logical arguments through the appropriate use of research and creates the capacity for students to review, present, and critically evaluate information. The development of verbal, written, and presentation skills progress with increasing difficulty throughout the program as a result of formal and informal interaction with peers, faculty, and industry representatives and exposure to discipline-specific techniques, using standard formats including reports, journals, proposals, essays, case studies, and presentations in relation to assigned work.

Major themes in this program revolve around the “principles for responsible management education” (<http://www.unprme.org/>), a business model that emphasizes the importance of ethical decision-making, global responsibility, leadership, and cultural sensitivity in management. The curriculum design focuses on the application of these principles.

In addition to academic study, students participate a fourteen-week paid work term where they apply the knowledge and skills they have learned in the classroom to real-life business situations. In their work term, students gain professional experience and progressively expand professional responsibility. The Bachelor of Commerce (Accounting) degree will include one mandatory co-op work experience, but there are two work term opportunities available for students to secure relevant experience during the program of study.

The work experience component of the curriculum emphasizes initiative, personal responsibility, and professional accountability. The ability for students to work with others and to manage their own learning are key outcomes measured in this experience. Transferable skills related to these outcomes are infused and evaluated throughout the program and are integral to the co-op work experience.

The diversity and quantity of organizations involved in accounting and finance activities that draw upon the knowledge and skills in this degree directly addresses a Niagara Regional, as well as a provincial and national, priority and provides for a wide array of work experience opportunities. Support from local employers is high, and a variety of organizations have already affirmed a willingness to offer co-op work experiences to students enrolled in the program (see Section 7: Credential Recognition).

The Bachelor of Commerce (Accounting) builds on the strong foundation established by Niagara’s existing business programs. It contributes to the School of Business and Management’s goal of offering a full range of programming and providing opportunities for diploma graduates who wish to further their education. Diploma graduates may be granted advanced standing into the degree.

Since the program is designed with degree-level academic rigor, degree graduates can expect facilitation of credit transfer and credential recognition by other post-secondary institutions in Canada, the United States, and Australia. The program also prepares graduates for Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA) professional credentials. Industry professional organizations, employers, and universities have committed their support for this program (see Section 7: Credential Recognition).

### **Niagara College’s Strengths and Capacity to Deliver the Program**

Since opening its doors in 1967 in Welland and expanding into other parts of Niagara, Niagara College has grown to become a leader in education and training and one of the most enterprising colleges in Canada.

Niagara College has been a recognized leader in student satisfaction. According to annual Key Performance Indicator surveys mandated by the province of Ontario, Niagara College ranked

number one among all Ontario colleges in student satisfaction for six consecutive years. The survey also gave Niagara College high marks in graduate employment rate, graduate satisfaction, and employer satisfaction.

College enrolment now totals over 8,000 full-time students and more than 15,000 Continuing Education registrants annually. The College offers more than 90 post-secondary diploma and post-graduate certificate programs, skills and apprenticeship training programs, and two bachelor degree programs: International Commerce and Global Development and Hospitality Operations Management. Its strong partnerships with employers, as well as transfer agreements with many universities and colleges, help students to build a foundation for lifelong success. In the 2010 graduating year, 86.2 percent of Niagara students found employment within six months of graduating.

Niagara College has two main campus locations in Welland and Niagara-on-the-Lake. In the fall of 2008, the College embarked upon an ambitious \$90 million campus redevelopment project designed to increase capacity in programs that serve key industries in Niagara and to create new state-of-the-art learning environments. The project, completed in May 2011, includes the construction of an Applied Health Institute, a new Technology Skills Centre, classrooms and labs, student centre, athletic centre, and library and learning commons at the Welland Campus. The Niagara-on-the-Lake Campus development includes the construction of the Wine Visitor and Education Centre, which opened in November 2009, as well as expanded culinary facilities.

The Welland Campus, set on 100 acres of green space, is home to programs in technology, skilled trades, motive power, media, health and community, and policing and public safety. The Welland Campus, recognized for its “community” focus, is also home to the Niagara Centre YMCA, the Children’s Safety Village, a Niagara Regional Police training centre, and a Ball Hockey International complex.

The Niagara-on-the-Lake Campus is located at the base of the Niagara Escarpment – a UNESCO-designated World Biosphere Reserve – and features ecological lagoons, wetlands, landscaped gardens, and a 40-acre teaching vineyard. This environment serves as a “living lab” for our environmental, horticulture, food and wine, hospitality and tourism, and business programs. The campus also provides students with state-of-the-art learning environments and a range of practical experiences through “learning enterprises” and programs, including the Niagara Culinary Institute, the Niagara College Greenhouse, the Niagara Waters Spa, the Wine Visitor and Education Centre, the award-winning Niagara College Teaching Winery (the first commercial teaching winery in Canada), and Canada’s first teaching brewery.

Niagara-on-the-Lake is also home to the Business, Hospitality, and Tourism division. This division offers successful baccalaureate degree programs in Hospitality Operations Management as well as International Commerce and Global Development. In addition, it has developed a number of articulation agreements with institutions both in Canada and abroad, creating pathways for Niagara graduates to advanced academic credentials. For example, Niagara University, accredited by the

Association to Advance Collegiate Schools of Business (AACSB), has stated in its letter of support for this degree program that graduates can enter a Master of Business Administration program with a reduced number of required credits.

The vision of the School of Business and Management at Niagara incorporates a commitment to global citizenship through application of the “principles for responsible management education” (<http://www.unprme.org/>), which seek to establish a process of continuous improvement among institutions of management education in order to develop business leaders capable of managing the complex challenges faced by business and society in the 21<sup>st</sup> century. The School of Business and Management will use these principles to engage with students and the wider community, focusing on contributing to an inclusive and sustainable global economy for future generations. This degree will also focus on internationalization of the curriculum and include applied research and study abroad opportunities.

The Bachelor of Commerce (Accounting) degree will build on an area of strength for the School and will complement existing two- and three-year diploma programs in Accounting as well as capitalizing on the expertise of faculty who bring both advanced academic credentials and a wealth of experience in the field to the program.

Niagara College’s vision, developed by an enterprising and committed Board of Governors and an experienced and creative management team, is that of “enriching lives and fulfilling dreams”. The mission of Niagara College is “providing outstanding applied education and training for a changing world”. Niagara College makes strong commitments to its values, which focus on student success, working as a community, respecting diversity and inclusivity, fostering sustainability, and creating a culture of innovation.

Niagara College’s history has been shaped by an unwavering focus on the success of our students and an ability to adapt to the changing needs of the community we serve. Our future will depend on our ability to accommodate continued growth, find new and innovative ways to strengthen our roles, and sustain and expand our record of student success. To achieve this, we have set out four key strategic priorities for the next five years: to maintain our strong focus on student success, to be a key partner in the economic development of our region, to be a leader in our communities, and to build a strong, sustainable future. Our multi-purpose role is to be an educator, partner, and leader. The proposed degree directly connects to these priorities, contributing to Niagara’s growth as a vibrant and responsive post-secondary institution, closely linked to employer and community needs, and creating educational pathways for graduates moving from diplomas to degrees, as well as from degrees to graduate studies or professional certification in a stronger economic future.

Niagara College is a vital, sustainable educational community. We support existing and emerging sectors of the economy by developing and expanding innovative programs that produce the highly-skilled workforce that the 21<sup>st</sup> century economy requires. Despite the economic challenges facing Ontario, there is a looming skills shortage with a forecasted shortfall of 360,000 skilled workers by 2025. Our region and province look to the post-secondary sector as a key resource to advance and



support its economic future. Niagara College graduates are a critical resource, providing support for the transitioning economy. Niagara College has a key role in ensuring that the programs we offer provide the knowledge, skills, and experiences that allow our graduates to hit the ground running and make an immediate, positive impact in the workplace.

To this end, college planning ensures facilities, learning resources, and technological infrastructure are designed and delivered with a focus on student success. An extensive array of student services are available for students to access, including a well-resourced Centre for Students with Disabilities, Counselling Services, Financial and Health Services, First Nations and International student support, peer tutoring, and a fully functional Job Centre. The Student Administrative Council also takes a leadership role in providing services for students, including health insurance and bus transportation.

Niagara College also has a robust program quality assurance process and ensures the quality of degree program delivery through a number of practices and processes. Evidence-based and participatory inquiry are the basis of determining whether courses and the program (whether delivered using traditional, web-facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes. Furthermore, the results of the quality assurance practices and processes are used to guide curriculum design and delivery, pedagogy, and educational processes. Included in the framework for Quality Assurance are Board of Governors policies, active and contributing Program Advisory Committees, participation in an externally audited Program Quality Assurance Process Audit, an inclusive and thorough Program Review process, integration of information from provincially administered Key Performance Indicators, and detailed practices and processes for new program, course, and curriculum development and change.

Both the pedagogy and technology required for hybrid (blended) as well as online learning is well supported. Faculty are trained in e-learning delivery, and the Information Technology Services division provides adequate systems and support for faculty and students, including the easily accessible Blackboard learning management system. Numerous technologies and opportunities are available to achieve interaction among faculty and students. Extensive professional development augments technology for excellent teaching and learning.

The Bachelor of Commerce (Accounting) program fits the need for skilled professionals in the accounting and finance sector in the Niagara Region and beyond. Graduates can expect to find employment as accountants and auditors in a variety of settings, including banks and financial institutions; insurance companies; federal, provincial and municipal governments; auditing, accounting and bookkeeping firms; and through self-employment.

Niagara College expects a first year enrolment of 30 students. After four years, we plan a total program enrolment of 116 students. Given the qualifications of current faculty, we anticipate hiring five full-time faculty members through Years One to Four following the launch of the program. Faculty hiring, orientation, training, professional development, workload, and performance review are defined by processes which are developed to ensure excellence in teaching and learning.

The proposed degree will:

- expand students' educational opportunities for further studies and lifelong learning;
- broaden Niagara's offerings in applied business, making optimal use of its experience in hands-on professional education;
- build on Niagara's recognition as an Ontario leader in the preparation of professionals in business and finance;
- capitalize on Niagara's brand of innovative education with a business degree that stresses demonstrating leadership and ethical decision-making; and
- support Ontario's leadership on globalization initiatives.

## 1.4 Program Abstract

The Bachelor of Commerce (Accounting) program examines the theoretical considerations underlying accounting and develops skills in the applied aspects of the profession. Students will develop a comprehensive understanding of all aspects of business in the first two years of the program followed by an in-depth study of accounting. Students will be prepared for CA, CMA, and CGA professional certifications. Employers around the world are continuing to feel the effects of a talent shortage for accounting and finance professionals. Graduates of the program could expect to find employment in public accounting firms, government offices, not-for-profit organizations, major corporations, small businesses, and financial institutions in such positions as accountant, budget analyst, taxation specialist, auditor, treasurer, or as a self-employed professional. They could also pursue graduate studies in the same or related fields.

## 2. DEGREE LEVEL

In this section, a summary of program features and the resources that will support the program are provided to demonstrate how the knowledge and skill expectations in each of the six categories of the Baccalaureate/Bachelor Honours degree standard will be met.

There is alignment between the degree-level standard, the proposed degree-level learning outcomes, and the courses that comprise the program curriculum. All courses build upon previous learning and demand increasing academic rigor. Although the six categories are treated independently for the purposes of discussion, the degree-level program integrates the elements of the standard in a holistic fashion and creates opportunities for students to demonstrate more than one of the six categories in any given course, outcome, or evaluative mechanism.

Demonstration of how the Program Learning Outcomes correspond to the Degree-Level Standards is found in the Chart 4.3.1.

### Depth and Breadth of Knowledge

Accounting and finance professionals require a well-developed knowledge of the key concepts of business and must have a clear understanding of the multiple functions required in any business organization in order to build creative, customer-focused, and strategic business solutions. As well, they must understand accounting and finance methodologies, current and evolving practices and approaches, and the interdisciplinary nature of the accounting and finance field with other business disciplines. To accommodate this requirement, the program begins by establishing an understanding of traditional business functions, theories, and principles and then progresses to more advanced and specialized courses in accounting, finance, management, taxation, and auditing. Courses focusing on the design and analysis of research augment the student's knowledge base.

In the first two years of the program, business courses are focused in broad areas: general management, marketing, accounting and financial management, human resources, international business; entrepreneurship; business systems and technology, and economics. These courses provide a fundamental understanding of traditional business processes as well as the theories and models that inform each business function. Assignments provide students with opportunities to research issues and problems, evaluate findings, prepare conceptual arguments, draw conclusions, and prepare papers and presentations. Case studies and/or research reports built into most of the professional courses provide opportunities for students to develop and demonstrate their mastery of these skills.

The ability to gather, review, evaluate, and interpret information is developed through many Year One and Two courses, including Statistical Research Concepts, and later with Quantitative and Qualitative Methods. Through Emerging Issues and Cases in Accounting and Interdisciplinary Strategic Management courses, students expand knowledge of and experience in research across their discipline.

Courses across the entire program incorporate discussion of key issues; practice in applying concepts, orally and in writing; analysis and interpretation of material; and individual feedback on work produced. Students undertake independent reading to supplement and consolidate their classroom learning and to broaden their individual knowledge and understanding of the subject area. As students move into the upper levels of the program, they apply major and competing theoretical paradigms and models to the evaluation and resolution of business problems.

Critical analysis skills are emphasized from Year One as students explore the internal and external context of making management decisions. Financial Accounting, Managerial Accounting, and Financial Management courses in the first two years introduce students to the accounting function and begin the exploration of the principles and models that inform the discipline. Students develop skills in recording and summarizing transactions, preparing financial statements, analyzing business operations, and developing financial projections.

Advanced courses in Accounting, Managerial Accounting, Financial Management, Income Tax, Auditing, Accounting Theory, and Interdisciplinary Strategic Management develop a greater understanding of the fields across the discipline; create an in-depth understanding of the strategic issues faced by organizations and the implications for managing them; and provide opportunities for students to analyze information for a variety of strategic decision-making, accountability, managerial, regulatory, and resource allocation purposes. They also emphasize and ensure student synthesis of the legal, ethical, and social contexts of accounting and establish the ability to interpret, critically evaluate, and apply new material to occupational practice.

Through several courses in Years Three and Four, students compare alternatives in order to develop depth in understanding issues facing accounting professionals today. They need to consider many diverse areas, including the competitive environment, demographics, economics, environmental issues, the political environment, marketing and social trends, and changing regulatory and financial reporting requirements. The specialization courses explore how the design, operation, and validation of accounting systems both affect and are affected by these factors.

Students also study and learn from fields outside the discipline. New and emerging technology and the deployment of organizational resources are covered by various courses such as Technology Applications for Accounting and Accounting Information Systems as well as throughout all the accounting courses. Elements of the global business environment are introduced in early courses such as International Business Management Concepts and extended in the Financial Accounting courses and the Interdisciplinary Strategic Management course, which incorporate International Financial Reporting Standards (IFRS) and expose students to Canada's place in the larger international marketplace. Concepts, theories, and business applications of economics are covered in Microeconomics and Macroeconomics and are built upon in later years of the program.

In addition to the discipline-specific and general business-related courses, students take a total of ten breadth courses, with content drawn from the social sciences, arts, humanities, and sciences. Through a combination of elective and required liberal studies courses from outside the discipline,

with at least two breadth courses at an advanced level, students are involved in learning from outside the accounting speciality. Through these courses, students continue to develop and reinforce communication, critical thinking, and analytical skills. Required breadth courses such as Applied Ethics and Leadership Studies put an early focus on theory and then application in the field. Moreover, through courses such as Statistical Research Concepts and Quantitative and Qualitative Methods, students develop an appreciation and aptitude for a diversity of research methodologies that enables them to examine an array of hypotheses and assumptions beyond the specific discipline of accounting.

### **Conceptual and Methodological Awareness/Research and Scholarship**

First- and second-year courses introduce students to problem-solving creatively, using research techniques, forming research questions, and making the transition from theoretical research to practical application. In courses such as Statistical Research Concepts, Quantitative and Qualitative Methods, Emerging Issues and Cases in Accounting, and Interdisciplinary Strategic Management, students explore both well-established and non-traditional problem-solving approaches. The collaborative learning environment encourages students to progressively develop logical arguments through the appropriate use of research. As students demonstrate their ability to devise and sustain arguments and critique current research with academic integrity in their own documentation, they develop sequentially greater autonomy as they advance through the program.

### **Communication Skills**

Given the interdisciplinary nature of accounting and finance, strong communication skills, including the ability to present information in a systematic and persuasive manner, are an important foundation for success. This is captured as Degree Learning Outcome 9 (See Section 4.3):

9. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.

The development of verbal, written, and presentation skills progresses with increasing difficulty throughout the program as a result of formal and informal interaction with peers, faculty, and industry representatives and through exposure to discipline-specific techniques, using standard formats including reports, journals, proposals, essays, case studies, and presentations in relation to assigned work. Beginning with Business Communications in Year One, students both articulate and synthesize information to demonstrate knowledge, create rational and persuasive arguments, and document recommendations for decision-making, given the intended audience. An appreciation is developed for differing non-specialist audiences with whom they must communicate increasingly complex ideas, including internal and external senior management, consumers, and colleagues.

In addition to specific communication courses, many courses include assignments stressing and evaluating effective communication with structured and coherent arguments. Through presentations, reports, and case studies, students are expected to use primary resources to compile their research findings in a manner that is consistent with the professional requirements of the discipline.

## Application of Knowledge

The Quantitative and Qualitative Methods course builds on skills and knowledge developed in earlier courses to create the capacity for students to review, present, and critically evaluate information. Students present and evaluate relevant recent research findings and sustain persuasive and logical arguments that use a number of informed perspectives to challenge underlying assumptions.

The program stimulates the development of an inquiring, analytical, and creative approach to business and encourages the acquisition of independent judgement and critical self-awareness. In applying their knowledge to progressively more complex situations, students produce multidisciplinary analyses, critically evaluate evidence, and produce well-supported conclusions and recommendations, culminating in the third- and fourth-year applications required in courses such as Operations and Project Management and Financial Management II. By fourth year, courses such as Interdisciplinary Strategic Management, Emerging Issues and Cases in Accounting, and Accounting Theory require students to demonstrate a critical awareness of contemporary developments in theories and the application of concepts and frameworks, enabling the formulation of strategies and professional responses to practical issues. Students will be required to challenge current business conventions; critically evaluate research, scholarship, and methodologies; apply research techniques to their own investigations using scholarly reviews and primary sources; and demonstrate originality through the production of independent work.

The use of active learning through case analysis and project-based inquiry requires that students evaluate the importance of specific facts, theories, paradigms, principles, and concepts in terms of validity, significance, and application in order to further develop their own arguments as well as analyze data to propose innovative solutions and recommendations for strategic decision-making. In these courses, students must function in complex and unpredictable contexts that demand the informed selection and application of a range of approaches and the demonstration of a capacity for creative and original insight into issues relevant to a professional context. Thus, students develop the ability to solve problems in a creative way and also to identify and redefine problems. This allows them to raise and address appropriate issues and make decisions as well as encouraging their capacities for independent learning and their ability to work with others.

In addition to curriculum delivery, students participate in a paid fourteen-week work experience where they apply the knowledge and skills they have learned in the classroom to real-life business situations. In their work term, students gain professional experience and progressively expand professional responsibility.

## Professional Capacity and Autonomy

The accounting profession is heavily reliant upon professional reputation, autonomy, and integrity. This is captured in two program learning outcomes (See Section 4.3):

6. Apply professional, ethical, and legal codes of conduct.



## 11. Develop self-directed learning strategies to promote personal and professional goals.

Transferable skills related to these outcomes are infused and evaluated throughout the program and are integral to the co-op work experience. Through the liberal studies courses, students develop a breadth of knowledge and experience to become well-rounded citizens, which in turn makes them valuable employees. The Leadership Studies and Interdisciplinary Strategic Management courses help to develop responsibility, both personal and social, as well as professional accountability and address community involvement individually and with others. Case studies and assignments integrate team work on increasingly complex issues in a variety of contexts.

The program allows students to take increasing responsibility for their continuous and self-directed learning through both course work and independent study, especially in the final years of the program. Research courses and projects throughout the program emphasize demonstration of academic integrity. The need to remain current is ingrained as a part of professional practice. Students have opportunities to further their knowledge in the field, both through accreditations offered by professional associations as well as through graduate study.

The work experience component of the curriculum emphasizes initiative, personal responsibility, and professional accountability. The ability for students to work with others and to manage their own learning are key outcomes measured in this experience.

### **Awareness of Limits of Knowledge**

Accounting is a discipline with well-established rules and practices such as Generally Accepted Accounting Principles (GAAP), Canadian Auditing Standards (CAS), and International Financial Reporting Standards (IFRS). Students become very familiar with both the limits of their knowledge in their scope of practice and the necessity to turn to colleagues for assistance and co-operate with other experts throughout their professional practice. They become well acquainted with the ambiguity inherent in business, finance, and accounting through both course work and the work experience.

While accounting is a well-established field with a substantial body of literature in specialized journals, popular management journals, and new and revised books, there are still limits to that knowledge and many opportunities for further study. Throughout the program, as students scrutinize current research and use it to support their own analyses, they will be challenged to first consider the limitations in the practical application of the information to actual problems and then to explore areas that require further investigation.

### **Samples of Student Work**

Not applicable to this submission.

Once the program is approved and students are registered, Niagara College will have on file and available upon request samples of assessed, individual student work in the terminal stage of the program that reflects exemplary, average, and minimally acceptable performance and demonstrates that the degree-level standard has been achieved.



### 3. ADMISSION, PROMOTION, AND GRADUATION

Admission requirements are appropriate to the degree learning outcomes and the degree-level standard. The minimum admission requirements stipulated for a bachelor's program are met. An Ontario Secondary School Diploma or equivalent and six university or university/college courses are required at the Grade 12 level, with a minimum average of 65 percent as per the benchmark, along with a minimum grade of 60 percent for the required courses. Admission procedures are further outlined in the Admissions Practice (see Section 16: Policies).

#### 3.1 Admission Requirements for Direct Entry

Direct-entry applicants must demonstrate achievement of the admission requirements outlined below as per the benchmarks.

##### Academic

Ontario secondary school students must have completed a minimum of a secondary school diploma (OSSD) with six 12U or equivalent level courses and a minimum average of 65 percent including Grade 12U English and a Grade 12U mathematics\*. In addition to the minimum average of 65 percent, the applicant must achieve a final grade of not less than 60 percent in each of the published subject requirements for his/her program of interest.

\*For the Bachelor of Commerce (Accounting) degree, offers of admission may be given to applicants who are deficient in the required math if they meet all other admission requirements. Such applicants will be required to complete a math elective prior to the beginning of Term Three.

##### Other

There are no requirements for related work or volunteer experience. Students are not required to submit portfolios nor undergo specialized testing, interviews, or G.R.E.s.

#### 3.2 Admission Policies and Procedures for Mature Students

Mature student applicants must demonstrate achievement of the admission requirements outlined in the table below as per the benchmarks.

##### Requirements for mature students

(19 years of age or older and without a high school diploma at the start of the program)

Mature students are applicants who have not achieved the Ontario Secondary School Diploma (OSSD) or its equivalent and who are at least 19 years of age on or before the commencement of the program in which they intend to enrol. Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the post-secondary level.

### 3.3 Promotion and Graduation Requirements

The Niagara College Practice for promotion within the program and for graduation meets the benchmark criteria and is described in detail in the Graduation and Promotion Practice (see Section 16: Policies).

Bachelor Degree Program	
Passing Grade	50 percent
Satisfy Pre-requisite	60 percent
Promotion – Level to Level or Year to Year	65 percent GPA and = or > 60 percent in all courses or permission of the academic administrator
Graduation	65 percent GPA and = or > 60 percent in all courses

Academic remediation and the description of the calculation of the weighted average are found in the Grading and Transcript Practice (see Section 16: Policies). Grades are provided on a percentage basis, which is easily understandable, meaningful, and convertible to other post-secondary institutions and employers. A grade of 50 percent is earned for the minimal acceptable level of student work that demonstrates the degree-level standard has been achieved.

Sanctions and suspension for students who do not meet minimum achievement requirements are detailed in several college practices. Academic Alert, Probation, and Dismissal are detailed in the Academic Standing Practice (see Section 16: Policies). Probationary Status and Mandatory Withdrawal are further described in the Withdrawal from Courses and Programs Practice (see Section 16: Policies). The Course Condition Practice (see Section 16: Policies) can be followed when a student demonstrates difficulties in meeting the performance standards of a particular course within a program or if the student gives evidence of a serious lack of application to studies. Each of these practices is aligned to meet the benchmark requirements.

### 3.4 Advanced Standing Policies and Requirements

Students may be granted advanced standing into a program of instruction based on assessment of their previous academic learning and credentials. Options for advanced standing and credit recognition are detailed in a well-established Credit Transfer and Advanced Standing Practice (see Section 16: Policies). This practice details procedures and eligibility requirements and ensures reasonableness, fairness, and consistent application. According to PEQAB guidelines, the limit on the number of credits to be awarded to diploma-level study toward the degree program (excluding any work experience or internship requirements) is such that the advanced standing is not to exceed:

- 65 percent degree-level credit for a four-year degree program from a completed three-year advanced diploma program; and,

- 40 percent degree-level credit for a four-year degree program from a completed two-year diploma program.

The degree completion arrangements which follow conform to this limit on the number of credits awarded. Transfer to the degree from diploma programs will be in proportion to the affinity with and/or applicability to the specialist content of the program and other curricular requirements, according to the Credit Transfer and Advanced Standing Practice (see Section 16: Policies).

Specifically, block transfer will be granted for three Ontario College credentials with program-level outcomes that ladder reasonably into the proposed degree-level learning outcomes. The following table provides the relevant admission information for those entering the degree program through the degree completion arrangements:

### 3.4.1 Admission Details for Degree Completion Arrangements

Credential	Block Credit Transfer (# of courses)	Special Requirements for Admission	Point of Entry to Degree Program
Business – General Diploma	8–16 courses (20–40 percent degree-level credit) depending on affinity of electives with degree-level courses	Reach-back courses would include any of the courses in Terms One to Three not covered in the diploma program, typically: <ul style="list-style-type: none"> <li>• Management Concepts</li> <li>• Entrepreneurship and Small Business</li> <li>• International Business Management Concepts</li> <li>• Organizational Behaviour</li> <li>• Concepts of Macroeconomics</li> <li>• Managerial Accounting I</li> <li>• Financial Accounting II</li> </ul>	Term Three or Term Four in Year Two

Credential	Block Credit Transfer (# of courses)	Special Requirements for Admission	Point of Entry to Degree Program
Business – Accounting Diploma	10–16 courses (25–40 percent degree-level credit) depending on affinity of diploma-level courses with degree-level courses	Reach-back courses to be completed before graduation would typically include: <ul style="list-style-type: none"> <li>• Principles of Human Resources Management</li> <li>• Principles of Marketing</li> <li>• Management Concepts</li> <li>• Entrepreneurship and Small Business</li> <li>• International Business Management Concepts</li> <li>• Technology Applications for Accounting</li> <li>• Statistical Research Concepts</li> <li>• Concepts of Microeconomics</li> <li>• Operations and Project Management</li> <li>• Liberal Studies elective</li> </ul>	Term Six in Year Three
Business Administration – Accounting Advanced Diploma	20–26 courses (50–65 percent degree-level credit) depending on affinity of advanced diploma-level courses with degree-level courses	Reach-back courses would typically include: <ul style="list-style-type: none"> <li>• Principles of Human Resources Management</li> <li>• Management Concepts</li> <li>• Entrepreneurship and Small Business</li> <li>• International Business Management Concepts</li> <li>• Liberal Studies elective</li> </ul>	Term Seven in Year Four

Qualified graduates of the two-year Business – General Ontario College Diploma will be eligible to enter the degree in Year Two. As few as two or as many as seven reach-back courses would need to be completed; determining whether they would enter the degree pathway at Term Three or Term Four. A block credit transfer of up to 40 percent of degree-level credits can be awarded, depending on affinity of electives taken with degree-level course outcomes. Graduates must have an overall GPA of 75 percent or better to be considered for admission to the degree.

Qualified graduates of the two-year Business – Accounting Ontario College Diploma will be eligible to enter the degree at the beginning of Term Six in Year Three, with at least ten reach-back courses to be completed before graduation. A block credit transfer of up to 40 percent of degree-level

credits can be awarded, depending on affinity of diploma-level courses with degree-level course outcomes. Graduates must have an overall GPA of 75 percent or better to be considered for admission to the degree.

Qualified graduates of the three-year Business Administration – Accounting Ontario College Advanced Diploma will be eligible to receive 20– 26 transfer credits and enter the degree at the beginning of Term Seven in Year Four, typically with five reach-back courses to complete before they graduate. Graduates would receive a block credit transfer of up to 65 percent of degree-level credits. Graduates must have an overall GPA of 70 percent or better to be considered for admission to the degree.

Graduates of all other programs will be considered on an individual basis, according to the Niagara College Credit Transfer and Advanced Standing Practice (see Section 16: Policies). These degree completion arrangements comply with the Board's benchmarks surrounding advanced standing.

The gap analysis (see Section 4.11: Gap Analysis) for each program of prior study demonstrates the means by which the degree program learning outcomes are met.

### **Prior Learning Assessment and Recognition**

Credit for learning that takes place outside formal post-secondary educational institutions can be assessed for transfer credit or advanced standing via the Prior Learning Assessment and Recognition (PLAR) Practice (see Section 16: Policies). Students are assessed by qualified assessors based on Canadian Association of Prior Learning Assessment (CAPLA) standards and must demonstrate the attainment of the stated learning outcomes. Degree program candidates can be awarded no more than fifty percent (50 percent) of the total number of hours of the program of study based on PLAR. Practices and procedures related to PLAR are fully disclosed and available to prospective students through the Registrar's Office.

## 4. PROGRAM CONTENT

This section demonstrates the rigor, breadth, and depth that has been built into the proposed Bachelor of Commerce (Accounting) program to ensure that the program is consistent with the degree-level standard. The supporting materials speak to all of the Board's benchmarks for program content.

Throughout the development of the program, the degree-level standard and the Board's benchmarks have been a constant reference point. In fact, the decision to undertake the development of the proposed Bachelor of Commerce (Accounting) program was based not only on the employer demand for graduates in this discipline but also on the natural alignment between the field of practice and the degree-level standards. Accounting, as a discipline, is based on a balance of theory and practice, and so the program follows suit in order for graduates to be prepared for employment. Program learning outcomes are in line with those included in similar programs in Ontario and have been reviewed and endorsed by the Program Advisory Committee. Achieving these outcomes will ensure graduates are well prepared for entry into their field of practice.

A layered approach has been taken to the development of this degree, so that each consecutive year of study adds complexity to the knowledge and skills from previous years. We expect this degree program will be unique in that it was also developed within the context of the “principles for responsible management education” (<http://www.unprme.org/>), which seek to establish a process of continuous improvement among institutions of management education in order to develop business leaders capable of managing the complex challenges faced by business and society in the 21st century. The School of Business and Management will use these principles to engage with students and the wider community, focusing on contributing to an inclusive and sustainable global economy for future generations.

The structure of the program and the courses that comprise the program of study have been designed for the achievement and demonstration of the learning outcomes, which describe the knowledge and skills of bachelor degree graduates. As a result, the program strikes a reasonable balance for the time spent on content that is appropriate to the stated learning outcomes. As students move through the work experience and into the final year of study, there is increased emphasis placed on using a variety of knowledge, skills, and attitudes to solve current and emerging problems in the discipline. To further prepare students for their work experiences and future employment, a wide range of assessments are built into the courses that are a part of the program of study. These assessments are aligned with the outcomes for each course (see Section 4.8: Course Outlines) to ensure that there is ample demonstration of stated outcomes and that students have consistent, regular, and meaningful feedback on their achievement levels.

## 4.1 Program Advisory Committee

Name, Occupation	Employer	Related Credentials	Professional Affiliations
Rob Neill, FCA Managing Partner	Durwood Jones Barkwell	B. Sc. - Brock University C.A. - Institute of Chartered Accountants F.C.A. - Institute of Chartered Accountants	Ontario Institute of Chartered Accountants
Robin Eaglesham, CFA Principal	Eaglesham Financial Advisory	B.A - (Hons) - York University M.B.A. - McGill University Chartered Financial Analyst	Chartered Financial Analyst Institute
David Moore, Vice-President Finance & Enterprise Planning	Meridian Credit Union	B.A. - Economics (Hons) - Wilfrid Laurier University BA - Wilfrid Laurier University	
Vern Furtney, Agent/Owner	Cooperators		Certified Financial Planner
Joanne McKee, Associate VP Finance	Brock University	B.B.A. – Brock University M.B.A. – Niagara University	Ontario Institute of Chartered Accountants
Catherine Czaban, Branch Manager	Scotia Bank	Business Administration – Mohawk College CFP Designation Trust Specialist Designation	Certified Financial Planner
Nancy Pressey, Manager, Client Care	RBC Royal Bank	B.Sc. – Niagara University M.B.A. – Niagara University Mutual Funds Accreditation Branch Compliance Officer Accreditation	Institute of Canadian Bankers Canadian Securities Institute
Silvana Stuppiello, Financial Officer	Rosetti & Bowley Chartered Accountants	Business Administration – Accounting – Niagara College	
Vivian Derochie,	Henniges Automotive (formerly GDX Automotive)	Business Administration – Accounting – Niagara College CMA – Certified Management Accountant	Certified Management Accountants of Canada
Tara Carll, Manager of Finance	Bethesda Services	Business Administration – Accounting – Niagara College CGA – Certified General Accountant	Certified General Accountant of Canada

Below are the minutes of the Program Advisory Committee of June 6, 2011, including the motion that confirms the program meets the requirements of the field of practice and supports the program proposal:



## ACCOUNTING

### ADVISORY COMMITTEE MINUTES

June 6, 2011

W213 Rooms 3 & 4

Niagara-on-the-Lake Campus

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Advisors Present: Silvana Stuppiello (Co-chair), Vivian Derochie,  
Joanne McKee, Robert Neill, Nancy Pressey

Non-Simultaneous  
Vote: Vern Furtney, Robin Eaglesham, Catherine Czaban

Regrets: Tara Carll

College Staff: Dave Taylor, Jim Butko, Barrie Tober, Jay Perry, Jennifer Good

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#### 1. PAC Modifications, Roles, Responsibilities, Expectations of the College

Dave Taylor provided an overview of the Program Advisory Committee terms of reference. The main role of the program advisory committee is to give us feedback on the currency of our curriculum and keeping us on the leading edge in the marketplace. Also, especially in the accounting field, is the potential for our program advisory committee to link with potential co-op employers, to set up quality co-op experience.

The format that the Business, Hospitality & Tourism division has decided to adopt for our program advisory committees is the clustering of program areas under one advisory committee. In the future we are looking at introducing a financial services practitioner program which would come under the Accounting Program Advisory Committee because of the related content.

Your network will help in providing members and/or your network is to sit on ad-hoc sub-committees for curriculum development, learning outcomes, new software, etc.



There should be a constant renewal of program advisory committee members. The term of office for a program advisor is three years, which would be rotating. If you know of areas that need representation, or if you know someone in that area, please let us know. As your term is coming up you can forward to us prospective new members. We would like to have about 10 – 12 members

One of other aspect re role of responsibility if you become a teacher for a course, you must resign as a voting program advisory committee member. You may still attend meetings and provide input.

Joanne McKee asks what triggers the program advisory meeting. Dave Taylor outlined that the committee typically meets once a year, but we like to have two. This meeting was called to discuss the introduction of a new degree. That's what triggered this meeting, but there are other ways of contacting the advisors to receive feedback.

## 2. New Accounting Degree

Jim Butko discussed the introduction of new degrees and how during the first two years curriculum will be for the most part common as well as the two existing degrees except for two specialty courses in the second year. Especially with the learning outcomes, the first 12 will be common. The specialization will be later on. This will enable our students to transfer into the degree programs. It will also allow for transferability between the degrees during the first two years.

Barrie Tober then discussed the learning outcomes for the new accounting degree. She asked the PAC whether there should be any additions or revisions. Discussions then revolved around the sustainability of the learning outcomes.

Barrie Tober then started the discussion on the curriculum. She pointed out that the first two years were common with the proposed human resources degree. Jim asked the question of the PAC, when you took your first accounting course was it with other business students only accounting students. The point being that the curriculum is such that other non-accounting students will be taking the introductory accounting courses.

Dave Taylor started the discussions on the reasons why we were introducing a 4-year degree in accounting. It was decided that because the designating bodies e.g. CGA and CMA demand a degree for certification that we should launch our own. We have not had very much success in articulating our accounting programs with universities.

There were discussions about the bridging for our two and three year accounting programs into the degree. Bridging courses for our accounting programs through other universities.

Other colleges who have already started their own accounting degrees are recognized by the CGA and CMA, but not the CA. We are hoping that we get this program introduced by the fall of 2013.

Discussions then revolved around the various articulation agreements that we currently have with the various universities.

The question was asked of what happens to our current students when the new degree is introduced and how they can articulate into the degree program. Jim Butko stated that the degree path would not be attractive to a student who is going to be graduating in the next year or two, because the fourth year won't be until 2015.

Barrie Tober stated that the co-op would be after the fifth term during the winter to take advantage of the tax season and then another co-op in the summer. Dave Taylor then asked the question of the PAC of when they thought would be the best time for the co-op terms. Each of the advisors had a different view point of when would be the best time for them to have access to co-op students; there was no consistency to when that was. It was suggested that the first coop could be during the summer after year two and then during the following winter for the other coop. It was decided to have our coop office poll the small accounting firms who are our main coop employers what would be the best time for our coop terms to be and how many would that be.

### **MOTION of SUPPORT:**

The following motion was moved by Rob Neill, seconded by Vivian Derochie:

**“The Program Advisory Committee has reviewed the curriculum and strongly recommends the development of a new degree in Accounting & Finance by Niagara College supported by the significant need in the marketplace for the degree credential requirements in the accounting field.” All present were in favour.**

### **3. Impact of Potential CA/CMA Merger on Niagara College Accounting Programs**

The CA/CMA started discussions in 2004 to talk about the possibility of merging, but because CA doesn't want to be anything but the CA, that is where it stopped. This time around they are talking about a whole new designation, e.g. CPA. Ultimately, if anything happens it will probably not happen soon. Rob Neill stated that in his opinion the outcome of this merger

should have no impact on Niagara College students. Jim Butko stated that our first graduating students in the degree program in 2017 would have the option to go the CMA path. Rob Neill went on the say that eventually all of the designations would disappear. There would be only one, CPA; but in this designation, there would be various specialty areas, e.g. management or administration.

#### **4. CUCC Project – Implications for Niagara**

Select universities have agreed to look at an articulation from a two-year college program, an online bridge, probably offered during the spring through York University and then into third year of a university degree. Where it will impact us, is we may have to re-structure our programs to ensure a seamless transition. Students can get into college without advanced functions, but not eligible to get into university without it. Regardless of what college you come from you should get equal treatment. The CUCC Mandate is “To facilitate, promote and coordinate joint education and training ventures that will: aid the transfer of students from sector to sector; facilitate the creation of joint programs between colleges and universities; and, further the development of a more seamless continuum of postsecondary education in Ontario.”

#### **5. Tax Courses – Timing for Co-op**

It was discussed that prior to the academic re-structuring, the two-year accounting program had a co-op in the winter term to take advantage of the tax season, some of the coop employers has issues with us removing this co-op component from our two-year program. Jim Butko stated that we received a letter from one of our smaller tax firms that we aren't serving our employers. Dave Taylor asked the question; what is the ideal situation, for students to have the best opportunity for their co-op or the best time for the employer to have a part-time employees? Our mandate is for the students to get a quality coop experience and we want to make sure that this opportunity is a “win-win.” Vivian Derochie stated that they are one and the same. Because the best learning opportunity for the students is when the employer have the staff and the willingness to mentor and the quality of work to give them a good flavour. We should develop an ad-hoc committee to discuss this issue.

#### **6. PAC Award Recipients**

Barrie Tober forgot the award recipient list in her office. She will email the list to the program advisors at a later date. Barrie stated that there are two recipients; one each from the two-year and three-year accounting programs; these are the students with the highest average. It was discussed about have an individual awards night for the School of Business & Management. It was suggested that if there was always going to be a spring program advisory committee

meeting and we knew who the recipients were, then we could invite them to the meeting to receive the awards directly from the advisors.

The Accounting Programs Advisory Committee winners are; Zara Ahmad from the Business Administration – Accounting program, for \$250 and Jane Laszlo from the Business Accounting program, for \$250.

## 4.2 Professional Accreditation

### **Institute of Chartered Accountants of Ontario** ([www.icao.on.ca](http://www.icao.on.ca))

The Institute of Chartered Accountants of Ontario is the qualifying and regulatory body of Ontario's more than 34,000 Chartered Accountants (CA) and 5,000 CA students. Since 1879, the Institute has protected the public interest through the CA profession's high standards of qualification and the enforcement of its rules of professional conduct. The Institute works in partnership with the other provincial Institutes of Chartered Accountants and the Canadian Institute of Chartered Accountants to provide nationally consistent, internationally recognized standards and programs.

Becoming a CA requires:

- A university degree including 17 specified courses
- 30 months of practical employment experience with an Institute-approved training office
- Completion of the Institute's Professional Program
- Passing the national Uniform Evaluation (UFE)

Niagara's program addresses most of these academic requirements and has been submitted for assessment to ICAO. We expect to be assessed as able to meet many of the prescribed academic requirements by the site visit.

### **Certified Management Accountants** ([www.cma-ontario.org](http://www.cma-ontario.org))

Certified Management Accountants of Ontario (CMA Ontario) is the professional body responsible for the accreditation, regulation, and continuing professional development of Certified Management Accountants (CMAs) in Ontario. There are 25,000 certified and student members in Ontario. All CMA candidates must have a post-secondary degree and designated CMA topics, pass the CMA entrance examination, and complete the CMA Strategic Leadership Program while gaining concurrent practical experience. Students enrolled in degree business, commerce, or accounting programs can typically cover the prerequisite courses as part of their degree course requirements. Niagara's degree will allow students to meet many of these prerequisites. Niagara's Bachelor of Commerce (Accounting) program is currently being assessed by CMA Ontario, and a letter of support and results of the assessment are expected shortly. These will be available by the time of the site visit.

### **Certified General Accountants of Ontario** ([www.cga-ontario.org](http://www.cga-ontario.org))

Certified General Accountants of Ontario (CGA Ontario) is a self-governing body that grants the exclusive rights to the Certified General Accountant (CGA) designation and controls the professional standards, conduct, and discipline of its 20,000 CGAs and 8,000 students in the CGA program of professional studies in the province of Ontario. CGA Ontario is a provincial affiliate of CGA Canada.

Potential CGA candidates must hold a bachelor's degree and have a minimum of two years of accounting- and finance-related employment experience. The degree may be from any approved post-secondary degree-granting institution and in any field. The CGA designation is awarded upon completion of 19 courses, some of which can be achieved through post-secondary study. Niagara's program covers many of these courses and is currently being reviewed by CGA Ontario. A letter of support for this degree program from CGA Ontario can be found in Section 7: Credential Recognition.

### **4.3 Learning Outcomes**

The Bachelor of Commerce (Accounting) program has been developed to meet the following degree-level learning outcomes. The graduate will be able to:

1. Analyze the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.
2. Integrate business methodologies that assess costs, benefits, risks, and opportunities, utilizing current and emerging technology and trends, to develop strategies that will achieve organizational goals.
3. Incorporate external variables into various business decision models to maximize business opportunities.
4. Integrate foundational business elements and project management principles in the development, implementation, and evaluation of projects, business plans, and strategies.
5. Differentiate the unique business needs of small-to-medium versus large organizations.
6. Apply professional, ethical, and legal codes of conduct.
7. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions from a perspective of innovation.
8. Analyze domestic and international opportunities to optimize economic and business transactions in a framework of cross-cultural sensitivity.
9. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.

10. Work effectively and efficiently in groups or teams to achieve desired goals.
11. Develop self-directed learning strategies to promote personal and professional goals.
12. Integrate sustainability practices that drive economic, social, cultural, or environmental stewardship.
13. Record, maintain, and evaluate financial transactions in compliance with established Accounting Standards in Canada.
14. Prepare and present financial statements, reports, and other documents in compliance with Canadian Accounting Standards for Private Enterprise and International Financial Reporting Standards for public corporations.
15. Integrate strategic decision-making by applying management accounting concepts.
16. Integrate strategic decision-making by applying financial management concepts.
17. Advise on personal and corporate tax issues using the principles of Canadian tax law.
18. Evaluate an organization's internal control and accounting information systems, taking risk management into account.
19. Plan an audit in accordance with Canadian Auditing Standards.

These program learning outcomes address all the degree-level standards, as shown in the following chart:

#### 4.3.1 Alignment of Program Learning Outcomes with Degree-Level Standard

Degree-Level Learning Outcome	Depth and Breadth of Knowledge						Knowledge of Methods	Application of Knowledge			Communication Skills	Awareness of Limits of Knowledge	Professional Capacity Autonomy		
	a) Developed knowledge of key concepts, methodologies, current advances, theoretical approaches, and assumptions in the discipline and in a specialized area of a discipline	b) Inter- and intra-disciplinary knowledge and relationships	c) Gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline and compare creative options	d) Research experience in an area of the discipline	e) Critical thinking and analytical skills inside and outside the discipline	f) Learning outside the discipline		a) Review, present, and critically evaluate qualitative and quantitative information	b) Use a range of established techniques	c) Critical use of scholarly reviews and primary sources			a) Qualities and transferable skills in the area of personal and interpersonal skills	b) Manage lifelong learning, personally and professionally	c) Academic integrity and social responsibility
1. Analyze the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.		X	X		X	X		X	X	X		X			
2. Integrate business methodologies that assess costs, benefits, risks, and opportunities, utilizing current and emerging technology and trends, to develop strategies that will achieve organizational goals.	X		X		X		X	X							
3. Incorporate external variables into various business decision models to maximize business opportunities.	X	X	X		X	X	X	X				X			

Degree-Level Learning Outcome	Depth and Breadth of Knowledge						Knowledge of Methods	Application of Knowledge			Communication Skills	Awareness of Limits of Knowledge	Professional Capacity Autonomy		
	a) Developed knowledge of key concepts, methodologies, current advances, theoretical approaches, and assumptions in the discipline and in a specialized area of a discipline	b) Inter- and intra-disciplinary knowledge and relationships	c) Gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline and compare creative options	d) Research experience in an area of the discipline	e) Critical thinking and analytical skills inside and outside the discipline	f) Learning outside the discipline		a) Review, present, and critically evaluate qualitative and quantitative information	b) Use a range of established techniques	c) Critical use of scholarly reviews and primary sources			a) Qualities and transferable skills in the area of personal and interpersonal skills	b) Manage lifelong learning, personally and professionally	c) Academic integrity and social responsibility
4. Integrate foundational business elements and project management principles in the development, implementation, and evaluation of projects, business plans, and strategies.	X	X	X		X	X	X	X			X	X			
5. Differentiate the unique business needs of small-to-medium versus large organizations.	X	X			X		X	X							
6. Apply professional, ethical, and legal codes of conduct.	X	X			X	X	X			X		X	X	X	X
7. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions from a perspective of innovation.			X	X	X		X	X	X	X		X			



Degree-Level Learning Outcome	Depth and Breadth of Knowledge						Knowledge of Methods	Application of Knowledge			Communication Skills	Awareness of Limits of Knowledge	Professional Capacity Autonomy		
	a) Developed knowledge of key concepts, methodologies, current advances, theoretical approaches, and assumptions in the discipline and in a specialized area of a discipline	b) Inter- and intra-disciplinary knowledge and relationships	c) Gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline and compare creative options	d) Research experience in an area of the discipline	e) Critical thinking and analytical skills inside and outside the discipline	f) Learning outside the discipline		a) Review, present, and critically evaluate qualitative and quantitative information	b) Use a range of established techniques	c) Critical use of scholarly reviews and primary sources			a) Qualities and transferable skills in the area of personal and interpersonal skills	b) Manage lifelong learning, personally and professionally	c) Academic integrity and social responsibility
8. Analyze domestic and international opportunities to optimize economic and business transactions in a framework of cross-cultural sensitivity.	X	X	X		X	X	X	X					X		X
9. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.		X			X	X				X	X		X		
10. Work effectively and efficiently in groups or teams to achieve desired goals.		X				X				X			X		
11. Develop self-directed learning strategies to promote personal and professional goals.											X		X	X	
12. Integrate sustainability practices that drive economic, social, cultural, or environmental stewardship.		X	X		X	X									X

Degree-Level Learning Outcome	Depth and Breadth of Knowledge						Knowledge of Methods	Application of Knowledge			Communication Skills	Awareness of Limits of Knowledge	Professional Capacity Autonomy		
	a) Developed knowledge of key concepts, methodologies, current advances, theoretical approaches, and assumptions in the discipline and in a specialized area of a discipline	b) Inter- and intra-disciplinary knowledge and relationships	c) Gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline and compare creative options	d) Research experience in an area of the discipline	e) Critical thinking and analytical skills inside and outside the discipline	f) Learning outside the discipline		a) Review, present, and critically evaluate qualitative and quantitative information	b) Use a range of established techniques	c) Critical use of scholarly reviews and primary sources			a) Qualities and transferable skills in the area of personal and interpersonal skills	b) Manage lifelong learning, personally and professionally	c) Academic integrity and social responsibility
13. Record, maintain, and evaluate financial transactions in compliance with established Accounting Standards in Canada.	X						X	X	X		X				
14. Prepare and present financial statements, reports, and other documents in compliance with Canadian Accounting Standards for Private Enterprise and International Financial Reporting Standards for public corporations.	X						X		X	X	X				
15. Integrate strategic decision-making by applying management accounting concepts.	X		X	X	X		X	X	X		X				
16. Integrate strategic decision-making by applying financial management concepts.	X		X	X	X		X	X	X		X				
17. Advise on personal and corporate tax issues using the principles of Canadian tax law.	X		X	X	X		X	X	X		X				

Degree-Level Learning Outcome	Depth and Breadth of Knowledge						Knowledge of Methods	Application of Knowledge			Communication Skills	Awareness of Limits of Knowledge	Professional Capacity Autonomy		
	a) Developed knowledge of key concepts, methodologies, current advances, theoretical approaches, and assumptions in the discipline and in a specialized area of a discipline	b) Inter- and intra-disciplinary knowledge and relationships	c) Gather, review, evaluate, and interpret information relevant to one or more of the major fields in a discipline and compare creative options	d) Research experience in an area of the discipline	e) Critical thinking and analytical skills inside and outside the discipline	f) Learning outside the discipline		a) Review, present, and critically evaluate qualitative and quantitative information	b) Use a range of established techniques	c) Critical use of scholarly reviews and primary sources			Communicate accurately and reliably, orally and in writing, to a range of audiences	Appreciation of the limits to their own knowledge and ability, of ambiguity and the limits to knowledge as it influences analyses and interpretations	a) Qualities and transferable skills in the area of personal and interpersonal skills
18. Evaluate an organization's internal control and accounting information systems, taking risk management into account.	X	X		X	X		X	X	X		X				
19. Plan an audit in accordance with Canadian Auditing Standards.	X	X		X	X		X	X	X		X				

The following chart demonstrates that the courses in the degree program address all of the program learning outcomes at an advanced level by Year Four:

Niagara College		1		2		3		4		5		6		7		8																												
Program Name: Bachelor of Commerce (Accounting)		Principles of Human Resources Management	Principles of Marketing	Management Concepts	Business Communications	Liberal Studies Elective	Financial Accounting I	Entrepreneurship and Small Business	International Business Management Concepts	Organizational Behaviour	Liberal Studies Elective	Concepts of Macroeconomics	Managerial Accounting I	Applied Ethics	Financial Accounting II	Technology Applications for Accounting	Statistical Research Concepts	Concepts of Microeconomics	Financial Management I	Intermediate Accounting I	Liberal Studies Elective	Income Tax I	Operations and Project Management	Managerial Accounting II	Intermediate Accounting II	Financial Management II	Income Tax II	Business Law	Managerial Accounting III	Intermediate Accounting III	Accounting Information Systems	Advanced Accounting	Quantitative and Qualitative Methods	Leadership Studies	Auditing I	Liberal Studies Elective	Auditing II	Interdisciplinary Strategic Management	Emerging Issues and Cases in Accounting	Accounting Theory	Liberal Studies Elective			
The graduate has reliably demonstrated the ability to:																																												
Program Outcomes																																												
1	Analyze the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	AN	S	S			S	AN	E	E		AN						S	S	S			S	E	E	AP		S	S			AN							E					
2	Integrate business methodologies that assess costs, benefits, risks, and opportunities, utilizing current and emerging technology and trends, to develop strategies that will achieve organizational goals.	AN	AN	AN			S	AN	AN	E		AN		S	S			S	AN				S	S	E		E		AN			E		AP							E			
3	Incorporate external variables into various business decision models to maximize business opportunities.		AN	S	AN			AN	E	AN		S		AN				S	S				S	E		AP		AN	S												E	E		
4	Integrate foundational business elements and project management principles in the development, implementation, and evaluation of projects, business plans, and strategies.		S	AN				AN				AN											S								AN										S			
5	Differentiate the unique business needs of small-to-medium versus large organizations.							AN	E					S					S				AN					AN	E												E			
6	Apply professional, ethical, and legal codes of conduct.	AP	AN	S			S	AN				AN	S						S			S		E		E	S	E			E			AN	S		S			E	E			
7	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions from a perspective of innovation.	AN		E	E												AP						S						E									AN						
8	Analyze domestic and international opportunities to optimize economic and business transactions in a framework of cross-cultural sensitivity.	AN	AN	S			S	E	AN		S							S	AN								E	S			AN								E	E	E			
9	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.		AP	E	E	X	S		AP	X			S	S	S	AP					X			S											E	S	X	AN	AP	E		X		

Learning Taxonomies:

Application (AP)

Analysis (AN)

Synthesis (S)

Evaluation (E)

Niagara College		1		2		3		4		5		6		7		8																													
Program Name: Bachelor of Commerce (Accounting)		Principles of Human Resources Management	Principles of Marketing	Management Concepts	Business Communications	Liberal Studies Elective	Financial Accounting I	Entrepreneurship and Small Business	International Business Management Concepts	Organizational Behaviour	Liberal Studies Elective	Concepts of Macroeconomics	Managerial Accounting I	Applied Ethics	Financial Accounting II	Technology Applications for Accounting	Statistical Research Concepts	Concepts of Microeconomics	Financial Management I	Intermediate Accounting I	Liberal Studies Elective	Income Tax I	Operations and Project Management	Managerial Accounting II	Intermediate Accounting II	Financial Management II	Income Tax II	Business Law	Managerial Accounting III	Intermediate Accounting III	Accounting Information Systems	Advanced Accounting	Quantitative and Qualitative Methods	Leadership Studies	Auditing I	Liberal Studies Elective	Auditing II	Interdisciplinary Strategic Management	Emerging Issues and Cases in Accounting	Accounting Theory	Liberal Studies Elective				
The graduate has reliably demonstrated the ability to:																																													
Program Outcomes																																													
10	Work effectively and efficiently in groups or teams to achieve desired goals.	AN		S	AN				E				S																																
11	Develop self-directed learning strategies to promote personal and professional goals.			AN		X		AN		AN	X		S						S	X														E			X						X		
12	Integrate sustainability practices that drive economic, social, cultural, or environmental stewardship.			S				E	AN			S					AP						E										E							S	E				
13	Record, maintain, and evaluate financial transactions in compliance with established Accounting Standards in Canada.						S						AN		S					S					E					S	S	S			S		S			E	E				
14	Prepare and present financial statements, reports, and other documents in compliance with Canadian Accounting Standards for Private Enterprise and International Financial Reporting Standards for public corporations.						S						AN		S					S				E	E					S		S								E	S				
15	Integrate strategic decision-making by applying management accounting concepts.												AN											E																		E			
16	Integrate strategic decision-making by applying financial management concepts.																	S								E																E			
17	Advise on personal and corporate tax issues using the principles of Canadian tax law, in a professional manner.																				S						S																		
18	Evaluate an organization's internal control and accounting information systems, taking risk management into account.						AN												AN	S							AN	E			E		AP		E			S				S			
19	Plan an audit in accordance with Canadian Auditing Standards.																																	E			S				E				

Learning Taxonomies:

Application (AP)

Analysis (AN)

Synthesis (S)

Evaluation (E)

## 4.4 Course Descriptions

The following tables provide descriptions of each core and non-core course as they will appear in the academic calendar and related documentation:

### Core Courses

Year One, Term One	
Principles of Human Resources Management	In this course you will critically exam how effective human resources management (HRM) is positioned as a strategic enabler in attaining organizational goals within contemporary organizations in Canada. This course examines all functional aspects of HRM including legal requirements and specifically human rights legislation. You will critically assess human resources policies and practices in Canadian organizations including diversity initiatives, job analysis, talent management and staffing (recruitment and selection), training and development, performance management, total rewards systems, health and safety, employee, and labour relations.
Principles of Marketing	In this course, you will examine the key concepts of contemporary marketing of goods and services. You will focus on the marketing environment and strategic process within organizational settings. You will examine product and service development, promotion, distribution and pricing. You will also focus on the need for integrating marketing with other management functions. You will explore key concepts and controversies in marketing including globalization, technological developments, and social and competitive factors that impact development and implementation of marketing strategies.
Management Concepts	Management Concepts will explore the role of a manager within contemporary organizations. By examining the foundational principles of managerial theory, students will be exposed to the key functions required of a successful manager including: understanding the impact of organizational culture within the workplace, planning processes, organizing, communicating and managing change, leadership issues, understanding groups and teams, and motivating employees.

Year One, Term Two	
Financial Accounting I	In this course you will be introduced to the language of business. You will journalize economic exchanges, and adjust and close the financial records at the end of the business period in order to prepare the financial statements. You will prepare journal entries to account for the purchase and sale of inventory in a merchandising environment, and assign costs to inventory using three different methods. You will control cash by preparing a bank reconciliation, and monitor accounts receivable using the allowance for doubtful accounts.
Entrepreneurship and Small Business	This introductory course in entrepreneurship and small business will explore and assess the challenges faced by individuals who undertake a small business venture. It will also develop a comprehensive rationale for the importance and significance of a healthy and vibrant small business sector in the Canadian economy. The course will consider several kinds of new ventures: individuals with focused dreams, family ventures, employee-owned enterprises, partnerships and friends, virtual corporations and spin-offs of existing ventures.
International Business Management Concepts	In this course, you will receive a broader understanding of the global marketplace as a place to do business from a uniquely Canadian perspective. Specifically, you will learn about aspects of the global marketplace that need to be researched in detail, as well as various marketing strategies that need to be considered by marketing practitioners. You will be taught the terminology of international trade, basic international trading blocs, trade rules, and international trade treaties, and their impact on the development of trade patterns. You will also participate in discussions about practical aspects of a managerial orientation that are required to ensure that firm's global trading efforts are successful and profitable.
Organizational Behaviour	You will learn how successful organizations use organizational behaviour (OB) to improve their effectiveness in a global marketplace and with a diverse workforce. Through individual assessment, seminar project, and special assignments, you will learn to select optimal and effective individual, group, and organizational strategies utilizing OB theory and practices; identify your individual strengths and preferences for working in groups and organizations; and develop skills in goal setting, decision-making, teamwork, self-leadership, and creativity to improve your effectiveness in school and the workplace.

Year Two, Term Three	
Concepts of Macroeconomics	You will explore a wide range of topics relating to economic theory, economic reasoning, the economic organization of society, the Canadian economy in the context of a global setting, as well as supply and demand dynamics. You will be exposed to concepts that explain how economics affects business activity, wages, interest rates, unemployment, business cycles, growth, and inflation.
Managerial Accounting I	In this management cost accounting course, you will explore the techniques used in a variety of different costing systems. The main focus of this course will be in the areas of financial reporting and internal cost control. You will learn how a business effectively controls costs of its operation by review of the cost cycle and inventory costing models. You will also review further cost control procedures and techniques through a study of budgetary control and analysis, cost allocation, and decision-making based management cost accounting information. To reinforce topical coverage in these areas, you will create microcomputer spreadsheet applications.
Financial Accounting II	This course is intended as a continuation of your introduction to financial accounting. You will be introduced to such key concepts as partnership accounting issues, accounting for property, plant, and equipment assets, short and long term liabilities, bond liabilities, and investments. You will be challenged to gain a better understanding of financial statements through statement analysis, preparation of cash flow statements, and the introduction of corporate accounting concepts such as shares, dividends, and retained earnings.
Technology Applications for Accounting	The main goal of this course is for you to utilize technology to assist in the creation of financial reports and statements. You will be introduced to Microsoft Excel, a spreadsheet program used to manipulate raw data and transform the data into useful information. You will use an accounting software program to enter regular transactions and create various financial statements, reports, and analysis.



Year Two, Term Four	
Concepts of Microeconomics	You will be exposed to the major principles and concepts of economics, and the way the current Canadian economy functions. You will study the principles of supply and demand, consumer behaviour, utility maximization, cost of production, and profit maximization. You critically examine the economics of competition within a variety of industries including types of competition, monopoly, oligopoly, monopolistic competition, competition policy and regulation, resource markets, market failure, and government intervention. You will witness an emphasis being placed on formulating a competitive strategy within that structure.
Financial Management I	This course will establish a conceptual framework for financial analysis. You will analyze the objectives of the financial manager as well as the environment in which he/she operates. Fundamental concepts such as time value of money and cash flow analysis will be introduced. The risk/return trade-off will be modeled and applied to a variety of asset valuations. Major corporate financial decisions, the investment decision and financing decision will be studied.
Intermediate Accounting I	In this course you will expand your basic knowledge of financial accounting to prepare comprehensive financial statements using guidelines set by the Accounting Standards for Private Enterprise (ASPE), and International Financial Reporting Standards (IFRS). Integral topics will include revenue and expense recognition, time value of money, current assets, current liabilities, and inventory and cost of goods sold measurement and valuation.
Year Three, Term Five	
Income Tax I	This course will introduce you to the basics of income taxation for individuals in Canada. You will examine different elements of a personal income return including income from employment, property, investments, and other income. Capital gains and losses will be introduced in this course. You will gain experience preparing personal returns.
Operations and Project Management	In this course you will be introduced to the daily requirements of effective and efficient operations management. This course will place emphasis on the importance of prudent operations management as an integral piece to the firm's overall strategy, competitiveness and success.

Year Three, Term Five	
Managerial Accounting II	In this management cost accounting course, you will utilize various tools to analyze a company's performance. You will incorporate activity-based costing, absorption, and variable costing, and management assessment tools. You will evaluate current production to determine relevant costs and assess inventory management.
Intermediate Accounting II	In this course you will focus on expanding your knowledge of long term financial concepts such as investments, capital assets, long term liabilities, and the shareholders' equity. Guidelines will be discussed and demonstrated from Accounting Standards for Private Enterprise (ASPE), and compared to those for International Financial Reporting Standards (IFRS).
Financial Management II	This course will provide you with additional study in the field of corporate finance. You will incorporate cost of capital into capital budgeting, explore dividend policies, and evaluate leasing options. You will examine options for managing working capital. Additional topics will include an introduction to derivatives, and financial planning.
Year Three, Term Six	
Income Tax II	You will be introduced to income tax legislation as it relates to businesses and corporations. You will reconcile an income statement for tax purposes, including concepts such as capital cost allowance on eligible capital property. You will determine tax liability and tax payable for corporations. Additional topics covered will include international tax implications for part-year, and non-residents.
Business Law	You will be introduced to the complexities of law as it applies to doing business in Canada. You will study the legal environment in Canada, including the impact of the Charter of Rights on individuals, business and government. You will investigate the business implications of contract law, sale of goods, employment, agency and intellectual property law.
Managerial Accounting III	This course is designed to advance your studies of managerial accounting incorporating a case analysis approach. You will assess business strategies, customer profitability, inventory management, project investments, and examine various tools utilized to evaluate management performance.

Year Three, Term Six	
Intermediate Accounting III	In this course you will have the opportunity to explore, and account for more complex accounting concepts such as debt and equity instruments, leases, income tax, pension costs and obligations, accounting changes and earnings per share. These concepts will be discussed in the context of both Accounting Standards for Private Enterprise (ASPE), and International Financial Reporting Standards (IFRS).
Accounting Information Systems	In this course you will be introduced to computer-based information systems in accounting. You will evaluate alternative options, assess inherent risks, and incorporate internal control issues into designing a new system for a business. Factors such as e-commerce, and management issues will be an integral part of the decision making.
Year Four, Term Seven	
Advanced Accounting	In this course you will expand your knowledge of financial accounting to incorporate advanced topics such as financial instruments, consolidated financial statements, and intercompany transactions for related businesses, reporting for joint ventures, foreign currency transactions, and accounting issues related to the not-for-profit sector.
Auditing I	This course will provide you with a sound conceptual and pragmatic understanding of auditing. The primary emphasis of the course is on the auditor's decision-making process and the purpose, scope and concepts of external auditing. The course will cover the professional standards, as well as legal and ethical requirements and how to apply them to audit situations. It also includes audit planning, documenting audit evidence, evaluating internal controls, assessing materiality and risk and communicating the results of the audit.

Year Four, Term Eight	
Auditing II	You will examine current and advanced issues affecting the auditing profession. You will study strategic risk assessment, corporate governance, assurance engagement standards, foreign reporting issues, special reports and assurance engagements regarding public sector audits, forecasts and projections and issues related to not-for-profit organizations. The course includes statistical and non-statistical sampling and calculation of appropriate samples. You will plan audits by setting audit objectives, performing internal control assessments, identifying management assertions, and choosing appropriate procedures. You will design and apply audit programs in each business cycles. You will also identify and obtain sufficient and appropriate evidence to support audit decisions.
Interdisciplinary Strategic Management	In this course you will build upon what you have learned from your previous coursework within the business degree program. As this is a capstone course, you will explore the relationships and interdependencies that exist with respect to operations management, marketing, accounting, finance, market research, human resource management and other disciplines in the context of and for strategic management. You will develop skill sets to prepare you in recognizing, designing and managing competitive strategies for small, medium and large sized business enterprises.
Emerging Issues and Cases in Accounting	This course is designed to advance your overall studies in accounting specifically, and business in general incorporating a case analysis and classroom discussion approach. This course will bring the current business environment into the classroom using daily news and events. You will work in groups to prepare a case analysis and present your findings or recommendations to the class.
Accounting Theory	The main goal of this course is for you to examine how external issues influence and contribute to business decisions. You will incorporate various topics covered in other courses including economics, financial accounting, and finance. Your analysis will be at a theoretical level and will explore the present value model, efficient securities markets, conflicts, and consequences, and standard setting in Canada, and internationally.

## Non-Core Courses

Year One, Term One	
Business Communications	This course concentrates on creating effective, audience-focused business communications. You will analyze a variety of problem scenarios involving different audiences and contexts; write messages for informational, negative news, and persuasive purposes; and prepare a proposal. You will also discuss a number of contemporary issues in business communication including information overload, email privacy, and apology liability.
Liberal Studies Elective	See list.
Year One, Term Two	
Liberal Studies Elective	See list.
Year Two, Term Three	
Applied Ethics	In this course you will learn the ethical and moral dimension of business activity and apply the applicable moral-philosophical concepts used to explore this particular dimension of our lives. You will also explore the critical examination of several specific cases which bring to light certain practices and procedures one encounters in the various aspects of business life. Additional learning will focus on various topics including the moral implications of capitalism, globalization and the free market, fair and unfair competition, responsibilities towards employees, society and the environment, honesty and integrity in business; the moral status of corporations.
Year Two, Term Four	
Statistical Research Concepts	You will apply techniques to data collection and presentation, and calculate descriptors of central tendency, dispersion, and skewness. You will apply probability concepts to discrete and continuous distributions. You will calculate descriptors of sample distributions and apply them to the determination of confidence intervals. You will apply hypothesis testing to population means and proportions. You will apply hypothesis testing to nominal and ordinal data. You will calculate the linear regression parameters of bivariate data and use them to calculate confidence and prediction intervals.
Liberal Studies Elective	See list.

Year Four, Term Seven	
Quantitative and Qualitative Methods	In this course you will explore methods for developing and conducting research. You will gain knowledge, insight and practice in the design and conduct of research and the ability to draw inferences from the data collected. You will explore a variety of qualitative and quantitative approaches and develop competence in research skills, including: survey design, measurement, sampling and statistical techniques.
Leadership Studies	In this course you will examine the role of leaders in contemporary society and conduct a focused exploration of leadership as a multidisciplinary field of inquiry and scholarship. Special emphasis will be placed on a broad range of themes from policy making and democratic decision making to community and organizational leadership. You will explore the potential of leadership, processes to improve leadership and learning, including self-development and understanding group behaviour, organizational design, ethics and teamwork. Additional learning will focus on concepts of leadership and the potential for each student to develop their own leadership style and approach.
Liberal Studies Elective	See list.
Year Four, Term Eight	
Liberal Studies Elective	See list.

### Liberal Studies Elective List

Mathematics of Functions	You will apply basic mathematical techniques to various topics including modifying algebraic expressions. You will solve various one variable linear and literal equations. You will analyze trigonometric functions and resolve vectors. Finally, you will solve linear equations graphically and with determinants.
Algebra and Calculus	In this course, you will factor expressions and solve quadratic equations. You will perform operations with fractional exponents and radicals. You will investigate the relationship between a number of important curves and their respective equations. Finally, you will develop important differential calculus rules and determine the derivative of various functions.

## Liberal Studies Elective List

iLearn	In this course, you will explore the knowledge, abilities, behaviours and attitudes which are characteristic of a self-directed learner and apply them in traditional, hybrid (face to face and on-line), and on-line learning environments. The course will focus on ways to develop your effectiveness inside the classroom and beyond by analyzing the relationship between self-management, self-monitoring, self-awareness and meta-learning (understanding how to learn). You will investigate personal career options and design an e-portfolio that will link your post secondary studies to your personal and academic goals.
Social Justice and the Arts	This course will introduce students to a human rights approach to social justice. The course has an intentional design which supports students to move from knowledge of social justice issues to advocacy and social activism through art. The first half of the course will focus on social justice frameworks in local, national and international contexts. The dynamics of power and politics will be analyzed to explore the roots of social (in) justice such as gender, sexual orientation, race, religion, ability, and class. The second half of the course will centre on the use of art as a medium to educate, engage and stimulate community development. Specifically students will analyze the use of film, photography and drama as methodologies to stand up against social inequity. Students will be mentored by both local artists and international activists to create an exhibit which highlights a local social justice issue within the Niagara Region.
Hispanic Studies	In this course you will learn about Spanish civilization, culture, linguistics, history, politics and literature. Additional learning will focus on cultural issues in the Spanish-speaking world and special emphasis will be placed on topics that include film, journalism, religion, language in society, popular and mass culture, visual arts, immigration, and slavery. In addition to this, you will investigate these topics and more, and learn to think critically about major historical movements involving political, social, economic and other cultural developments in Spanish culture.
Out of Eden: An Environmental History of the World	Explore how global environments shaped the origins and evolution of humankind over the past 200,000 years and, in turn, how human civilizations have transformed the environments. From the earliest prehistoric hunter-gatherer societies, through the development of agriculture and urban settlements, to the global spread of industrialization, you will investigate the environmental challenges that different cultures have faced and how they attempted to overcome them. The course concludes by projecting a likely environmental history of the next century and beyond.



## Liberal Studies Elective List

History of the Future	What sets humans apart from other creatures—more than language, the use of tools, and organized warfare—is the fact that we worry about the future, i.e. events that have yet to happen. The goal of this course is to introduce students to the different ways in which we have attempted to control the world around us by looking forward to a world that has yet to happen. It looks at how various aspects of human life have shaped and been shaped by a conviction that the future is important and, in part, predictable.
Canadian Studies: Regions of Canada	This course develops a better understanding of Canada and its regions through a multi-disciplinary approach that combines methodologies from history, geography (physical and human), cultural studies and political science. Theories of region are linked to historical and current experiences to gain insight into the political, social and economic issues surrounding the interactions of Canada's regions. Political regions (provinces and territories), cultural regions, economic regions, aboriginal regions, and urban/rural regions are some of the units that will be explored.
Online Research and Referencing Methodology	This online course allows the students an opportunity to learn how to evaluate and diagnose a variety of online research environments (search engines) while maintaining academic standards. It reveals how to assess reference site appropriateness, validity and intellectual integrity and research assigned topics within a specified timeframe. Assignments will focus on personal research, analysis and presentation using assigned topics. Appropriate online research techniques will save time and produce high quality results for future studies and job applications.
Political Philosophy	This course is an introduction to how basic ideas such as justice, freedom, authority, anarchy, rights, and natural law have influenced how individuals view themselves and each other. You will look at the impact these concepts have had on the evolving political structure of Western society and government. From dramatic changes such as the French Revolution, Communism, and Totalitarianism through to the modern challenges to Liberal Democracy posed by Globalization, you will chart the enduring power of these fundamental theories.



## Liberal Studies Elective List

<p>Philosophy of Law</p>	<p>In this course will investigate some of the conceptual and normative issues raised in the study of systems of law. Additional learning will focus on concepts and questions such as: rights, the concept of law itself, the relationship between the law, rights and the authority and interpretation of our Charter: under what conditions is legislation legitimate? By using specific cases and statutes, you will investigate these questions and more, and will learn to think critically about the law and the implications of those thoughts.</p>
<p>20<sup>th</sup> Century Philosophy</p>	<p>This course will focus on our ability to question existence and create meaning. Students will explore theories such as nihilism, phenomenology, existentialism and post-modern approaches to ‘truth’. During this course, we will examine how we set and overcome limits that shape our understanding of the world, from the destruction of fixed morality through to the absurdity and impossibility of meaning after the Holocaust, to the growing disenchantment arising from our individualistic society.</p>
<p>Psychology Fact and Fiction</p>	<p>In this course you will learn about contemporary society and the significant misunderstanding regarding the science of psychology. Additional learning will focus on the widespread acceptance of psychomythology. Special emphasis will be placed on examples of widely accepted psychological myths that include ideas such as ‘we only use 10% of our brains’ or ‘right-brained people are more creative’. You will also learn to develop and explore a more rigorous understanding psychological facts and fictions, and the ability to critically examine psychology as it is portrayed by the media.</p>
<p>Development Through Childhood and Adolescence</p>	<p>This course will examine the development of the child from conception through to adolescence. The course will expose the student to: the issues &amp; principles that guide developmental psychology; the major schools of thought in the study of children’s development; and specific issues unique to the study of children. The course examines development in specific domains including the biological foundations of development, cognition, perception, emotion, language, family, peer relationships, morality, and developmental psychopathology. Successful completion of the course will provide the students with foundational knowledge on which to build a career that involves interactions with infants, children, or adolescents and will allow students up to complete more advanced study in developmental psychology.</p>

### Liberal Studies Elective List

Conservation Biology	Scientists predict that by the end of this century up to 50% of known species on the planet will be extinct. Is that the legacy we want to leave for future generations? This course will introduce you to the principles of Conservation Biology. We will spend time examining the value of and threats to biodiversity, conservation strategies at the species and population levels, the genetics of conservation, and the protection and management of global habitats. With your help, perhaps we can save some of these species on the verge of extinction.
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## 4.5 Course Schedule 1

The following course schedule provides courses and proposed faculty as planned at this point in time:

### 4.5.1 Course Schedule 1

Course Schedule 1 removed for web publication of proposal submission.

### 4.5.2 Elective List

Elective List removed for web publication of proposal submission.

## 4.6 Course Schedule 2

A second course schedule identical to "Course Schedule 1" is provided, with the exception that it does not identify the names of instructors.

### 4.6.1 Course Schedule 2

Year and Term	Course Title	Total Core Course Term Hours	Total Non-Core Course Term Hours	Course Prerequisites	Highest Qualification Earned and Discipline of Study
<b>YEAR 1</b>					
Term 1	Principles of Human Resources Management	45			Ph.D. – Human Resources
	Principles of Marketing	45			Ph.D. – Economics
	Management Concepts	45			Ph.D. – Strategy
	Business Communications		45		Ph.D. – English
	Liberal Studies Elective		45		<i>See elective list</i>
Term 2	Financial Accounting I	45			Master of Accountancy
	Entrepreneurship and Small Business	45			Ph.D. – Economics
	International Business Management Concepts	45			Ph.D. – Economics
	Organizational Behaviour	45			M.B.A.
	Liberal Studies Elective		45		<i>See elective list</i>

Year and Term	Course Title	Total Core Course Term Hours	Total Non-Core Course Term Hours	Course Prerequisites	Highest Qualification Earned and Discipline of Study
<b>YEAR 2</b>					
Term 3	Concepts of Macroeconomics	45			Ph.D. – Economics
	Managerial Accounting I	45		Financial Accounting I	Ph.D. – Accounting
	Applied Ethics		45		Ph.D. – Philosophy/ M.A. – Political Science and International Relations
	Financial Accounting II	45		Financial Accounting I	Master of Accountancy
	Technology Applications for Accounting	45		Financial Accounting I	M.B.A.
Term 4	Statistical Research Concepts		45		M.Sc. – Mathematics and Statistics
	Concepts of Microeconomics	45			Ph.D. – Economics
	Financial Management I	45			Ph.D. – Economics/ D.B.A.
	Intermediate Accounting I	45		Financial Accounting I	M.B.A.
	Liberal Studies Elective		45		<i>See elective list</i>
<b>YEAR 3</b>					
Term 5	Income Tax I	45			M.B.A.
	Operations and Project Management	45			D.B.A.
	Managerial Accounting II	45		Managerial Accounting I	Ph.D. – Accounting
	Intermediate Accounting II	45		Intermediate Accounting I	M.B.A.
	Financial Management II	45			Ph.D. – Economics

Year and Term	Course Title	Total Core Course Term Hours	Total Non-Core Course Term Hours	Course Prerequisites	Highest Qualification Earned and Discipline of Study
Term 6	Income Tax II	45		Income Tax I	M.B.A.
	Business Law	45			M.B.A.
	Managerial Accounting III	45		Managerial Accounting I	Ph.D. – Accounting
	Intermediate Accounting III	45		Intermediate Accounting I	M.B.A.
	Accounting Information Systems	45		Financial Accounting I	M.B.A.
<b>YEAR 4</b>					
Term 7	Advanced Accounting	45		Intermediate Accounting II	M.B.A.
	Quantitative and Qualitative Methods		45	Statistical Research Concepts	Ph.D. – Marketing Research
	Leadership Studies		45		Ph.D. – Human Resources
	Auditing I	45		Intermediate Accounting II	Ph.D. – Accounting
	Liberal Studies Elective		45		<i>See elective list</i>
Term 8	Auditing II	45		Auditing I	Ph.D. – Accounting
	Interdisciplinary Strategic Management	45			Ph.D. – Strategy
	Emerging Issues and Cases in Accounting	45			Master of Accountancy
	Accounting Theory	45		Intermediate Accounting II	Ph.D. – Accounting
	Liberal Studies Elective		45		<i>See elective list</i>
<i>Subtotal Course Hours</i>		<i>1350</i>	<i>450</i>		
<b>Total Program Hours</b>		<b>1800</b>			

#### 4.6.2 Elective List

Course Title	Total Non-Core Course Term Hours	Highest Qualification Earned and Discipline of Study
Mathematics of Functions	45	M.Sc. – Mathematics and Statistics
Algebra and Calculus	45	M.Sc. – Mathematics and Statistics
iLearn	45	Master's degree
Social Justice and the Arts	45	M.A. – Political Science/International Relations
Hispanic Studies	45	Ph.D. – Educational Science
Out of Eden: An Environmental History of the World	45	Ph.D. – History
History of the Future	45	Ph.D. – History
Canadian Studies: Regions of Canada	45	M.A. – Canadian History M.A. – Public History
Online Research and Referencing Methodology	45	M.D.E. – Distance Education
Political Philosophy	45	M.A. – Philosophy Ph.D. – Philosophy
Philosophy of Law	45	Ph.D. – Philosophy
20 <sup>th</sup> Century Philosophy	45	Ph.D. – Philosophy M.A. – Philosophy
Psychology Fact and Fiction	45	Ph.D. – Educational Psychology
Development Through Childhood and Adolescence	45	Ph.D. – Educational Psychology
Conservation Biology	45	M.Sc. – Immunology

## 4.7 Work Experience

This section provides details of the work experience requirements for the Bachelor of Commerce (Accounting) degree program. In addition to the explanation of the integration of the work experiences within the program content, there is also information about the types of placements, the support for finding placements, and the outcomes for the placements.

The Bachelor of Commerce (Accounting) degree will include one mandatory co-op work experience, but there are two work term opportunities available for students to secure relevant experience during the program of study.

Year	Fall	Winter	Spring/Summer
<b>Year One</b>	Academic	Academic	Off
<b>Year Two</b>	Academic	Academic	Academic
<b>Year Three</b>	Academic	Co-op Work Term*	Co-op Work Term*
<b>Year Four</b>	Academic	Academic	

*\*There are two co-op work term opportunities available during the four-year degree program. One work experience is required for graduation. A paid work term is a minimum of 14 consecutive weeks.*

Scheduled in the Winter and Spring/Summer terms when employer demand is higher for paid co-op work experience, students will be required to complete one paid co-op work experience but have the opportunity to complete two. This will allow students to obtain a greater depth of knowledge should they complete both terms with the same employer or to experience a greater breadth of work experience. The timing of the work experiences following six academic terms ensures that students are well-prepared academically for successful employment experiences, and the placement of the terms in two different terms allows for an opportunity to work in various times of the business cycle.

At Niagara College, work experience is a goal for all academic programs, supported by College Goals and a College Practice (see Section 16 – Policies: Work Experiences for Niagara College Students). All Niagara College programs provide students with practical as well as theoretical training. Exposure to workplace settings is an important element of practical training.

### Support for Placements

Niagara College has a 35-year history of securing, supporting, monitoring, and evaluating co-operative work experiences through our full-service Department of Co-op Education and Graduate Employment Services (see Section 6.3 Support Services). Twenty-five co-operative education programs in business, environment, horticulture, administration, technology, and hospitality and tourism are supported through this department.

The Department of Co-op Education and Graduate Employment Services offers easy access to resources, student job coaches, career consultants, and support throughout the co-op term to assist in the hiring process for co-op students. The Department staffs and resources a comprehensive job search facility and hosts innovative special events to support co-op student hiring and graduate job



search, such as the “Employer in the Hall” activity, a Volunteer Opportunity Fair, and two campus-wide career and graduate studies fairs, entitled “All About Options: Employment and Graduate Expo”, as well as many other initiatives designed to link students with employers.

For co-op students, the Department of Co-op Education and Graduate Employment Services will also host hiring opportunities, qualify employers, schedule interviews including interviews by video conference, and provide valuable information about wage subsidies and tax credits to prospective employers. The video conference capability will be of particular value to students in the proposed degree program as they arrange interviews with employers outside the Niagara Region.

Extensive career preparation activities are provided to co-op students to ensure success in the workplace. Co-op student attendance at the pre-employment workshop series is monitored. Co-op career consultants schedule individual appointments with co-op students, where they review résumés and job postings and provide on-going job search support. Targeted job development activities are conducted by co-op employer relations consultant staff members to ensure rich and relevant job opportunities are available for eligible students.

### Types of Work Experience

According to the Niagara Workforce Planning Board<sup>1</sup>, “Niagara needs to create a highly skilled and educated workforce that effectively transitions across industries and occupations”. Currently, employment in Niagara’s professional, scientific, and technical services industry ranks third in terms of people employed in small- and medium-sized businesses. The diversity of the workforce, both in terms of businesses and the skills and education required, has left the industry stronger than it was before the recession. This economic and labour force information suggests ample opportunity for students to obtain paid work experiences and for graduates to find employment.

Graduates from Niagara College diploma and advanced diploma programs have pursued the CGA designation, in industries and positions such as:

- Mercedes Benz Canada – Accountant
- Canada Revenue Agency – Auditor
- BDO DunWoody LLP – Consultant
- Regional Municipality of Niagara – Analyst

The diversity and quantity of organizations involved in accounting and finance activities that draw upon the knowledge and skills in this degree directly addresses this regional priority and provides for a wide array of work experience opportunities. While the program is offered in the Niagara Region, it is expected to draw students from across the province with some emphasis on the Greater Toronto Area. Employer development in Niagara is well-established and support for co-op work experiences from local employers is high, with a variety of organizations already pledging a willingness to offer co-op experiences to students enrolled in the program (see letters of support in

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<sup>1</sup>Niagara Workforce Planning Board. (2011). Niagara Labour Market Plan Update 2011. St. Catharines: Workforce Planning Ontario.

Section 7: Credential Recognition). Employer development will expand beyond the Niagara Region to create new opportunities for students across the province.

Employer development will include Chartered Accounting firms, but also medium and small enterprises in the private sector as well as large and small public sector employers. Given the multi-faceted nature of the Niagara and Golden Horseshoe labour market, it is expected that a broad variety of work experiences will be available, in such organizations as:

- Government (municipal, regional, provincial, federal)
- Educational institutions
- Small- and medium-sized manufacturing companies
- Chartered accounting firms
- Health care, agriculture and service-based industries
- Construction and tourism

### Monitored and Evaluated Student Work Experiences

Clear job descriptions and expectations are reviewed by the College’s co-op career consultants and/or the manager, in conjunction with the employer and student, to ensure program relevancy is achieved. However, descriptions may be modified by mutual agreement.

Student-defined learning objectives are set for the work term and reflected upon at its conclusion. Students conduct a self-evaluation of their achievement of the work experience outcomes and employers complete an evaluation in consultation with the student, using a standardized form. By the time of the site visit, this form is expected to be online.

Regular “visits” by College co-op employer relations consultants will occur, normally using distance technologies (video or audio conferences) and site visits wherever possible.

Work Experience Outcomes	How Work Experience May Put Program Outcomes into Practice
1. Demonstrate the ability to work effectively as a team member.	1. A primary goal of this program is to produce graduates able to work as effective team members. (Outcome 10)
2. Analyze issues and problems related to business and employment using theory and principles of the field.	2. Analytical techniques and the ability to determine and assess the root causes of problems are critical to positions in this field. (Outcomes 1, 4, 7, 8)
3. Contribute to the solution of business and employment-related issues and problems so that resulting decisions add value to the product, service, or business environment involved.	3. Ultimately, value-added solutions and resolutions to problems and issues maintain and improve the quality of the business product or service, and thus enhance competitiveness and sustainability. (Outcomes 1, 2, 3, 4, 8, 15, 16, 18)

Work Experience Outcomes	How Work Experience May Put Program Outcomes into Practice
4. Demonstrate the ability to accept prescribed or designated operational responsibility as negotiated prior to an assignment while maintaining business ethics.	4. The graduate must be able to accept operational responsibility and engage in the decision-making process. (Outcomes 6, 10, 11)
5. Demonstrate the ability to communicate effectively both verbally and in a variety of written modes.	5. Communication skills are critical to success in business. (Outcomes 9, 10)
6. Demonstrate the ability to analyze, critique, and offer improvement ideas for operational/technical systems.	6. Technical systems support the entire operation. Knowledge and skill in this area is critical for the graduate. (Outcomes 2, 4, 5, 7, 8, 15, 16, 17)
7. Demonstrate the ability to identify the limits of knowledge and skill to understand or resolve operational issues and be able to propose and carry out a strategy to overcome these limitations.	7. Knowing when one does not know and having a strategy to learn what is needed to overcome the deficiency is a required competency of graduates. (Outcomes 9, 10, 11)

Included in this section are the following forms and templates used for co-op placements:

- Job Description
- Learning Objectives Form
- Site Visit Report
- Co-op Student Report

# JOB DESCRIPTION

<b>STUDENT NAME:</b>	<b>Student #</b>
<b>PROGRAM:</b>	<b>Current Phone #</b>

**EMPLOYER INFORMATION (Print Clearly)**

<b>Company Name:</b>			
Address:			
City:		Province:	Postal Code:
Phone:		Fax:	Website:
<b>Contact Name:</b> <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Miss <input type="checkbox"/> Mrs.	First:		Last:
Title:		Email Address:	
Telephone:	Extension:	Cell Phone:	Fax:
<b>Student Job Title:</b>			
Number of Hours / week:		Wages Per / Hour:	
Work Schedule:			
Start Date Mo._____ Day. _____ Yr. _____		Anticipated Finishing Date Mo._____ Day. _____ Yr. _____	
<b><i>Employer Signature ( Required )</i></b>		<b><i>Date</i></b>	

**JOB DESCRIPTION:**

<p><i>Primary Responsibilities: (Please break down the job into major tasks)</i></p> <p>(fill out description here OR attach a Word Document) 1 or the other</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**JOB DESCRIPTION  
(continued):**

<b>STUDENT NAME:</b>	Student #
<b>PROGRAM:</b>	Current Phone #

*Required Skills and Qualifications:*

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**Please complete sections on reverse** →

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**Please forward to:**

# *The Job Centre*

**NOTL Campus**

135 Taylor Road, S.S. #4  
Niagara-on-the-Lake, ON  
L0S 1J0  
(905) 641-2252, Ext. 4165



**Welland Campus**

300 Woodlawn Road  
Welland, ON  
L3C 7L3  
(905) 735-2211, Ext. 7777

Fax (905) 988-4303  
Email: [jobcentre@niagaracollege.ca](mailto:jobcentre@niagaracollege.ca)  
Post a job online – [www.niagaracollege.ca/jobpost](http://www.niagaracollege.ca/jobpost)

**OFFICE USE ONLY**

Job Posting #:		Program:		Term: Fall / Winter / Summer	
Closing Date/Time:			Consultant:		
Cover Letter Y/N	Transcript Required: Y/N		Attention:		
Student Name:				Year/Term	
Student Status: A / AC / CA / D / S			Posted: Y/N		
Mail: Y / N	Fax: Y / N	Pickup: Y / N	Deliver: Y / N	Other:	
St. Pkg. Done:		ER Pkg. Done:		Database:	

# LEARNING OBJECTIVES FORM CO-OP WORK TERM

## **Purpose:**

A learning objective is a goal that you set for yourself to be accomplished through your work experience. Setting learning objectives will help you:

- Keep focused on what you hope to achieve through your work term
- Relate classroom learning to your work experience
- Set future goals for career development

## **Guidelines For Writing and Submitting Your Learning Objectives:**

Learning objectives should be: within your ability to accomplish, meaningful to you, and measurable.

### *Steps to writing Learning Objectives:*

1. Review your Job Description. Make a list of duties you are responsible for and special skills you need to perform the job. What is your career goal at this time?
2. Identify parts of the job which offer growth, learning opportunities and skills you want to develop related to your program.
3. Using the information listed in Step 2 and the form on the reverse, outline your objectives.
4. Using action verbs, write your objectives in final form.

### *Sample Learning Objectives:*

- By mid-term, I will have will have learned the names of 75% of the annuals at the garden centre. *(written by a Horticultural Technician student)*
- I will develop my marketing skills by creating a promotional flyer for the annual Jazz festival. This will be completed by July 30<sup>th</sup>. *(written by a B.A. Marketing student)*
- By the end of the work term, I will be more confident in my communication skills. I will achieve this by assisting customers at the front desk on a daily basis. *(written by an Office Administration student)*

**Writing Learning Objectives will be reviewed in CPLN1161. If you have further questions about writing these please contact your Co-op Consultant.**

### *Submission of Learning Objectives:*

- Learning objectives must be submitted at your site visit and will be discussed with your Co-op Consultant
- Be prepared to discuss your Learning Objectives in your final report.

# Learning Objectives

Use the following as a guideline to write at least 3 Learning Objectives for your work term.

Student Name/Program: \_\_\_\_\_

## Objective 1:

What is the skill you want to develop? \_\_\_\_\_

How will it be accomplished? \_\_\_\_\_

How will it be measured (How will you know you've achieved it?) \_\_\_\_\_

What is your timeline for completion? \_\_\_\_\_

**Using Action Verbs Write Objective 1 in final form:**

## Objective 2:

What is the skill you want to develop? \_\_\_\_\_

How will it be accomplished? \_\_\_\_\_

How will it be measured (How will you know you've achieved it?) \_\_\_\_\_

What is your timeline for completion? \_\_\_\_\_

**Using Action Verbs Write Objective 2 in final form:**

## Objective 3:

What is the skill you want to develop? \_\_\_\_\_

How will it be accomplished? \_\_\_\_\_

How will it be measured (How will you know you've achieved it?) \_\_\_\_\_

What is your timeline for completion? \_\_\_\_\_

**Using Action Verbs Write Objective 3 in final form:**

**The Job Centre**

**For more information please call**

**(905) 735-2211 Ext. 7777 • 641-2252 Ext. 4165 • Fax (905) 988-4303**

**jobcentre@niagaracollege.ca**

# Site Visit Report

## Co-operative Education

Student Name:			
Employer:			
Tax Letter _____	Employer Evaluation _____	Promo Package _____	Final Report _____

Date of Visit:			Consultant:				
Program Name:			Term:	W	S	F	Year:
Onsite:	Phone:	Email:	Wages:	Hrs/Wk:	Hrs To Date:	Proj.Hrs:	
Supervisor:				Website:			

**Follow Up/Action Required:**

Pursuant to Section 41(a) of the Freedom of Information Act, the undersigned grants permission to be photographed for the purposes of Niagara College publications and the web site. They further waive any claim to remuneration for the use of this photograph and understand that it remains the property of Niagara College Canada

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Work Duties and Key Projects being completed by the Student:

Advice for Year 1 Students:

Future Plans:

Learning Objectives:

- 1.
- 2.
- 3.





## **Employer Feedback**

Does the employer find that the student:	Yes	Partly	No	Comments
Demonstrates initiative?				
Has good communication skills?				
Is punctual?				
Has a good attendance record?				
Has good grooming habits?				
Works well with their co-workers?				
Works well with the supervisor?				
Is receptive to feedback?				
Meets the technical skill requirements for this position?				
Has been prepared for this position from their program?				
Strengths:	Areas for Development:		On the job training given:	
Future employment for the student?	Future hiring needs:			
Comments:				

## **Student Feedback**

Does the student find:	Yes	Partly	No	Comments
Work to be meaningful and related?				
They are able to speak up and offer suggestions?				
They receive feedback about their work?				
This is a positive experience?				
They have developed existing and new skills?				
They have an opportunity to apply their academic knowledge?				
They were prepared for this co-op from their studies?				
Most useful courses:				
Skills developed:				
Comments:				

# CO-OP STUDENT REPORT

## Purpose:

Preparation of a formal report upon completion of the work term has numerous benefits. It allows you to reflect on your experiences, the role you played in the day-to-day operations of the company, and the relationship of classroom experience to the work setting. This report also provides you with the opportunity to document the skills and knowledge that you acquired and developed throughout the work term and review how your learning objectives were met. You will also add to your Career Portfolio which will assist you as you prepare for a career in your field.

## Instructions:

a) Please read and complete all sections.

b) **Mail** the completed report to:

(Your Co-op Consultant's name)  
Niagara College, The Job Centre

Niagara-on-the-Lake Campus  
135 Taylor Road, S.S #4  
Niagara-on-the-Lake, ON L0S 1J0  
Or

Welland Campus  
300 Woodlawn Road  
Welland, ON L3C 7L3

Fax – (905) 988-4303

c) Keep a copy of this report for your portfolio.

**Due Date:** Posted on Blackboard (blackboard.niagarac.on.ca)

## Release:

Your signature gives permission for College staff to utilize, all or part of, this information, removing any identifying information of the student's name.

\_\_\_\_\_  
*Name*

\_\_\_\_\_  
*Date*

## Instructions:

You are responsible to prepare a formal work experience report based on the following outline/format:

- Report is to be word processed, double-spaced, and on white paper
- Report must be submitted by due date to ensure a "Satisfactory" grade

**\*\*\*Please follow instructions on back of form\*\*\***

## **WORK TERM REQUIREMENTS:**

All requirements must be completed for a Satisfactory grade for the work term. Forms can also be found on Blackboard at [blackboard.niagarac.on.ca](http://blackboard.niagarac.on.ca)

### ***Prior to the start of the Work Term:***

1. **Job Description Form** – for approval by your Co-op Consultant prior to starting your work term. (If you have accepted a posted position you must inform your Co-op Consultant.)

### ***During the Work Term:***

2. **Co-op Work Term Learning Objectives** – Complete the Learning Objectives Form found on Blackboard and submit to your Co-op Consultant at your site visit.
3. **Site Visit** – your work term progress will be discussed during this meeting. Site visits are completed in person or by phone.

### ***Three weeks prior to the end of the Work Term:***

4. **Co-op Student Report** – due to your Co-op Consultant 3 weeks prior to completion of your work term. Consists of:

- Cover Page** – complete all the information on the other side of this form and attach to the front of your report.
- Employer “Thank You” Letter**
  - You are required to thank your employer for giving you the opportunity to work for the company, and to mention the names of employees who were particularly helpful to you.
  - Submit the original “Thank you Letter” to your employer. Attach a copy of the “Thank you Letter” to your co-op report.
- Work Term Summary (minimum 2-3 pages)**
  - Give a brief overview of the company and describe the products or services it supplies.
  - Provide a description of your major duties and activities. Mention in detail any specific projects that you worked on.
  - State anything that is pertinent to the work experience that would benefit your Co-op Consultant for future student work terms.
- Career Portfolio Items**
  - Attach an updated resume reflecting co-op work experience
  - Attach the Co-op Employer Evaluation completed by your employer
  - Include **copies of 3** additional items that you can add to your Career Portfolio based on your Co-op work experience. These could include:
    - Photo of you at work (hard copy or digital accepted)
    - Certificates obtained on the job (eg. WHMIS, Smart Serve, St. John's First Aid)
    - Letter of reference from your employer
    - Recognition at work (letters, surveys, articles)
    - Completed reports or projects (be sure to obtain approval from your supervisor to use these items)
    - Examples of developed skills (computer, written)
- Assessment of Learning Objectives (minimum 2 pages)**
  - Review your Learning Objectives for the work term.
  - Prepare a summary explaining how you met these objectives. What additional knowledge and skills do you believe you acquired on the work term? How has this co-op job influenced your career goals?

5. **Confirmation of Hours Worked (Due with Co-op Student Report)** - Provide confirmation of hours worked through Co-op Employer Evaluation or alternative confirmation of hours worked.

**The Job Centre**

**For more information please call**

**(905) 735-2211 • 641-2252 • Ext. 4165 • Fax (905) 988-4303**

email – [jobcentre@niagaracollege.ca](mailto:jobcentre@niagaracollege.ca)

## 4.8 Course Outlines

Course outlines are attached for all core courses and non-core courses as well as all liberal studies elective options.

### 4.8.1 Core Course Outlines

Course outlines for the core courses for the Bachelor of Commerce (Accounting) degree program have been removed for web publication of proposal submission.

### 4.8.2 Non-Core Course Outlines

Course outlines for the non-core courses for the Bachelor of Commerce (Accounting) degree program have been removed for web publication of proposal submission.

### 4.8.3 Liberal Studies Elective Course Outlines

Niagara College has created a cluster of liberal studies courses for its bachelor degree programs. These courses have been designed at the degree level and have been approved as either courses for Niagara College degree programs or are courses that have received direct transfer credit to a university degree program. Some courses are also available through distance technologies, and others will be prepared as appropriate for distance learning. All new liberal studies courses will be developed by faculty qualified to teach the course at a degree level. A consistent degree-level standard will be used for developing any additional liberal studies courses to be offered to bachelor degree students.

In addition, at the student's option, liberal studies courses may be taken at international post-secondary institutions through a study abroad option or through distance technologies. Niagara faculty will review such course outlines in advance to ensure equivalency.

The College conceptualizes liberal studies course learning outcomes within a framework of the graduates' relationship with self and others and in the graduates' acquisition and construction of knowledge that is relevant to both professional practice and the social context in which it is applied. Liberal studies courses will provide knowledge and skill development in the following areas:

#### Principles of Self-Directed Learning

- Identifying personal strengths and building strategies for effective learning
- Understanding the intrinsic motivation for learning
- Articulating personal learning styles
- Expressing independence, curiosity, open-mindedness, and scholarship

#### Principles of Life-Long Learning

- Understanding the ongoing process is important for personal wholeness and wellness and for professional development related to the field of study

#### Self-Awareness

- Applying concepts of human growth, development, and well-being to personal lifestyles and to relationships with others

### **Interpersonal Intelligence**

- Understanding that communication is transactional in nature
- Demonstrating empathy with others through effective listening and use of language

### **Moral Agency**

- Showing depth and consistency of moral judgment
- Recognizing that moral judgments are open to interpretation and fallibility
- Accepting ethical thinking as a foundation for meaningful personal, professional, social, and cultural relationships

### **Cultural Awareness**

- Reflecting rationally on various cultures' responses to universal human issues, to principles of cultural identity, and to the diversity of cultures in Canadian society

### **Inquiry and Creative Thinking**

- Acquiring disciplined mastery of a body of knowledge alongside an ability to challenge the orthodoxies of that body of knowledge using critical analysis
- Establishing truth and knowledge by employing quantitative and qualitative methodologies grounded in systematic study, scientific reasoning, reflection, intuition, and innate creativity
- Deploying processes for collecting and evaluating relevant information for problem-solving, combining concepts, and synthesizing new ideas
- Performing across disciplinary boundaries coherently and productively

### **Literacy Development**

- Participating fully in society
- Mastering communication in a variety of forms - language, information, mathematics, science - to specialist and non-specialist audiences

### **Social Understanding**

- Developing an awareness of contemporary issues and implications arising from personal and professional responses to societal changes, trends, and problems
- Informing understanding of social organizations and institutions
- Acquiring a sensitivity for how the nature and processes of social issues affect relationships between individuals, groups, and society

### **Work and Technological Understanding**

- Complementing applied learning, including social and cultural attitudes to work, the changing nature of work and the economy, and the structure of work that characterizes the technological workplace

### **Informed Citizenship**

- Appreciating the rights and responsibilities of individuals to fully participate in the social order

## **Global Understanding**

- Recognizing important environmental, geographical, cultural, political, religious, and historical forces shaping nature and the human condition

Course outlines for the Liberal Studies elective courses available for the Bachelor of Commerce (Accounting) degree program have been removed for web publication of proposal submission.

## **4.9 Bridging Course Descriptions**

Not applicable to this submission.

## **4.10 Bridging Course Outlines**

Not applicable to this submission.

## 4.11 Gap Analysis

The following gap analysis addresses a comparison of the program outcomes of the Ontario College Business – General Diploma, Ontario College Business – Accounting Diploma, and the Ontario College Business Administration – Accounting Advanced Diploma with the program outcomes of the proposed degree, identifying gaps in knowledge and skills and how they will be addressed.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
1	Analyze the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	3. develop customer-service strategies to meet the needs of internal and external customers. 4. apply knowledge of the human resources function to the operation of an organization. 5. apply knowledge of the marketing function to the operation of an organization. 6. apply accounting and financial knowledge to the operation of an organization. 7. apply knowledge of operations management to the operation of an organization. 9. take into account the interrelationship among the functional areas of a business.	Diploma graduates will be able to apply knowledge but typically will lack the tools and methods to analyze the interdependence of functional areas.	The gap will be addressed in several courses in Years Two to Four, including Managerial Accounting, Operations and Project Management, Leadership Studies, and Interdisciplinary Strategic Management.
		5. analyze organizational structures, the interdependence of functional areas, and the impact those relationships can have on financial performance.	Accounting diploma graduates will have experience in analyzing and applying strategies for organizational success. Gaps will be in more general business applications to be addressed in reach-back courses.	Gaps will be addressed through reach-back courses such as Principles of Human Resources Management, Principles of Marketing, Management Concepts, International Business Management Concepts, and Operations and Project Management. Knowledge and skills will be further developed in Interdisciplinary Strategic Management and Leadership Studies.
		5. analyze and evaluate organizational structures and the interdependence of functional areas, and contribute to the development of strategies which positively impact financial performance.	Advanced diploma graduates will have experience in analyzing and applying strategies for organizational success. Some areas of business acumen will be lacking such as Human Resources Management and International Business, which will be addressed in reach-back courses.	Knowledge and skills will be further developed in Interdisciplinary Strategic Management and Leadership Studies. Reach-back courses will cover gaps in specific areas such as Human Resources Management and International Business.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
2	Integrate business methodologies that assess costs, benefits, risks, and opportunities, utilizing current and emerging technology and trends, to develop strategies that will achieve organizational goals.	6. apply accounting and financial knowledge to the operation of an organization. 8. apply computer skills and knowledge of information technology to support the management of an organization. 12. apply creative problem-solving skills to address business problems and opportunities.	Diploma graduates will be able to apply knowledge in business methodologies but typically lack the skills to integrate them or develop more advanced strategies appropriately.	The gap will be remediated through many courses in Years Two to Four, including Accounting Information Systems and Interdisciplinary Strategic Management.
		3. contribute to recurring decision-making by applying fundamental management accounting concepts. 6. analyze, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations. 7. outline the elements of an organization's internal control system and risk management. 8. contribute to recurring decision-making by applying fundamental financial management concepts.	Accounting diploma graduates will have experience in integrating business methodologies and developing organizational strategies. They will lack the general business applications which are addressed in the reach-back courses.	Gaps will be addressed through reach-back courses such as Principles of Human Resources Management, Principles of Marketing, Management Concepts, International Business Management Concepts, and Operations and Project Management. Knowledge and skills will be further developed in Quantitative and Qualitative Methods and Interdisciplinary Strategic Management.
		3. contribute to strategic decision-making by applying advanced management accounting concepts. 6. analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations. 7. analyze and evaluate an organization's internal control system, taking risk management into account. 8. contribute to strategic decision-making by applying advanced financial management concepts.	Advanced diploma graduates will have experience in integrating business methodologies and developing organizational strategies. Some areas of business acumen will be lacking such as Human Resources Management and International Business, which will be addressed in reach-back courses.	Knowledge and skills will be further developed in Quantitative and Qualitative Methods and Interdisciplinary Strategic Management. Reach-back courses will cover gaps in specific areas such as Human Resources Management and International Business.



Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
3	Incorporate external variables into various business decision models to maximize business opportunities.	15. recognize the economic, social, political, and cultural variables which impact on a business.	Diploma graduates will be able to comprehend how external variables affect a business but will lack the ability to synthesize that information in order to maximize opportunity.	Knowledge and skills will be further developed in the Entrepreneurship and Small Business reach-back course as well as in Years Two to Four courses such as Financial Management II, Managerial Accounting II and III, and Interdisciplinary Strategic Management.
		6. analyze, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations.	Accounting diploma graduates will have experience in using decision models to maximize business opportunities. They will lack the general business applications which are addressed in the reach-back courses.	Gaps will be addressed through reach-back courses such as Principles of Marketing, Management Concepts, International Business Management Concepts, and Operations and Project Management. Knowledge and skills will be further developed in Managerial Accounting III, Interdisciplinary Strategic Management, and Emerging Issues and Cases in Accounting.
		6. analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations.	Advanced diploma graduates will have experience in using decision models to maximize business opportunities. Some areas of business acumen will be lacking such as Human Resources Management and International Business, which will be addressed in reach-back courses.	Knowledge and skills will be further developed in Interdisciplinary Strategic Management and Emerging Issues and Cases in Accounting. Reach-back courses will cover gaps in specific areas such as Human Resources Management and International Business.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
4	Integrate foundational business elements and project management principles in the development, implementation, and evaluation of projects, business plans, and strategies.	<p>4. apply knowledge of the human resources function to the operation of an organization.</p> <p>5. apply knowledge of the marketing function to the operation of an organization.</p> <p>6. apply accounting and financial knowledge to the operation of an organization.</p> <p>7. apply knowledge of operations management to the operation of an organization.</p> <p>9. take into account the interrelationship among the functional areas of a business.</p> <p>14. apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.</p> <p>*As well as generic skill:</p> <p>10. manage the use of time and other resources to attain personal and/or project-related goals.</p>	Diploma graduates will understand basic elements of business plan development but will lack integration and complexity of application. As well, graduates will have knowledge about basic time management concepts; more complex project management principles remain to be addressed.	Knowledge and skills will be developed through the Entrepreneurship and Small Business and Managerial Accounting I reach-back courses and further complexity will be added through senior-level courses such as Operations and Project Management, Accounting Information Systems, and Interdisciplinary Strategic Management.
		<p>5. analyze organizational structures, the interdependence of functional areas, and the impact those relationships can have on financial performance.</p> <p>*As well as essential employability skill:</p> <p>10. manage the use of time and other resources to complete projects.</p>	Accounting diploma graduates will understand basic elements of business plan development but will lack integration and complexity of application as well as the knowledge and skills developed in the Operations and Project Management course.	Knowledge and skills will be further developed through the Management Concepts and Operations and Project Management reach-back courses as well as in senior courses such as Accounting Information Systems and Interdisciplinary Strategic Management. Complex assignments and group work in Terms Six through Eight will further develop project management skills.
		<p>5. analyze and evaluate organizational structures and the interdependence of functional areas, and contribute to the development of strategies which positively impact financial performance.</p> <p>9. co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.</p> <p>*As well as essential employability skill:</p> <p>10. manage the use of time and other resources to complete projects.</p>	Advanced diploma graduates will understand basic elements of business plan development but will lack integration and complexity of application. Graduates will have experience in project management and project operations.	Knowledge and skills will be further developed through the Management Concepts reach-back course as well as in senior courses such as Interdisciplinary Strategic Management. Complex assignments and group work in Year Four will further develop project management skills.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
5	Differentiate the unique business needs of small-to-medium versus large organizations.	X	Diploma graduates will lack the understanding necessary to differentiate small business needs unless they have taken an elective entrepreneurship course.	The reach-back course of Entrepreneurship and Small Business will begin to address this outcome; knowledge and skills will be further developed in senior courses such as Financial Management I, Business Law, and Interdisciplinary Strategic Management.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations. 2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises. 5. analyze organizational structures, the interdependence of functional areas, and the impact those relationships can have on financial performance.	Accounting diploma graduates will have some experience with financial aspects of small business. Most programs will not address entrepreneurship components directly.	Gaps will be addressed through reach-back courses, especially Entrepreneurship and Small Business, and developed further in senior courses such as Interdisciplinary Strategic Management.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations. 2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises. 5. analyze and evaluate organizational structures and the interdependence of functional areas, and contribute to the development of strategies which positively impact financial performance.	Advanced diploma graduates can be expected to have experience with the financial aspects of small business but some of the integrated application will be lacking.	Reach-back courses will enhance knowledge and skills required to achieve this outcome; knowledge and skills will be further developed in senior courses such as Interdisciplinary Strategic Management.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
6	Apply professional, ethical, and legal codes of conduct.	2. work in a manner consistent with law and professional standards, practices, and protocols.	Diploma graduates will typically lack depth and complexity in application.	Knowledge and skills are developed in many courses throughout Years Two to Four.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations. 2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises. 4. prepare individuals' income tax returns and basic tax planning in compliance with relevant legislation and regulations. 6. analyze, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations.	While this area is covered well in the Accounting diploma, perspectives outside the field will be less well covered.	Perspectives outside the accounting field will be addressed through reach-back courses. Students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in several courses in Terms Six to Eight.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations. 2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises. 4. prepare individuals' and Canadian-controlled private corporations' income tax returns and individuals' basic tax planning in compliance with relevant legislation and regulations. 6. analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations.	This outcome is well-covered in the advanced diploma program.	Transfer students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in several Year Four courses.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
7	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions from a perspective of innovation.	11. apply research skills to gather and interpret available information. 12. apply creative problem-solving skills to address business problems and opportunities. *As well as generic skills: 7. collect, analyze, and organize relevant and necessary information from a variety of sources. 8. evaluate the validity of arguments based on qualitative and quantitative information in order to accept or challenge the findings of others. 9. create innovative strategies and/or products that meet identified needs.	Diploma graduates will be able to gather and interpret data but lack statistical tools and research methods at the baccalaureate level.	Analysis and evaluation abilities will be developed in Years Two to Four, especially in senior-level research courses such as Statistical Research Concepts and Quantitative and Qualitative Methods.
		8. contribute to recurring decision-making by applying fundamental financial management concepts. *as well as essential employability skills: 6. locate, select, organize, and document information using appropriate technology and information systems. 7. analyze, evaluate, and apply relevant information from a variety of sources.	Accounting diploma graduates will have experience with research tools and methods as it is required for CGA.	Knowledge and skills of transfer students will be further developed in the Principles of Human Resources Management reach-back course and in Year Four courses such as Qualitative and Quantitative Methods.
		8. contribute to strategic decision-making by applying advanced financial management concepts. *as well as essential employability skills: 6. locate, select, organize, and document information using appropriate technology and information systems. 7. analyze, evaluate, and apply relevant information from a variety of sources.	Advanced diploma graduates will have experience with research tools and methods as it is required for CGA.	Knowledge and skills of transfer students will be further developed in the Principles of Human Resources Management reach-back course and in Year Four courses such as Qualitative and Quantitative Methods.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
8	Analyze domestic and international opportunities to optimize economic and business transactions in a framework of cross-cultural sensitivity.	15. recognize the economic, social, political, and cultural variables which impact on a business.	Diploma graduates will understand global issues but lack experience in applying more sophisticated levels of analysis.	This knowledge and skill is evaluated in many courses in Years Two to Four, including Accounting Theory, Emerging Issues and Cases in Accounting, and Interdisciplinary Strategic Management.
		3. contribute to recurring decision-making by applying fundamental management accounting concepts. 6. analyze, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations. 8. contribute to recurring decision-making by applying fundamental financial management concepts. *As well as essential employability skill: 8. show respect for the diverse opinions, values, belief systems, and contributions of others.	Accounting diploma graduates will not have covered broader business applications from a cross-cultural perspective.	Transfer students will develop the cross-cultural approaches and analytic ability required to meet this outcome through reach-back courses in Principles of Human Resources Management and International Business Management Concepts, as well as Year Four courses in Accounting Theory, Emerging Issues and Cases in Accounting, and Interdisciplinary Strategic Management.
		3. contribute to strategic decision-making by applying advanced management accounting concepts. 6. analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technological advances and the environment on an organization's operations. 8. contribute to strategic decision-making by applying advanced financial management concepts. *As well as essential employability skill: 8. show respect for the diverse opinions, values, belief systems, and contributions of others.	Advanced diploma graduates will not have covered broader business applications from a cross-cultural perspective.	Transfer students will develop the cross-cultural approaches and analytic ability required to meet this outcome through reach-back courses in Principles of Human Resources Management and International Business Management Concepts, as well as Year Four courses in Accounting Theory, Emerging Issues and Cases in Accounting, and Interdisciplinary Strategic Management.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
9	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	1. communicate business-related information persuasively and accurately in oral, written, and graphic formats. 3. develop customer-service strategies to meet the needs of internal and external customers. 8. apply computer skills and knowledge of information technology to support the management of an organization. *As well as generic skills: 1. communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of audiences. 2. reframe information, ideas, and concepts using the narrative, visual, numerical, and symbolic representations which demonstrate understanding.	Diploma graduates will meet this outcome to the level attained by Year One degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance this outcome through writing, discussion, research, and classroom presentation assignments in courses throughout Years Two to Four.
		Essential employability skills: 1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	Accounting diploma graduates will have met this outcome to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance this outcome through writing, discussion, research, and classroom presentation assignments in Year Four courses such as Leadership Studies, Interdisciplinary Strategic Management, and Emerging Issues and Cases in Accounting.
		Essential employability skills: 1. communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken, or visual messages in a manner that ensures effective communication.	Advanced diploma graduates will have met this outcome to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance this outcome through writing, discussion, research, and classroom presentation assignments in Year Four courses.
10	Work effectively and efficiently in groups or teams to achieve desired goals.	10. work effectively with co-workers, supervisors, and others. *As well as generic skill: 5. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	Diploma graduates will meet this outcome to the level attained by Year One degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in Years Two to Four courses.
		Essential employability skill: 9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	Accounting diploma graduates will have met this outcome to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in Year Four courses.
		Essential employability skill: 9. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	Advanced diploma graduates will have met this outcome to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in Year Four courses.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
11	Develop self-directed learning strategies to promote personal and professional goals.	13. develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities. *As well as generic skills: 10. manage the use of time and other resources to attain personal and/or project-related goals. 11. take responsibility for her or his own actions and decisions.	Diploma graduates will meet this outcome to the level attained by Year One degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in courses in Years Two to Four.
		Essential employability skills: 11. take responsibility for one's own actions, decisions, and consequences.	Accounting diploma graduates will have met this outcome to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in courses in Year Four.
		Essential employability skills: 11. take responsibility for one's own actions, decisions, and consequences.	Advanced diploma graduates will have met this outcome to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	This outcome is further developed in courses in Year Four.
12	Integrate sustainability practices that drive economic, social, cultural, or environmental stewardship.	15. recognize the economic, social, political, and cultural variables which impact on a business.	Diploma graduates will have some understanding of sustainability, but further development is required.	Further knowledge and skills will be developed in the Concepts of Macroeconomics reach-back course as well as courses in Years Two to Four, including Concepts of Microeconomics, Operations and Project Management, and Accounting Theory.
		X	Accounting diploma graduates will have some experience in economic sustainability through study in Macroeconomics, which is a CGA requirement. Further development of broader sustainability issues will need to be addressed.	Transfer students will acquire knowledge and skills to meet this outcome through the reach-back courses of Management Concepts, Concepts of Microeconomics, and International Business Management Concepts, as well as from Year Four courses.
		X	Advanced diploma graduates will have some experience in economic sustainability through study in Macroeconomics and Microeconomics, which are CGA requirements. Further development of broader sustainability issues will need to be addressed.	Transfer students will acquire knowledge and skills to meet this outcome through reach-back courses in Management Concepts and International Business Management Concepts, as well as from Year Four courses.



Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
13	Record, maintain, and evaluate financial transactions in compliance with established Accounting Standards in Canada.	6. apply accounting and financial knowledge to the operation of an organization.	Diploma graduates will have minimal experience related to this outcome.	Reach-back courses and core courses in Years Two to Four develop the knowledge and skills to achieve this outcome.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations.	Accounting diploma graduates have some exposure and experience with recording financial transactions but little with maintaining compliance or evaluating transactions.	Transfer students will develop skills and further ability to meet this outcome through Intermediate Accounting III, Accounting Information Systems, Advanced Accounting, and Accounting Theory.
		1. record financial transactions in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations.	Advanced diploma graduates have some exposure and experience with recording financial transactions but little with maintaining compliance or evaluating transactions.	Transfer students will develop skills and further ability to meet this outcome through Advanced Accounting and Accounting Theory.
14	Prepare and present financial statements, reports, and other documents in compliance with Canadian Accounting Standards for Private Enterprise and International Financial Reporting Standards for public corporations.	6. apply accounting and financial knowledge to the operation of an organization.	Diploma graduates will have minimal experience related to this outcome.	Reach-back courses and core courses in Years Two to Four develop the knowledge and skills to achieve this outcome.
		2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises.	Accounting diploma graduates have experience related to preparation of financial documents to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in Intermediate Accounting III, Accounting Theory, Emerging Issues and Cases in Accounting, and Advanced Accounting.
		2. prepare and present financial statements, reports and other documents in compliance with Canadian Generally Accepted Accounting Principles for sole proprietorships, partnerships and private enterprises.	Advanced diploma graduates have experience related to preparation of financial documents to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in Accounting Theory, Emerging Issues and Cases in Accounting, and Advanced Accounting.
15	Integrate strategic decision-making by applying management accounting concepts.	6. apply accounting and financial knowledge to the operation of an organization.	Typical diploma graduates have little background in this outcome.	This outcome is met through courses in Years Three and Four, including Managerial Accounting II, Managerial Accounting III, and Accounting Theory.
		3. contribute to recurring decision-making by applying fundamental management accounting concepts.	Accounting diploma graduates have experience related to management accounting principles to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in Accounting Theory in Year Four.
		3. contribute to strategic decision-making by applying advanced management accounting concepts.	Advanced diploma graduates have experience related to management accounting principles to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills through discussions, case studies, presentations, and written assignments in Accounting Theory in Year Four.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
16	Integrate strategic decision-making by applying financial management concepts.	6. apply accounting and financial knowledge to the operation of an organization.	Typical diploma graduates have little background in this outcome.	This outcome is met through Years Three and Four courses including Financial Management II, Intermediate Accounting III, Managerial Accounting III, and Accounting Theory.
		5. analyze organizational structures, the interdependence of functional areas, and the impact those relationships can have on financial performance. 8. contribute to recurring decision-making by applying fundamental financial management concepts.	Accounting diploma graduates have experience related to applying financial management concepts to the level attained by Year Three (Term Five) degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills in courses such as Managerial Accounting III and Intermediate Accounting III in Term Six as well as Accounting Theory in Term Eight.
		5. analyze and evaluate organizational structures and the interdependence of functional areas, and contribute to the development of strategies which positively impact financial performance. 8. contribute to strategic decision-making by applying advanced financial management concepts.	Advanced diploma graduates have experience related to applying financial management concepts to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills in Accounting Theory in Year Four.
17	Advise on personal and corporate tax issues using the principles of Canadian tax law, in a professional manner.	X	Typical diploma graduates have little background in this outcome.	This outcome is met through the Year Three courses in Income Tax.
		4. prepare individuals' income tax returns and basic tax planning in compliance with relevant legislation and regulations.	Accounting diploma graduates will be able to advise on personal but not corporate income tax issues.	Income Tax II in Term Six will address this gap.
		4. prepare individuals' and Canadian-controlled private corporations' income tax returns and individuals' basic tax planning in compliance with relevant legislation and regulations.	Advanced diploma graduates will have met this outcome to the level attained by Year Three degree students.	No remediation is required.

Accounting Degree Outcomes		Related Outcomes	Gap Analysis	Remediation
#	Degree outcome	Business - General	Business - General	Business - General
		Business - Accounting	Business - Accounting	Business - Accounting
		Business Administration - Accounting	Business Administration - Accounting	Business Administration - Accounting
18	Evaluate an organization's internal control and accounting information systems, taking risk management into account.	X	Typical diploma graduates have little background in this outcome.	This outcome is further developed in Years Two to Four courses.
		7. outline the elements of an organization's internal control system and risk management.	Accounting diploma graduates will have basic knowledge and skills related to internal control systems and risk management. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will further knowledge and skills in this area in several required courses in Terms Six through Eight.
		7. analyze and evaluate an organization's internal control system, taking risk management into account.	Advanced diploma graduates have experience related to internal control systems and risk management to the level attained by Year Three degree students. Additional development is required to meet the baccalaureate graduation standard.	Transfer students will continue to enhance knowledge and skills in Qualitative and Quantitative Methods and Accounting Theory in Year Four.
19	Plan an audit in accordance with Generally Accepted Auditing Standards.	X	Typical diploma graduates have little background in this outcome.	This outcome is met through Year Four courses in Auditing I, Auditing II, and Emerging Issues and Cases in Accounting.
		7. outline the elements of an organization's internal control system and risk management.	Accounting diploma graduates have little experience related to planning an audit.	This outcome is met through Year Four courses in Auditing I, Auditing II, and Emerging Issues and Cases in Accounting.
		7. analyze and evaluate an organization's internal control system, taking risk management into account.	Advanced diploma graduates have little experience related to planning an audit.	This outcome is met through Year Four courses in Auditing I, Auditing II, and Emerging Issues and Cases in Accounting.

## 5. PROGRAM DELIVERY

The methodologies proposed for the delivery of curriculum and other program elements and the associated quality assurance policies and procedures meet the Board’s requirements as described in the following sections.

### 5.1 Quality Assurance of Delivery

Details on NC Quality Assurance are posted on the college website:

<http://www.niagaracollege.ca/ncqualityassurance>.

Niagara College has a robust program quality assurance process and ensures the quality of degree program delivery through a number of practices and processes. Evidence-based and participatory inquiry are the basis of determining whether courses and the program (whether delivered using traditional, web-facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes. Furthermore, the results of the quality assurance practices and processes are used to guide curriculum design and delivery, pedagogy, and educational processes.

#### Board of Governors Quality Assurance Policy

Program Quality Assurance is the responsibility of the College Board of Governors, as per their Policy on “Program Quality for Programs of Instruction” (see Section 16 Policies – Board Governance -Program Quality for Programs of Instruction) and is monitored annually through a summary report of program reviews and quality assurance as a strategic Board issue.

The college also submits a Strategic Plan, a Multi-Year Accountability Agreement, and an Annual Report to the Ministry of Training, Colleges, and Universities, which focus on our quality assurance and other Board priorities. These documents are also all available on the Niagara College website:

<http://www.niagaracollege.ca/content/CorporateInformation/ReportsandPublications.aspx>.

#### Program Advisory Committees

As per Board Policy and College Practice (see Section 16- Policies – Program Advisory Committees), Program Advisory Committees play a key role in program quality assurance. These committees provide essential input from external industry stakeholders on the currency and relevance of curriculum and other aspects of the program as well as feedback on the knowledge and skills of graduates when they enter the workforce.

#### Program Quality Assurance Process Audit (PQAPA)

Once every five years, Niagara College participates in a provincially legislated Program Quality Assurance Process Audit (PQAPA). The PQAPA involves the regular and cyclical external review of the college’s program quality assurance processes at an institutional level, culminating with a report that documents the degree to which those processes conform to the quality criteria defining exemplary quality assurance processes. The final report also results in recommendations aimed at improvement and enhanced consistency with the quality criteria.

Niagara College took part in a PQAPA audit in October 2007. The audit required an institutional Self Study, providing evidence of our ability to meet the following five quality criteria:

- Admission, credit for prior learning, promotion, graduation, and other related academic policies support student achievement of program learning outcomes.
- Programs conform to the *Framework for Programs of Instruction*<sup>1</sup> and the Credentials Framework, are consistent with accepted college system nomenclature/ program titling principles and maintain relevance.
- Methods of program delivery and student evaluation are consistent with the program learning outcomes.
- Human, physical, financial, and support resources to support student achievement of program learning outcomes are available and accessible.
- Regular program quality assessment that involves faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement is in place and happens.

Results of the audit were reflected in the Audit Report. The Executive Summary of this report is posted on the Ontario Colleges Quality Assurance Service (OCQAS) website:

<http://www.ocqas.org/exec-niagara-2007.pdf>. It provided commendations on current good practices that affect quality and continuous improvement at Niagara, affirmed our stated areas for further development, and made recommendations for improvement. Niagara College provided an 18-month follow-up report, identifying process in addressing the recommendations. The follow-up report is also available on the OCQAS website: <http://www.ocqas.org/pdf/niagara-college-follow-up-report.pdf>.

### Quality Assurance Program Review Cycle

Quality Assurance Program Review (see Section 16 – Policies: Quality Assurance and Program Review) is a comprehensive process occurring on a six-year cycle, at which time a program conducts an in-depth review of data from the previous five years. Students, external stakeholders, and faculty provide input during this review process.

A program review helps answer the questions:

- Are students learning what they need to learn for today's world and within the context of their program or discipline?
- Are we using the most effective teaching/learning/assessment strategies to promote student learning in relation to the identified program outcomes?

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<sup>1</sup> The Minister's Binding Policy Directive *Framework for Programs of Instruction* is one of three policy documents issued by the Ministry of Training, Colleges and Universities in April 2003 to guide the development and delivery of programs of instruction offered by the colleges of applied arts and technology in Ontario.

- Are we making learning opportunities adequately accessible to students?
- Are the learning opportunities sustainable?

Program Review is meant to:

- enhance the quality of education offered by the program;
- demonstrate the extent that the program conforms to the provincial standards and/or program outcomes;
- gain an understanding and appreciation of the program’s strengths and a clearer sense of its direction;
- encourage discussion and dialogue among faculty and service areas, creating a shared purpose;
- assure that all program/course changes are based on adequate information and discussion;
- plan for the systematic evaluation of the curricula, equipment, and the use of materials, financial resources, and space/facilities;
- plan for the systematic evaluation of program policies, procedures, services, and records; and
- develop a sense of cohesiveness among the program’s administrators, faculty, staff, and students that results from the participation of all stakeholders in the self-study process.

A thorough Self Study is created which includes recommendations for improvement. Two external assessors conduct an audit by reviewing the documentation and through an on-site visit including interviews with representatives of all stakeholder groups. They issue an External Assessor Report, commenting on the validity of the Self Study and providing additional recommendations.

A Continuous Improvement Action Plan is developed for the program based on the recommendations in the Self Study and the External Assessor Report. This plan addresses short- and long-term program improvements to be implemented through the six-year cycle. Actions from Continuous Improvement Plans are followed up annually through Educational Pathways, Development, and Quality, in conjunction with Deans and Chairs, until all actions have been addressed.

Each year of the cycle provides an opportunity for program continuous improvement. Years One and Two following the program review allow for immediate improvement actions to be implemented. In Year Three, a quantitative analysis “Program Report” is documented to ensure the program is on track and trends are as expected. In Year Four of the cycle, the program typically undergoes formal curriculum mapping to ensure it remains compliant with degree-level outcomes and relevant to changes in industry requirements. Mapping also ensures congruency between course

learning outcomes, learning activities, and evaluations methods; addressing any gaps or redundancies that may have developed. Year Five allows for curriculum modifications from mapping to be implemented before the Program Review Self Study is conducted again in Year Six.

The results of program reviews and reports are presented in an Annual Quality Assurance System Report to the Board of Governors as a strategic board issue. The Self Study Template is included in Section 15 – Optional Material.

### **Key Performance Indicators**

Key Performance Indicator (KPI) surveys conducted annually with students, employers, and graduates provide vital feedback on program quality delivery from the stakeholders involved. Quantitative data is collected and analyzed to determine areas for attention and improvement, both annually and throughout the six-year program review cycle.

### **New Program Development and Approval**

Program quality starts with the development of new programs and the preparation of business plans (see Section 16 Policies – Development of New Programs Practice). The Strategic Enrolment Management Committee considers a new program for recommendation to the Executive Team and the Board of Governors based on information provided in a concept paper and then a full business plan about organizational alignment and strategic value, student and employer demand for the program, economic need, resource requirements, financial feasibility, and transferability issues. Curriculum is designed to ensure the accomplishment of defined program outcomes, in accordance with the Framework for Programs of Instruction in the Minister’s Binding Policy Directive.

Once the Board of Governors has approved the proposed program, documentation is submitted to the appropriate approving bodies.

### **Course Development, Course Outlines, and Curriculum Changes**

Quality delivery is ensured through practices and processes on course development, course outlines, and program and curriculum changes (see Section 16 Policies – Course Outlines; Program and Curriculum Change). New courses and changes to course curriculum are controlled through the Course Outlines, which are maintained through the Academic Logistics system. Academic Chairs must approve all new and revised input to this system. Guides and handbooks on curriculum development, evaluation, program manuals, and course outlines are provided on online: <http://www.niagaracollege.ca/content/NCQualityAssurance/QualityDelivery.aspx>.

Program co-ordinators and faculty review and revise program and course curriculum, incorporating input from recent Student Course Feedback and KPI surveys, curriculum meetings with students, and advisory committee meetings. Textbooks and course materials are updated as appropriate to meet program and course outcomes. Evaluation methodologies are aligned with learning activities and specific course learning objectives on the Course Outline to ensure their relevance to course content and design. Courses are benchmarked against similar courses in Ontario colleges and universities.



## 5.2 Support for Program Delivery

Student feedback, academic advising, professional education, curriculum consultation, and technological innovation support delivery of curriculum and other program elements and meet the Board's requirements as described in the following sections.

### Student Feedback

As mentioned previously, it is critical to Niagara College to have input from all stakeholders to ensure quality and ongoing improvement in our programs. Both practices and processes ensure standardized and regular quantitative and qualitative data from students is gathered to inform plans and actions related to program delivery.

### KPI Student Satisfaction Survey

Student satisfaction data is gathered annually by survey as a Key Performance Indicator. Results of this survey are reviewed and analyzed annually for indications of the need to make changes in a program and are also incorporated into the program review process. Program satisfaction is analyzed by program, school, and division as well as across the college and system. Changes as a result of KPI data are implemented as appropriate.

### Student Course Feedback Survey

Course feedback is an essential component of all courses offered for credit at Niagara College. Course feedback surveys provide a systematic and consistent mechanism for gathering and responding to feedback from students. It assists in the identification of areas of strengths and areas needing improvement in college course offerings. Results from course feedback are used to identify modifications needed for continuous improvement of courses, instruction, and support for faculty professional development. A Student Course Feedback survey for each course each term is used to measure students' perceptions of the learning context. It provides quantitative data on a regular basis, allowing examination by course and faculty member as well as trend analysis. Data is available to faculty, Chairs, and Deans electronically, provided by a third-party research firm (see Section 16 – Policies: Course Evaluation). A copy of a Student Course Feedback survey is included in Section 15 – Optional Material.

### Curriculum Committees

More qualitative information is obtained from Curriculum Committees held annually with students (see Section 16 – Policies: Curriculum Committees). Faculty meet at least once each academic year with students from the program, giving the students in each program the opportunity to make recommendations regarding curriculum and course objectives. These meetings provide a forum in which students, faculty, and administration jointly discuss the curriculum and course objectives of the program, with the aim of continuous improvement in the quality and relevance of the program. Once again, results from Curriculum Committees are incorporated into the program review process and recommendations for changes are made as appropriate.



## Academic Advising

Where student feedback and/or student performance are indicative of the need for support, academic advising and student support specialists are available to assist students.

Academic Advising is available to students through the program co-ordinator; or, when students are unsure of career goals or program selection, they can meet with an advisor in the newly created Career and Program Academic Advising Centre to assist in career clarification and program selection.

Furthermore, the College has a Student Success Centre where peer tutoring services can be accessed. The Centre also includes counselling services that are available to assist students in achieving personal and academic success. Students with special needs can take advantage of many services offered by the Centre for Student with Disabilities.

## The Centre for Education and Professional Development

The Centre for Educational and Professional Development (CEPD) supports outstanding applied education for a changing world by developing, renewing, and supporting teaching and learning at Niagara College. This is made possible through valuing collaboration, integrity, and openness and by coaching and facilitating:

- alignment of curriculum to the changing needs of industry, learners, faculty, and ministry guidelines;
- learner-centered solutions to curriculum and instructional design;
- responsive changes to a changing learning environment; and
- continuous curriculum renewal.

## Faculty Support

Niagara College faculty members receive support from curriculum consultants, a faculty e-learning consultant, a faculty advisor, an e-learning technologist, and hybrid coaches located in CEPD and within academic departments.

Throughout the year, full- and part-time faculty and staff have opportunities to attend a wide variety of educational workshops, programs, and individual or team consultation sessions on teaching methods, educational technology, and student issues. A number of workshops are also designed and delivered for individual departments as requested. In addition, a full day in-house conference, “Spotlight on Teaching and Learning”, fosters peer-to-peer sharing and learning and recognizes innovative and best practices as well as professors who are leading the way in new technology for learning applications.

For new full-time faculty, a compulsory three-phase, two-year residential development program is offered each May, June, and August. Upon completion of the program, awards are presented in a whole-college “Niagara Day”, recognizing the accomplishment of these professors. College-wide

orientation is offered each September and January for all new full- and part-time staff and faculty and a three-day, intensive teaching development program is offered to part-time faculty each September and January.

Many teaching and learning resources are posted on the CEPD website. In addition, CEPD houses a resource library of print materials for faculty and provides all faculty with subscriptions to the following four monthly online journals:

- Faculty Focus
- The Teaching Professor
- Online Classroom
- Academic Leader

### **Curriculum Support**

Instructional design, course development, teaching and learning plans, and curriculum mapping are among the core development supports offered by CEPD consultants and coaches via workshops, one-on-one consultation, and program review. Curriculum mapping is an ongoing process for all programs at Niagara College and is included as an integral and distinct activity within the College's six-year Program Review cycle. Mapping is also available as requested by academic teams.

A program curriculum mapping process is a collaborative, team activity involving all core faculty, academic chair(s), and faculty who teach liberal studies electives and foundation courses. Curriculum mapping is supported by an objective CEPD curriculum consultant who facilitates the process and advises the entire program team. Delivery methods are captured as part of the process to ensure a variety of learning styles are being met as well as modes of delivery (face-to-face, hybrid, online, and/or Learning Management System enhanced). Learning outcomes are assessed to ensure appropriate levels of learning are captured and that appropriate evaluation methods are being used to assess that learning outcomes have been met.

Curriculum consultants also provide process coaching for faculty during the time that a program is under development. Program teams meet regularly with CEPD staff to ensure that the program development is progressing within Niagara College, Ministry, and PEQAB guidelines (when applicable). The College Curriculum Guide, Evaluation Guide, and Program Mapping Kit document all required processes and additional resource materials.

### **Use of New Technology**

At Niagara College, educational technology is recognized as an integral part of teaching and learning rather than as a separate technique. As such, teaching using educational technology is integrated with development practices. Many professional development sessions focus on technologies to enhance teaching and learning. Individual consultation is always welcomed and encouraged.

CEPD utilizes a dedicated classroom where teachers can experiment with new teaching strategies or technologies with the support of department staff. The Information Technology Services (ITS) department works with business contacts to support such experimentation by acquiring equipment

on a trial basis. Putting new technology to the test in this setting ensures that Niagara College is investing in technology that effectively meets faculty and student needs.

Chickering and Gamson's (1987)<sup>2</sup> "Seven principles for good practice in undergraduate education" underlies the development of all our courses and especially those that are re-designed for hybrid delivery. This sound andragogy was originally written for classroom instruction and subsequently revised to include online educational practice among post-secondary institutions (Chickering & Ehrmann, 1996)<sup>3</sup>.

The seven principles for good practice in undergraduate education are listed below.

1. Encourages contacts between students and faculty
2. Develops reciprocity and cooperation among students
3. Uses active learning techniques
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

List 1 shows the various internal professional development workshops that have been designed and delivered to assist faculty with assessing emerging technologies that support student learning.

**List 1: Workshops Offered by CEPD During the Recent Academic Year:**

- Access Copyright
- Assignment Manager and Bb Test, Surveys
- Blogs vs. Journals: Supporting Reflective Practice
- Building a Learning Community with Wikis and Blogs
- Designing Multiple Choice Questions that are Reliable, Valid and Test Critical Thinking
- Developing a Teaching Portfolio
- Developing a Teaching Philosophy
- Designing an Effective Teaching and Learning Plan
- Engaging Discussion Boards: Do's and Don'ts
- e-Portfolios: Samples and Strategies For You and Your Students
- e-Portfolios: An Authentic Assessment Strategy
- Group Work Catalyst—Working with Google Docs
- Improve Your Teaching Through Improv Games
- Interactive, Full-Contact Curriculum Design

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<sup>2</sup> Chickering, Arthur and Stephen C. Ehrmann (1996), "Implementing the Seven Principles: Technology as Lever," *AAHE Bulletin*, October, pp. 3-6.

<sup>3</sup> Chickering, Arthur and Zelda F. Gamson (1987), "Seven Principles For Good Practice in Undergraduate Education," *AAHE Bulletin*, March, pp. 3-7.

- Learn About Effective Clicker Use
- Matching Evaluation to Learning Outcomes
- Moving to Hybrid Delivery: Essential Re-design Issues
- Online Groups and Collaborative Workspaces
- Online Teacher Competencies – How Do I Measure up?
- Practical Strategies To Help New Faculty Thrive
- Prezi – An Effective Replacement to PowerPoint
- Quick and Easy: On-line Tests and Assignment Submissions
- Revisit Your Teaching Philosophy
- Rubric Building Made Easy
- Rubrics—Enhancing Student Assessment
- Seven Teaching and Learning Principles with Technology
- Teaching Students to Work in Teams
- The Use of Online Role-Play for Teaching and Assessing
- Thinking about Teaching a Hybrid Course? Re-design issues and PD
- Updating your Technology Toolkit: Imagine the Possibilities
- Virtual Group Work Essentials: Google Docs
- Writing Effective Course Outcomes

### Learning Management Systems

Various e-learning activities support the learning outcomes in all courses. Faculty use the learning management system – Blackboard – to cultivate a vibrant learning community and to facilitate learning activities such as online discussions, collaboration, surveys and tests, group work, and blogs. A recent Blackboard user survey asking respondents to state their current comfort level using technology reports that 96 percent of staff are comfortable using technology to enhance student learning. Every full-time course has a Blackboard site that is used for posting course outlines and for communicating other information, as well as for hybrid or online course delivery. The College currently delivers 40 - 50 hybrid courses and approximately 10 completely online course offerings in full-time post-secondary programs.

Niagara College will continue to support students in building and strengthening their digital competencies. A recent upgrade to Blackboard provides opportunity for continued growth in this area. Workshops for students, staff, and faculty continue to be offered to support optimal utilization of this teaching and learning system, as shown by List 2 below.

#### **List 2: Blackboard Training Sessions – offered at the beginning and end of term and individual tutorials as requested**

- Blackboard for New Users
- Blackboard Grade Center
- SafeAssign

- Setting up Modules to Improve Course Organization in Blackboard
- Student Orientation

In addition, Blackboard Mobile Learn gives students and teachers access to their courses, organizations, and other Blackboard content on a variety of mobile devices. Students are provided with Blackboard access and orientation information from a variety of sources, namely the Computing Support website and Info Desks as well as program orientation sessions. Procedural information on the use of Blackboard is available to students and faculty at Niagara College through the college portal and on the corporate drive.

### **Hybrid (Blended) Course Development**

Hybrid course development has been supported by a faculty-led 14-week course designed to guide participants through the various stages of course re-design as well as explore various uses of educational technology. The “Analysis, Design, Development, Implementation and Evaluation” instructional systems design model is used to facilitate the process. The introduction, design, and development of a teaching and learning plan are completed through this process, resulting in a critical resource for hybrid course delivery.

A hybrid teaching and learning Community of Practice (CoP) has been established for all faculty who have completed the Hybrid Course Development program. The CoP provides opportunities for informal learning, vibrant discussion, and peer support for their practices.

### **Interaction between Faculty and Students**

Numerous technologies and opportunities are available to achieve interaction among faculty and students including communication via email, posting of announcements to course or homeroom Blackboard sites, discussion boards with threaded topics, collaboration through Virtual Classroom or Chat, Group Pages, Blog or Wiki, phone (voicemail), fax, and scheduled appointments with faculty. A Virtual Desktop Infrastructure is now in place, which allows students and staff to have access to any College licensed software anywhere and at any time on any device, assisting with more flexible course delivery.

All registered Niagara College students receive an active student web-enabled email account for the duration of their studies at Niagara College, through which faculty and the student can freely communicate. The student and faculty email service is available 24 hours a day, 7 days per week (24/7).

For faculty and staff, Niagara College provides an integrated 24/7 fax and email service that provides electronic faxing to students from any college desktop or laptop. Should hard copy documents/information need to be faxed, Niagara’s multifunctional copiers provide a ‘scan’ service to scan the documents, which can then be electronically faxed through the college fax system. Faxes sent by students automatically route to the appropriate faculty member’s email account immediately upon arrival to the college fax system.

Niagara’s phone system provides an “auto-attendant” beyond standard college operating hours, providing access to faculty voicemail for students and faculty 24/7. Conference calling is available and can be set for faculty use.

### 5.3 Online Learning Policies and Practices

Niagara College meets the Board requirements for online delivery in that reliable, sufficient, and scalable course-management systems that meet current and projected needs are provided. A robust, secure, highly available technical infrastructure is available, including our Blackboard Learning Management System that allows access to student accounts, timetables, grades, and course changes. Our two approved degrees already include approved online learning options for students.

#### Online Learning

Niagara College is a member of the Ontario Learn consortium of Ontario Colleges. Their mandate includes shared development, expenses, and delivery of courses online. Some courses are delivered online through a combination of specially designed web sites and/or email. This consortium now offers more than 200 courses. The organization has, on file and available upon request, copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/online learning.

Students registered in Ontario Learn’s online courses will learn through a combination of curriculum delivered online and through print-based texts and workbooks. By expanding the course offerings to include Liberal Studies courses at the degree level, with properly credentialed professors, Ontario Learn will provide greater flexibility and diversity in courses for degree students.

Niagara College ensures student and faculty preparation and orientation to technologies used in web-based modes of delivery. As previously stated, all college courses have a Blackboard site for professor communication with students. Course outlines are posted on this site. Often, course assignments, lesson plans, notes, additional resources, chat rooms, and discussion boards are accessed through the Blackboard course site. Grades are also posted on Blackboard for confidential student access. A Blackboard manual and other resources are available to faculty at <http://computing.niagaracollege.ca/content/BlackboardSupport/BlackboardFacultyStaffSupport.aspx>. Blackboard has been widely adopted across Niagara College. Additionally, there are tips sheets for both faculty and students available at <http://computing.niagaracollege.ca/content/BlackboardSupport/BlackboardStudentSupport.aspx>.

While all faculty use Blackboard to support their students’ in-class learning experiences, faculty members who demonstrate a strong commitment to online learning, have experience in online course development, and/or have been trained in course development and delivery (through personal or professional development or the many opportunities for training offered through CEPD) may be invited to develop and deliver online courses with Niagara College degree studies. They are supported by an e-learning faculty consultant and an e-learning technologist housed in the CEPD office.

For those students, faculty, and staff who require assistance with basic computer applications, there is free help via Dell Learning Systems. The Dell Learning System offers over 150 tutorials to full- and part-time Niagara College students, faculty, and staff. Learners access knowledge- and skill-based course content online. They can also ask questions and receive assistance virtually. Tutorials include sessions on Microsoft Office, professional development, and personal computer (PC) applications.

Niagara College has adequate resources and processes to acquaint faculty, students, and course designers with new software or systems as they are adopted. Learning the features and pedagogical use of new academic software is supported by CEPD and academic areas. CEPD staff present workshops, tip sheets, one-on-one coaching, and departmental in-service learning. Regular webinar invitations are posted on the Teaching and Learning CoP site as well as through email. These are promoted on Blackboard, the CEPD website, college wide emails, and the CEPD calendar. See <http://cepd.niagaracollege.ca/> and <http://computing.niagaracollege.ca/content/BlackboardSupport/BlackboardFacultyStaffSupport.aspx> for instructional videos and tip sheets.

Faculty who are selected to teach online or hybrid courses must have demonstrated capacity and experience. They must have successfully completed the Hybrid Course Development program or be assessed through a Prior Learning and Assessment process for equivalent knowledge and skill sets. Additional assistance is provided through resources available on the CEPD website as well as one-on-one consultation with the e-learning faculty consultant and/or e-learning technologist.

### **Online Capacity**

Backup and recovery of College data is done in the following ways:

- Data is backed up nightly from all systems using disk-to-disk technology and then replicated to another identical system at the other campus for disaster recovery purposes.
- For databases, journal files are copied off the system as they are filled up and backed up nightly. Databases are also backed up nightly as separate database back-up tasks.
- The learning management system is operated in a hosted arrangement. The data is held at Blackboard Inc. Data Centres. Data is handled in the same way as above – back-ups are nightly and journals are copied off as they are filled. Servers are easily added to scale the infrastructure as usage increases. The environment is comprised of various levels of redundant routers, switches, firewalls, and load balancers. Additional networking devices are easily added as necessary in order to support the highest level of security, performance, and availability. Occasional scheduled downtime is planned and communicated to all staff and faculty to allow for system upgrades, maintenance, and security patches.
- Recovery can be at the file, database, computer, or system level from back-ups.



It is important to note that the majority of Niagara College's systems are now on ubiquitous "blade" hardware and all critical storage is done on network attached storage (NAS) that allows RAID 50+ recoverability.

All students can store data on the College premise. It can be accessed from off-site locations as well, 24/7. Each student's data store is private to themselves via standard security and user rights. The student data storage is backed up following industry standard back-up standards.

Technical assistance is accessible for students and faculty for all hardware, software, and delivery systems. The college has a support desk that provides students, faculty, and staff with technical assistance on all hardware, software, and systems specified by the College as required for the program. The requests coming to the support desk (ITSupport) are prioritized to receive first-through third-level support. The hours of operation are Monday to Thursday 8:30 a.m. – 7:30 p.m. and Friday 8:30 a.m. to 4:30 p.m. Students are able to leave emails or create their own tickets for questions or technical assistance outside of these hours and these are then addressed during normal business hours.

Blackboard is a 24/7 online service with a 99.7 percent availability service-level guarantee. Blackboard ASP maintains a software monitoring system to provide real-time information about the environment, ensuring that Blackboard administrators are made aware of system failures as soon as they arise. Blackboard's dedicated, full-time team of more than 25 staff are then available to quickly troubleshoot and resolve downtime.

The hardware available to students is appropriate, current, and well-maintained. Niagara uses a four-year lease cycle wherever possible for computer labs, library computers and equipment, and back-end server infrastructure. This ensures infrastructure is never more than four years old. The College's IT department ensures all computers and equipment are in good working order and reimages classroom computers every term to ensure the most up-to-date and appropriate software is available for the students and faculty.

To ensure consistency of operational capacity, Niagara College uses clustered servers wherever possible to ensure redundancy as well as RAID solutions within our storage environment. We have begun to develop formal disaster recovery plans, including off-site pandemic solutions.

Appropriate safeguards are in place to assure the authentication of student identity and the integrity of student work for online courses. Niagara professors post final grades on our student information system, Peoplesoft, which uses the standard secured authentication practice controlled by an Active Directory database. Blackboard – and its robust online grading system that can be used to disseminate grades, exam, and assignment results – uses the same centralized authentication data. Passwords expire regularly and must be reset for added security.

Our institutional acceptable use policy for computer usage recommends that all passwords be kept safe and secure (see Section 16 – Policies: Compute and Network Use; and Computer Security). These Practices define what constitutes acceptable use of the Niagara College System, the



responsibilities of individuals who use the system, and the level of privacy that individuals who use the system can expect.

The Blackboard system includes the ability for professors to set specific time limits on exams, tests, and assignments. The system itself also has time-outs set to log the user out of the system automatically if the computer has been inactive, which is a deterrent for users to access other users' accounts (faculty or students). Personal data is not stored on Blackboard. Any personal data collected by staff is secure as per college policy and Freedom of Information policies.

### **5.3.1 Curriculum Vitae of Online Learning Professionals and Technical Staff**

Curriculum vitae removed for web publication of proposal submission.

## 6. CAPACITY TO DELIVER

The College has the capacity to deliver the quality of education necessary for students to attain the stated and necessary learning outcomes and meets the Board's standard and benchmarks for Capacity to Deliver.

Niagara College's Strategic Plan may be reviewed at the following link:

[http://www.niagaracollege.ca/content/Portals/3/NiagaraCollege/pdfs/corporate/reports/strategic\\_plan\\_2009\\_2015.pdf](http://www.niagaracollege.ca/content/Portals/3/NiagaraCollege/pdfs/corporate/reports/strategic_plan_2009_2015.pdf). Pertinent excerpts have been extracted below from the current Strategic Plan to demonstrate the College's strategic directions and the alignment with the proposed degree program.

### Vision

Enriching lives and fulfilling dreams.

### Mission Statement

Providing outstanding applied education and training for a changing world.

### Our Values

Our values form the guiding principles of all that we do – for our students, our employers, our communities.

- A priority on student success and satisfaction
- Working as a community
- Respect for diversity and inclusivity
- Sustainability
- Fostering and demonstrating entrepreneurship
- Creating a culture of innovation in our programs, services, applied research, and our learning environments

Our College's history has been shaped by an unwavering focus on the success of our students and an ability to adapt to the changing needs of the community we serve. Our future will depend on our ability to accommodate continued growth, find new and innovative ways to strengthen our roles, and sustain and expand our record of student success. To achieve this, we have set out four key strategic priorities for our next five years: to maintain our strong focus on student success, to be a key partner in the economic development of our region, to be a leader in our communities, and to build a strong, sustainable future. Our multi-purpose role is to be an educator, partner, and leader.

Niagara College is a vital, sustainable educational community. We support existing and emerging sectors of the economy by developing and expanding innovative programs that produce the highly-

skilled workforce that the 21<sup>st</sup> century economy requires. Despite the economic challenges facing Ontario, there is a looming skills shortage, with a forecasted shortfall of 360,000 skilled workers by 2025. Our region and province look to the post-secondary sector as a key resource to advance and support its economic future. Niagara College graduates are a critical resource, providing support for the transitioning economy. Niagara College has a key role in ensuring that the programs we offer provide the knowledge, skills, and experiences that allow our graduates to hit the ground running, and make an immediate, positive impact in the workplace.

Relevant college goals include:

- Our Master Building Plan has invested almost \$90 million dollars in new and improved facilities for our students and our community partners.
- Our growing applied research capability is becoming a valuable component in the development and rejuvenation of the Niagara Region’s economy and a priority for college growth – linking students, faculty, and businesses.
- We will continue to create learning pathways that allow our students to transfer their college credits to further educational opportunities, if they wish. We will provide students with opportunities to link to the workplace.
- Our programs will reflect regional, provincial, and national priorities. We will increase our programming and training activities in areas of strategic importance to the economic success of our country. We will continue to be a strong and committed partner in regional economic development. We will act as a catalyst in economic development by bringing together employers, agencies, and partners to develop responsive and innovative programming to meet industry and community needs.
- We will continue to be a leader in our community through the involvement of our students, faculty, and staff and through the presence of our “communities” on our campuses.
- We will offer a diverse range of credentials including access programming, diplomas, bachelor’s degrees, graduate studies, university transfer programs, general interest, and workforce development training and certification. Our programs will provide work placement opportunities and the opportunity to gain experience with companies and community organizations in applied research initiatives.

This application for Ministerial consent to offer a Bachelor of Commerce (Accounting) degree program demonstrates Niagara College’s commitment to achieving its mission, vision, and academic goals. The program will add another learning opportunity at a college with existing and proven expertise in delivering a rich repertoire of education designed to meet the needs of employers in the business accounting sector. In so doing, it will also allow students graduating from existing programs offered by the Faculty of Business in colleges across Ontario the opportunity to articulate to a baccalaureate degree and meet professional accreditation requirements.

The proposed Bachelor of Commerce (Accounting) degree program fits the need for skilled professionals in the accounting and finance sector in both the Niagara Region and beyond. Graduates can expect to find employment as accountants and auditors in a variety of settings, including banks and financial institutions; insurance companies; federal, provincial and municipal governments; auditing, accounting and bookkeeping firms; and through self-employment.

There will be a need for new accountants in the labour market to replace almost half of existing workers who are expected to retire in the next 10-15 years. In addition, growth is expected in both the domestic and international business communities due to an increasing number of new businesses. New accounting professionals will be required to meet the need for greater financial efficiencies and increased public accountability resulting from changes in legislation relating to taxes, the move to International Financial Reporting Standards (IFRS) in Canada, and legislation passed in both Canada and the United States as a result of accounting scandals. The globalization of business has also led to an increased demand for more accounting expertise (Robert Half International, 2005)<sup>1</sup>.

Our family of Accounting Business Programs develop informed and educated employees and entrepreneurs to help meet our regional, provincial, and national needs. The proposed new degree adds an additional level of competency and complexity to the current Business – Accounting diploma and Business Administration – Accounting advanced diploma programs. The new degree will be part of a multi-faceted Business division that includes diploma and graduate certificate programs in most areas of traditional business disciplines (accounting and finance, human resources management, marketing, international business, and operations management) and the highly successful Bachelor Degree in International Commerce and Global Development. The Business division also includes a School of Hospitality and Administration with its highly regarded Bachelor of Applied Business – Hospitality Operations Management degree. Some of the foundational and generic skills courses in the proposed degree are shared with similar courses in the College's established degree programs.

## 6.1 Learning and Physical Resources

The college provides for reasonable student and faculty access to learning and information resources (e.g. library, databases, computing, classroom equipment, laboratory facilities) sufficient in scope, quality, currency, and kind to support the program.

The Libraries of Niagara College, located at the Welland and Niagara-on-the-Lake Campuses, provide collections of print, media, and digital resources that enhance classroom learning and independent research activities. The collections are promoted through orientations, bibliographic seminars, small group instruction, drop-in tutorials, and personal assistance. The Libraries also provide services that support the production of professional reports and presentations. The Libraries have a fully automated catalogue and a website with links to external resources,

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<sup>1</sup> Robert Half International. (2005). Next Generation Accountant - A New Outlook on a Timeless Profession. Robert Half International Inc.

information regarding policies and services, and subject guides for each program ([www.niagaracollege.ca/library](http://www.niagaracollege.ca/library)).

The Libraries provide a full range of library services, including research assistance, class orientations, bibliographic instruction, interlibrary loans, reserve holdings, and copyright advice. The libraries also provide group study rooms, photocopiers, laminating, report binding, open access computers, scanners, and printers. The Libraries provide a “one-stop shopping” approach to circulation of audiovisual equipment including laptops, netbooks, projectors, digital voice recorders, cameras, and camcorders which students may use in preparing their in-class presentations and assignments.

The Library website also contains a number of virtual services to support student success. Each program has a subject guide created by Library subject specialists that provides recommended print and video titles from the Library catalogue; separates out the most relevant databases for each subject; offers suggested search terms and techniques; provides links to high-quality external websites, associations, and government resources; and displays the contact information for each liaison. In addition to academic programs, subject guides for broad topics such as copyright and constructing citations are available.

## Collections

### Journals & Magazines

The Niagara-on-the-Lake Campus Library subscribes to approximately 160 print journals (newspapers, trade magazines, and scholarly journals). Hardcopy titles that would be particularly relevant to this new program include:

- *Bloomberg Businessweek*
- *CA Magazine*
- *Canadian Business*
- *Canadian Economic Observer*
- *CMA Magazine*
- *Economist*
- *Finance and Development*
- *Fortune*
- *Harvard Business Review*
- *Inbound Logistics*
- *Report on Business*
- *Successful Meetings*

### Research Databases

Students also have access to the Library’s online databases, which provide 24-hour access to thousands of additional full-text journal publications, e-books, and websites. These databases, along with the Library catalogue and subject guides, can be found at [www.niagaracollege.ca/library](http://www.niagaracollege.ca/library).

Students can search the databases and the catalogue at the same time using the Summon discovery tool, which can be found on the Library website and in the subject guides.

In addition to the databases described in the table below, the Library will soon have access to ABI Inform Global, one of the premier business resource databases on the market. Over 3,500 publications are available to be searched from this database, with full text access to more than 2,500, including titles such as: *Accounting & Finance*; *Accounting, Business, & Financial History*; *Accounting Horizon*; *Accounting Review*; *Accounting, Organizations, & Society*; *Accounting, Auditing, & Accountability Journal*; *International Journal of Accounting*; *International Journal of Accounting, Auditing, and Performance Evaluation*; *International Tax & Public Finance*; *Journal of Accountancy*; *Journal of Accounting, Auditing, & Finance*; *Journal of Financial Management & Analysis*; *Journal of Financial Planning*; and thousands more.

The following table describes some of the most relevant databases currently in the Library’s virtual collection for this program:

Database	Vendor	Description	Example Titles
Academic Search Complete	EbscoHost	Academic Search Complete is the world’s most comprehensive, multi-disciplinary full-text database containing over 7,900 full-text periodicals, including more than 6,800 peer-reviewed journals.	<i>World of Accounting Science</i> , <i>Contemporary Management Research</i> , <i>Journal of Academic Research in Economics</i> , <i>Business Review</i> , <i>Economic Review</i> , <i>Federal Reserve Bulletin</i> , <i>Journal of Financial Counseling &amp; Planning</i>
Canadian Reference Centre	EbscoHost	CRC provides full-text magazine information for over 150 Canadian and 400 international periodicals.	<i>Business Quarterly</i> , <i>Ivey Business Journal</i> , <i>Business 2.0</i> , <i>Canadian Banker</i> , <i>Profit</i>
Business Source Complete – Business Searching Interface	Ebscohost	International company, country, and industry reports and statistics. Also searchable cited references are provided for more than 1,300 journals.	<i>ABA Banking Journal</i> , <i>Academy of Accounting &amp; Financial Studies Journal</i> , <i>Academy of Banking Studies Journal</i> , <i>Journal of Accounting Research</i>
Datamonitor 360 (formerly Marketline)	Datamonitor International	International company, country, and industry reports and statistics.	<i>BCE Inc. Company Profile</i> , <i>Wireless Telecommunication Services in Canada Industry Profile</i> , <i>China Country Profile</i>
CBCA Business	Proquest	Business and Finance: Journals, magazines, newspapers, newsletters.	<i>Canadian Economic Observer</i> , <i>MoneySense</i> , <i>Strategy</i>

Database	Vendor	Description	Example Titles
CBCA Reference and Current Events	Proquest	General Reference: Journals, magazines, newsletters.	<i>Canadian Business, The Economist, Innovations</i>
Canadian Newsstand Major Dailies	Proquest	General Reference, Business and Finance: newspapers.	<i>Financial Post, Daily News, The Gazette, The Globe and Mail, National Post, The Toronto Star, The Vancouver Sun</i>
NetLibrary	OCLC	NetLibrary provides access to the digital version of over 8,000 books.	<i>Accounting Best Practices</i> by Stephen Bragg (Wiley, 2004), <i>Welfare Measurement in Imperfect Markets: A Growth Theoretical Approach</i> by Thomas Aronsson et al. (MA Edward Elgar Publishing, Inc., 2004)
E-STAT	Statistics Canada	E-STAT offers a warehouse of statistics about Canada, including: CANSIM (labour, manufacturing, investment, international trade, etc.), Census of Population, etc.	<i>Consumer credit, outstanding balances of selected holders, monthly (dollars), Jan 1956 to May 2011, Stock market statistics, Canada and United States, monthly (dollars), Jan 1953 to Jun 2011</i>
Films on Demand	Facts on File	1,500 Business videos and documentaries streamed online and searchable by title and segment.	<i>How to Be More Successful in Business, Global Economics, Going Public: A Cautionary Case Study</i>

### Books, Videos, and DVDs

Books and media resources are purchased each year to support the wide variety of courses that are offered at the College. The Niagara-on-the-Lake Campus Library purchased over 150 books on business-related topics since 2009. Some titles recently acquired include:

- *Accounting for growth in Latin America and the Caribbean: improving corporate financial reporting to support regional economic development*
- *Culture, Leadership, and Organizations: the GLOBE study of 62 societies*
- *European Union*
- *Fraud Auditing and Forensic Accounting*
- *International Business Marketing in Emerging Country Markets*

- *Make Sure it's Deductible : Little-known Tax Tips for your Canadian Small Business*
- *No-nonsense Guide to Global Finance*
- *OECD Insights: International Trade, Free, Fair and Open*
- *Overcoming Border Bottlenecks: The Costs and Benefits of Trade Facilitation*
- *Payback : Debt as Metaphor and the Shadow Side of Wealth*
- *Prosperity without Growth: Economics for a Finite Planet*
- *Provinces and Canadian Foreign Trade Policy*
- *The New Paradigm for Financial Markets*
- *Value-added Taxation in Canada : GST, HST and QST*
- *World Development Indicators*

Books and media resources supporting this program are clustered around the following Library of Congress subject areas:

- HB1-3840 – Economic Theory. Demography.
- HC94-1085 – Economic Conditions - By region or country
- HF3000-4055 - Commerce by Region or Country
- HF5387-5387.5 – Business ethics.
- HF5601-5689 - Accounting. Book-keeping.
- HF5691-5716 - Business mathematics. Commercial arithmetic.
- HG1-9999 – Finance
- HJ2240-5908 – Revenue. Taxation. Internal Revenue.



This table gives an overview of the print library holdings in some of these subject areas:

Subject Search	Titles	Titles since 2006
Accounting	110	18
Finance	222	47
Taxation	44	3
Business Etiquette	42	7
Business Ethics	30	11
Macroeconomics	14	6
Microeconomics	15	3
International Finance	30	8
Electronic Commerce	36	9
Business Mathematics	14	2
Managerial Accounting	19	3

Approximately 65 DVDs on various business topics have been acquired since 2009. The following examples will be useful for this new program:

- *Buying and Selling: How Trading Shapes Our World*
- *Capitalism Hits the Fan: Richard Wolff on the Economic Meltdown*
- *Inside Job: The Global Economic Crisis of 2008*
- *Introduction to Internal Auditing*
- *Mind over Money: How Human Psychology and Finance Interact*
- *On the Money: The ABC's of Accounting*
- *Plunder: A Crime of Our Time*
- *The Love of Money*

Niagara College also participates as part of the Interlibrary Loan (ILL) service that enables users to obtain material not owned by Niagara College Library from another library or supplier. The Library obtains those items required for study and research which are not available at the Niagara College Library. Materials are generally received within one week and a tracking system ensures students are advised when materials have arrived.

Niagara College Libraries are sufficiently prepared to support this new program. The resource collections and services available from NC Libraries and Learning Commons offer a strong foundation for an Accounting degree program.

### Physical Space

There are currently 74 classrooms and computer labs at the Niagara-on-the-Lake campus that include state-of-the-art teaching and learning technology, including a high-resolution projector, a computer with access to high-speed internet, and a white or black board. All classrooms have wireless access and e-learning capabilities that can be used for course delivery and online access.

There are more than 300 computers accessible for students in classrooms, open access labs, and the library at this campus. The classroom and computer labs available on site at the Niagara-on-the-Lake Campus are:

Number Available	Capacity	Total
21 classrooms	20-29	420-609
33 classrooms	30-40	990-1320
7 classrooms	41-60	287-420
1 classroom each	70/96/116/200/240	722
<b>66 total classrooms</b>		<b>2419-3071</b>
6 Computer labs	30 – 36	216
2 Open Access labs	36	72

A Virtual Desktop Infrastructure (Remote Desktop) allows students and staff to have access to any College-licensed software anywhere and at any time on any device, on- or off-campus, assisting with more flexible course delivery. In addition, secure wireless access to the internet is available anywhere on campus.

## 6.2 Resource Renewal and Upgrading

The college makes a commitment in its budgets and policies to provide and maintain the necessary learning, physical, technological, human, and other resources for the program and to supplement them as necessary. Its renewal strategy includes:

- a capital purchase plan to meet the strategic requirements of the College’s plans, linked to the capital needs and requests from academic and non-academic areas;
- an instructional computing and technology annual plan partly supported by the College’s student technology fund;
- a capital innovation plan, linked to funding activities through the College’s fundraising units and planned grant requests;
- a facility renewal annual budget and plan; and
- an infrastructure renewal plan to enhance technical infrastructure and extend audio-visual, wireless, and web resources.

### Library Resources

The College plans and invests in library acquisitions on an annual basis. Library resource needs are identified by the librarians as well as faculty members. Faculty members review existing acquisitions, typically in the May-June timeframe. New resources (text, video, journal, electronic) that will be of benefit are prioritized and purchasing recommendations are submitted to the Learning Resource Centre for consideration as per yearly funding allocations.

## Computers and Computer Access

The College establishes an instructional computing and technology renewal and upgrading plan on an annual basis. Desktop renewal for faculty and staff is done on a yearly basis with an operating capital fund. The cycle is four to five years for this type of equipment.

## Laboratories and Equipment

Typically, all lab computers for students are renewed every four years or as required. Teaching technologies and open-access student labs are funded with our STEC (Student Technology Enhancement Fund) of approximately \$1.1 million yearly. The equipment is inventoried in a database. Servers, network infrastructure, and teaching lab computer equipment are renewed using CERF (Capital Equipment Renewal Fund) and other new initiative capital funding as required. We have a five- to six-year plan for all of the labs and the server infrastructure is kept until it is unusable or the vendor will not allow maintenance contracts. Usually this is about six to seven years. All equipment is inventoried and reports to look at renewal items are based on available renewal funds per year.

## Classrooms

The College upgrades and enhances facilities on an ongoing basis taking into account enrolments, faculty support needs, and the growing use of web-based technologies for learning and teaching.

## 6.3 Support Services

Support Service	Brief Description
Centre for Students With Disabilities	Niagara College has many great services that can be helpful to students with disabilities, including visible and non-visible disabilities. Supports can include accommodations, learning strategies, and assistive technologies. Further details are available at <a href="http://www.niagaracollege.ca/cswd">http://www.niagaracollege.ca/cswd</a> .
Counselling Services	Counsellors are available to facilitate academic success in the Counselling Office. They can assist students to: <ul style="list-style-type: none"><li>• identify career goals and make sound academic decisions;</li><li>• develop academic plans to promote success in the event of failed subjects or low grade point average (GPA);</li><li>• make decisions regarding full-time/part-time studies;</li><li>• review graduation requirements;</li><li>• find equivalent credits; transfer to another program; select electives and options; and</li><li>• access other college services to support student success.</li></ul> Further information can be found at <a href="http://www.niagaracollege.ca/counselling">www.niagaracollege.ca/counselling</a> .
Financial Assistance	Niagara College provides bursary and scholarship support throughout the academic year. Full details are provided at <a href="http://www.niagaracollege.ca/finaid">www.niagaracollege.ca/finaid</a> .

Support Service	Brief Description
Health Services	Health Services strives to provide the best health care for students and to promote awareness on a variety of health topics throughout the year by offering a variety of services. Full details can be found at <a href="http://www.niagaracollege.ca/healthservices">www.niagaracollege.ca/healthservices</a> .
International Student Services	The International Department provides all guidance, advice, and support for international students. Full details can be found at <a href="http://international.niagaracollege.ca">international.niagaracollege.ca</a> .
Job Centre	The Job Centre provides services to students, co-op students, graduates, and employers. Some of these services include: <ul style="list-style-type: none"> <li>• job search help</li> <li>• job fairs</li> <li>• job posting</li> </ul> Full details can be found at <a href="http://www.niagaracollege.ca/jobcentre">www.niagaracollege.ca/jobcentre</a> .
First Nations Student Services	Niagara College is dedicated to enhancing Native student success. Services available for First Nations, Inuit, and Métis students include: <ul style="list-style-type: none"> <li>• computer lab, with Internet access, specifically for Aboriginal students' use</li> <li>• Native designated bursaries available</li> <li>• library of Native resource materials (including periodicals, manuals, and videos)</li> <li>• satellite campuses</li> <li>• provision of guidance, advice, and support to new and existing students and those interested in entering our college community</li> <li>• study area / lounge area</li> <li>• ongoing development of new courses, programs, and services for Native and non-Native students alike</li> <li>• student advocacy (e.g. college structures, policies, procedures, faculty relationships)</li> <li>• post-secondary programs with Native designations</li> <li>• articulated programs with Native organizations in various locations (e.g. Six Nations Polytechnic, Wadesk, and local area Friendship Centres)</li> <li>• food bank available to students in need</li> </ul> Full details are provided at <a href="http://www.niagaracollege.ca/studying/services/first_nations_student_services.htm">www.niagaracollege.ca/studying/services/first_nations_student_services.htm</a> .

Support Service	Brief Description
Student Administrative Council (SAC)	<p>The Niagara College Student Administrative Council Inc. aspires to provide healthy and safe activities, facilities, and services while promoting an accessible college environment and contributing to the quality of student life.</p> <p>The Student Administrative Council (SAC) is comprised of twelve students, six from the Niagara-on-the-Lake Campus and six from the Welland Campus as well as one full-time President. SAC is elected annually by the student body at each campus, and the full-time President is appointed annually by the Board of Directors. The members of SAC work hard every day to help their fellow students in any way they can.</p> <p>SAC is responsible for making decisions on behalf of the students of Niagara College. The Student Administrative Council provides students with many services, information, events, and representation province-wide. More information can be found on the SAC website at <a href="http://ncsac.ca">ncsac.ca</a>.</p>
Prior Learning Assessment (PLAR)	<p>Candidates can be granted college credits for demonstrating that they have achieved the learning outcomes of a specific course. There is a PLAR co-ordinator at each Niagara College campus who guides candidates through the PLAR process and co-ordinates it internally at the college.</p>
Peer Tutoring	<p>Peer tutoring is a free service to Niagara College students who are experiencing some difficulty with their subject matter. Students who may be failing or borderline in their grades or who need to learn good study habits are encouraged take advantage of this service. Students achieving grades over 80 percent are eligible to become tutors and are paid for their services. Full information can be found at <a href="http://www.niagaracollege.ca/tutor">www.niagaracollege.ca/tutor</a>.</p>

Contact information and locations for campus resources can be found at: <http://www.niagaracollege.ca/studying/services>.

## 6.4 Faculty

### Enrolment Projections and Staffing Implications

	Cumulative Enrollment Full-time	Full-time Faculty	Part-time Faculty	Full time Student: Full-time Faculty Ratio
Year 1 2013-14	148	4.97*	-	29.8:1
Year 2 2014-15	209	6.17*	-	33.9:1
Year 3 2015-16	282	7.80*	-	36.2:1
Year 4 2016-17	347	9.42*	-	36.8:1

\*based on 35 teaching contact hours per full-time faculty

The School of Business and Management assigns faculty to the existing Bachelor of Applied Business – International Commerce and Global Development, with two new degree programs proposed for 2013 launch. The table above depicts both the enrolment and staffing projections for this business degree “suite” of programs (International Commerce and Development, Accounting, and Human Resources) in the School of Business and Management. The figures are based on a plan to hire five full-time faculty members through Years One to Four following the launch of the program. Note that additional full-time faculty members who will teach some of the breadth courses are also captured in the table above. This will result in a full-time student to full-time faculty member ratio of 36.8:1.

All faculty teaching in the Bachelor of Commerce (Accounting) program meet the Board requirements. All faculty have relevant professional credentials and related work experience. They hold at least a Master’s degree in a closely related field or discipline and engage in a level of scholarship, research, or creative activity sufficient to ensure their currency in the field. No less than 50 percent of faculty teaching in the core courses, as well as those teaching in non-core courses, hold the terminal academic credential in the field or in a closely related field of study. Faculty credentials are verified and documentation is maintained by the college (see Section 16 – Policies: Statement on Evidence of Faculty Credentials).

The College is committed to helping each faculty member to develop, achieve, and realize his/her professional and personal potential in order to continually improve performance and to optimize each individual’s professional contributions to quality learning experiences for our students. Performance appraisals of faculty are conducted to ensure that student needs are being adequately met as well as to discuss the ongoing needs and professional development of faculty. The Academic Chair conducts regular reviews of faculty performance, which includes student feedback on teaching. All regular full-time professors are encouraged to undertake annual formative review and development through reports and discussions with the relevant academic manager. At least every

fourth year (or at the call of the academic manager), a summative review of each professor's performance and development is undertaken (see Section 16 – Policies: Faculty Review and Development: Professors).

New professors are subject to a two-year probationary period during which time they are evaluated by the Chair at regular four-month intervals. A final, more detailed evaluation is completed by the Chair immediately prior to the end of the probationary period to formally acknowledge and confirm the faculty member's suitability (see Section 16 – Policies: Faculty Review and Development: Probationary Professors).

The College acknowledges a commitment to the human resources development of its employees by offering appropriate incentives, by encouraging and assisting staff to take advantage of opportunities to develop their present skills and competencies, and by assisting, according to specified criteria, employees to retrain for alternative positions in the event of redundancy (see Section 16 – Policies: Statement on Human Resource Development).

Orientation is provided for all new full-time staff at Niagara College (see Section 16 – Policies: Orientation of New Full-Time Staff). A three-phase, two-year residential professional development program for new full-time faculty is offered each May, June, and August. A wide range of professional development activities are offered for faculty and staff throughout the year through the Centre for Educational and Professional Development (CEPD). More detail on professional development can be found at: <http://www.niagaracollege.ca/cepd>.

The college provides reimbursement for some educational/training leaves, materials, or travel according to the relevant practices (see Section 16 – Policies: Education/Training for Human Resource Development). Additionally, sabbatical opportunities are available for faculty for up to one year to pursue suitable activities which will enable staff members to enhance their expertise, to build upon initiatives they have undertaken relative to their work at the College, to develop new competencies, or to pursue suitable renewal activities in order to address expanded career goals deemed to be consistent with College objectives for professional development leaves (see Section 16 – Policies: Professional Development Leaves – Academic). In addition, faculty are allowed ten working days leave per year for professional development. This professional development can be in relation to in-house teaching methodologies/learning tools as well as activities related to the faculty member's field.

Faculty teaching and supervision loads are assigned in accordance with the Academic Employees Collective Agreement's Standard Workload Formula (SWF). The total workload assigned and attributed by the College to a teacher shall not exceed 44 hours in any week for up to 36 weeks in which there are teaching contact hours for teachers in post-secondary programs. The balance of the academic year is reserved for complementary functions and professional development. Workload factors include:

- (i) teaching contact hours
- (ii) attributed hours for preparation

- (iii) attributed hours for evaluation and feedback
- (iv) attributed hours for complementary functions

There is some allowance from the maximum weekly total is to allow for routine out-of-class assistance to individual students. The teacher is expected to inform students of their availability for out-of-class assistance in keeping with the academic needs of students.

Included in Section 16 – Policies are copies of the college’s practices pertaining to faculty credentials for teaching into a degree program or acting as research/clinical/exhibition supervisors in the program; faculty performance review; and professional development activities and opportunities; including:

- Statement on Human Resource Development
- Statement on Evidence of Faculty Credentials
- Faculty Credentials for Applied Degree Teaching
- Faculty Review and Development: Professors
- Faculty Review and Development: Probationary Professors
- Faculty Review and Development: Instructors
- Faculty Review and Development: Probationary Instructors
- Co-operative Human Resource Development Opportunities
- Education/Training for Human Resource Development – Leave of Absence
- Education/Training for Human Resource Development – Payment of Fees and Materials Costs
- Education/Training for Human Resource Development – Payment of Travel Expenses
- Professional Development Leaves – Academic
- Faculty Requests for Approval of Further Formal Education for the Purpose of Additional Progression Steps
- Orientation of New Full-Time Staff

Included in Section 15 – Optional Materials is:

- A Manager’s Guide to Recruitment & Selection



## **6.5 Curriculum Vitae Release**

The college has signatures from all faculty and staff whose curriculum vitae (CVs) are included in this submission that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review, and final status of the program application. This signed acknowledgment is on file and available for inspection upon request.

## **6.6 Curriculum Vitae of Faculty Assigned to the Degree Program**

Curriculum vitae for faculty expected to be assigned to the degree program follow:

### **6.6.1 Curriculum Vitae of Faculty for Core Courses**

Curriculum vitae removed for web publication of proposal submission.

### **6.6.2 Curriculum Vitae of Faculty for Non-Core Courses**

Curriculum vitae removed for web publication of proposal submission.

### **6.6.3 Curriculum Vitae of Faculty for Liberal Studies Electives Courses**

Curriculum vitae removed for web publication of proposal submission.

## 7. CREDENTIAL RECOGNITION

The Bachelor of Commerce (Accounting) program maximizes the graduates' potential for employment and promotion in their field and further study. It meets the Board's standard and benchmarks for Credential Recognition.

The program is also designed with content and academic rigor that is expected to facilitate credit transfer to and credential recognition by other post-secondary institutions in Canada, the United States, and abroad. Issues of transferability and credit transfer have been a focus of Niagara's attention in order to facilitate the mobility needs of its graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other post-secondary institutions.

Many of Niagara's existing courses (for example, courses offered through our Liberal Studies division) have already been recognized by universities such as Brock University, Niagara University, Bishop's University, and other universities in Canada, the United States, Australia, and the United Kingdom, as being equivalent to their instruction. Rigorous assessments have been built into each course of the degree program, including examinations and a variety of assignments such as documented research papers, journals, simulations, and case analyses. These assessment strategies parallel degree course requirements in other jurisdictions and will provide graduates with work samples reflecting degree-level outcomes to include in applications to further study.

### Consultation

#### University Consultation

Niagara has approached a number of universities in Canada and internationally concerning credential recognition for this program. Currently, we have received confirmation of credential recognition from Niagara University, McMaster University, and Royal Roads University (see following letters). We will continue discussions with other universities to confirm their consideration of graduates for admission to appropriate graduate programs.

Niagara has demonstrated its commitment to developing articulation and transfer credit arrangements with universities for many years. The Niagara College articulation website ([www.niagaracollege.ca/transfer](http://www.niagaracollege.ca/transfer)) outlines the extensive lists of articulations to degree completion from 48 different educational institutions in Ontario, across Canada, and internationally.

#### Accounting Sector Consultation

Niagara's proposed degree program content has been submitted to the three major accounting associations (Institute of Chartered Accountants of Ontario, Certified Management Accountants, and Certified General Accountants of Ontario) for consideration and review. To date, a letter of support has been received from the CGA (see below), where our program is currently undergoing review. Likewise, we have received confirmation from the CMA that the program is being reviewed

by their accreditation team. We expect assessment and accreditation to be complete by these associations, as well as from the ICAO, by the time of the site visit.

As previously stated, consultation with the Business – Accounting Program Advisory Committee and other employers in the field resulted in a strong endorsement of the need for and quality of the proposed Bachelor of Commerce (Accounting) degree program at Niagara. Their letters of support also follow.

This program maximizes the graduates' potential for employment and promotion in their field and for further study as evidenced by the following communications from employers, professional associations, and academic institutions.

Included in this section are letters of support from:

- Niagara University
- McMaster University
- Royal Roads University
- University of Glamorgan
- Vivian DeRochie, Program Advisory Committee
- Silvana Stuppiello, Program Advisory Committee
- Certified General Accountants of Ontario
- Fort Erie Chamber of Commerce
- Niagara Region Corporate Services
- Elzinga Chartered Accountants
- MacGillivray Chartered Accountants and Business Advisors

September 6, 2011

Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, Ontario  
L0S 1J0

RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING) DEGREE

Dear Ms. Kinnaird:

We are honored to have the opportunity to review the program synopsis of your proposed Bachelor of Commerce (Accounting) Degree and we fully support your proposed program based on the following observations:

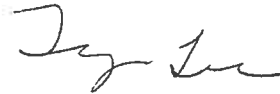
1. The demand for accounting students has increased dramatically since October 2001 due to the Enron scandal. Compared with other business majors, accounting students not only can find jobs easily, but also are paid with higher starting salaries. Therefore, your proposed Bachelor of Commerce (Accounting) Degree will truly address the need for accounting students in the business world.
2. By reviewing your proposed accounting curriculum, we found that you had embedded three features to echo the trends of accounting education- globalization, information technology, and ethics. We believe that your proposed accounting program will prepare your students to compete for jobs in the marketplace.
3. We also found your proposed accounting curriculum would enable your students to complete our MBA degree in one year, as your proposed accounting program had covered all of our MBA foundation courses. We welcome your students to apply for admission to our MBA program when they complete a bachelors degree from Niagara College.

Niagara College has developed skilled and knowledgeable graduates in Accounting for many years, and we have enjoyed our relationship with your College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,



Timothy M. Downs, Ph.D.  
Vice President for Academic Affairs



Tenpao Lee, Ph.D., Interim Dean  
College of Business Administration

September 29, 2011

Ms Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College, 135 Taylor Road  
Niagara-on-the-Lake, Ontario, L0S 1J0

Dear Ms. Kinnaird:

This is a letter in support of your proposed launching of a Bachelor of Commerce (Accounting) and a Bachelor of Business Administration (Human Resources).

I have reviewed the prospectuses for the proposed programs and found that both have courses that cover the essential material needed in bachelor's level programs with these designations as well as providing other valuable learning for the students. My review of faculty qualifications showed that most have PhDs or MBAs, and in cases in which they do not that may be the result of bringing in appropriately experienced practitioners for the material to be taught. The information from the documents you have provided me is the basis for my support.

There is a growing need for business graduates who are skilled in theories and principles, as well as the practical aspects of accounting and human resources management. I expect that the graduates of the proposed programs will find appropriate employment and will contribute to the economic prosperity of Ontario and the other regions in which they work.

We look forward to considering graduates from this new degree program for admission to our MBA program.

Sincerely,



John W. Medcof  
Acting Associate Dean



**ROYAL ROADS  
UNIVERSITY**



**Faculty of Management**

September 30, 2011

Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, ON, L0S 1J0

Dear Ms. Kinnaird:

**RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING)  
DEGREE**

We have reviewed the proposed Bachelor of Commerce (Accounting) degree proposed by Niagara College recently. It is my pleasure to share with you that Royal Roads University endorses this program and can offer enthusiastic support for learning experiences that your students will have throughout this curriculum and the practical experiences contained. I believe that many organizations will be willing to consider your graduates for future employment.

As fellow educators, we share the awareness of the need for business graduates who are comfortable with the theoretical and practical aspects of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

As with other Niagara College Bachelor degree programs, we are pleased to consider your graduates for admissions to our graduate study programs.

Niagara College has developed skilled and knowledgeable graduates in accounting for many years, and we have enjoyed our relationship with the College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,

Pedro Márquez, PhD  
Dean

Date: 6<sup>th</sup> October 2011

Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, Ontario  
L0S 1J0

Dear Ms. Kinnaird:

**RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING) DEGREE**

It is with pleasure that the University of Glamorgan supports/endorse the Bachelor of Commerce (Accounting) degree proposed by Niagara College. We have reviewed the proposed degree program and can offer enthusiastic support for your curriculum and the practical experiences your students will have. We expect that many companies will be willing to consider your graduates for future employment.

As educators, we are aware of the increasing need for business graduates who are skilled in theories and principles, as well as the practical aspects of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

As with other Niagara College Bachelor degree programs, we would be pleased to consider your graduates for admissions to our graduate study programs, subject to them satisfying the University of Glamorgan's entry requirements.

Niagara College has developed skilled and knowledgeable graduates in accounting for many years, and we have enjoyed our relationship with the College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,



Dr Cath Jones  
Associate Dean  
Faculty of Business and Society

July 11, 2011

To Whom It May Concern:

As a Program Advisory Committee member; it is a pleasure to offer my support for the establishment of the four year Bachelor of Accounting degree at Niagara College Canada. Niagara College Canada has gone through an extensive development and advisory process to ensure that the new program will meet the needs of private as well as public institutions.

The creation of a Bachelor of Accounting degree at Niagara College Canada would create training opportunities for the manufacturing and service business sectors as well as increase the level of expertise for students.

I am pleased to lend support to Niagara College Canada's proposal for a degree program in accounting.

Yours truly,



Vivian DeRochie  
Niagara College Program Advisory Committee Member



July 4, 2011

To Whom It May Concern:

On behalf of Niagara College Canada Accounting & Finance Program Advisory Committee, it is a pleasure to offer our support for the establishment of the four year Bachelor of Accounting degree at Niagara College Canada. Niagara College Canada has gone through an extensive development and advisory process to ensure that the new program will meet the needs of the accounting and finance industry.

The introduction of a Bachelor of Accounting at Niagara College Canada will assist our industry by offering opportunities for applicants within our community to participate and develop the needed skills to be successful in our sector.

The creation of a Bachelor of Accounting at Niagara College Canada will give our industry a boost in future development. It will make a very positive contribution to the community within the industry. The graduates from this program will increase the level of expertise and professionalism of the industry.

A new degree program in this field will go the distance in benefitting students in all areas of the accounting and finance sectors.

The Niagara College Canada Accounting & Finance Program Advisory Committee is pleased to lend their support to Niagara College Canada's proposal for a degree Program in Accounting.

Sincerely,

*S. Stuppiello*

Silvana Stuppiello, Chair  
Niagara College Canada Program Advisory Committee



Certified General  
Accountants of Ontario

240 Eglinton Avenue East  
Toronto ON M4P 1K8  
Tel: 416-322-6520 1-800-668-1454  
Fax: 416-322-6481  
E-mail: [info@cga-ontario.org](mailto:info@cga-ontario.org)  
Web: [www.cga-ontario.org](http://www.cga-ontario.org)

October 3<sup>rd</sup>, 2011

Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, Ontario  
L0S 1J0

Dear Ms. Kinnaird:

**RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING)  
DEGREE**

It is with pleasure that the Certified General Accountants of Ontario supports/endorse the Bachelor of Commerce (Accounting) degree proposed by Niagara College. We have reviewed the proposed degree program and can offer enthusiastic support for your curriculum and the practical experiences your students will have. Many companies will be willing to consider your graduates for future employment.

CGA Ontario is a self-governing body that grants the exclusive rights to the CGA designation and controls the professional standards, conduct and discipline of its 20,000 certified general accountants (CGAs) and 8,000 students in the CGA program of professional studies in the province of Ontario.

We are aware of the increasing need for business graduates who are skilled in theories and principles, as well as the practical aspects of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

Niagara College has developed through skilled and knowledgeable graduates in accounting for many years, and we have enjoyed our relationship with the College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,

Erin McDonald, CGA  
Business Development Manager  
Certified General Accountants of Ontario



THE VOICE OF BUSINESS.

September 26, 2011

Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, Ontario  
L0S 1J0

Dear Ms. Kinnaird:

**RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING) DEGREE**

The Greater Fort Erie Chamber of Commerce is pleased to endorse the Bachelor of Commerce (Accounting) degree proposed by Niagara College. After reviewing the proposed degree program, we can offer support of your curriculum. I'm certain that given the practical experiences your students will receive, that many companies will consider your graduates for future employment.

The Greater Fort Erie Chamber of Commerce provides business opportunities and membership representation in the areas of education, promotion, and enhancement of trade, civil and social responsibility. We are aware of the increasing need for business graduates who are skilled in theories and principles, as well as the practical aspects of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

As a non-profit organization, we would not be in a position to provide a paid co-op work experience for students in this degree program, but I am confident there are many companies who would be able to not only provide this valuable work experience, but also consider your graduates for future employment.

Niagara College has developed through skilled and knowledgeable graduates in accounting for many years, and we have enjoyed our relationship with the College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,

Karen Audet  
Operations Manager  
Greater Fort Erie Chamber of Commerce



September 23, 2011

To Whom This May Concern:

**RE: Letter of Support**

I am writing this letter in support of Niagara College's pursuit of two new degrees in Accounting and Human Resources.

The Niagara Region employs 3,600 employees and has a budget of \$740M. As the Commissioner of Corporate Services, I have responsibility for Financial Management and Planning, Human Resources, Information Technology, Properties and Legal.

Hiring people with the proper education and degrees in Accounting and Human Resources is always a challenge for the Niagara Region. We have offered co-operatives with students for the past five years and we would fully support the premise that Niagara College provides degrees in Accounting and Human Resources. We believe that this innovative opportunity would provide a feeder for many positions we have difficulty filling.

Sincerely,



Brian Hutchings, B.Comm., CGA  
Commissioner, Corporate Services  
Treasurer, Niagara Region

/cm

September 29, 2011

Ms. Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, ON L0S 1J0

Dear Ms. Kinnaird:

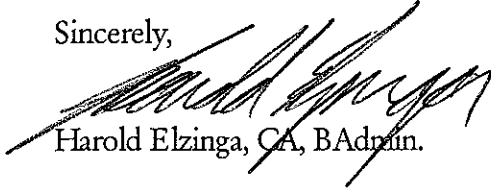
**RE: SUPPORT FOR PROPOSED BACHELOR OF COMMERCE (ACCOUNTING)  
DEGREE**

It is with pleasure that my firm supports the Bachelor of Commerce (Accounting) degree proposed by Niagara College. We have reviewed the proposed degree program and can offer enthusiastic support for your curriculum and the practical experiences your students will have. Many companies will be willing to consider your graduates for future employment.

My firm, Elzinga – Chartered Accountant, provides accounting and business services to many small business clients. I am aware of the increasing need for business graduates who are skilled in the theories and principles, as well as the practical aspects, of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

Niagara College has developed skilled and knowledgeable graduates in accounting for many years, and we have enjoyed our relationship with the College. We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,



Harold Elzinga, CA, BAdmin.

October 3, 2011

Ms. Vivian Kinnaird  
Dean, Business, Hospitality & Tourism  
Niagara College  
135 Taylor Road  
Niagara-on-the-Lake, ON L0S 1J0

Dear Ms. Kinnaird:

**Re: Support For Proposed Bachelor of Commerce (Accounting) Degree**

It is with pleasure that MacGillivray, Chartered Accountants supports the Bachelor of Commerce (Accounting) degree proposed by Niagara College. We have reviewed the proposed degree program and can offer enthusiastic support for your curriculum and the practical experiences your students will have. Many companies will be willing to consider your graduates for future employment.

MacGillivray is in the business of public accounting. We are aware of the increasing need for business graduates who are skilled in the theories and principles, as well as the practical aspects, of accounting and finance. There is a need for business professionals who have a good understanding of the knowledge and skills companies need to build and sustain ethical, effective business and accounting practices.

We would consider providing a paid co-op work experience for students in this degree program. Along with many other companies, we will look forward to considering your graduates for future employment.

We are very pleased to offer our support as you move forward with your degree proposal.

Sincerely,  
*MacGillivray (St. Catharines)*



Randy J. Momot, CA

## 8. REGULATION AND ACCREDITATION

Not applicable to this submission.

## 9. NOMENCLATURE

The Bachelor of Commerce (Accounting) program title meets the Board nomenclature requirements. This title follows one of the typical approaches to nomenclature for bachelor degrees in applied areas, available for designating college degrees, using the Bachelor of Faculty (Subject) format.

The nature of the degree, discipline, and subject of study reflect clearly in the nomenclature. The degree nomenclature is self-explanatory and recognized by industry. As such, the title facilitates the public's understanding and assists students, employers, and other post-secondary institutions in recognizing the level, nature, and discipline of study. The title has been supported by the Accounting Program Advisory Committee.



## 10. PROGRAM EVALUATION

Niagara College has sufficient policies and procedures for periodic evaluation to assure the quality of the program and meet the Board's standard and benchmarks for program evaluation. As previously explained in Section 5.1 – Quality Assurance of Delivery, Niagara has an effective, institutionally-approved policy and procedure for the formal periodic review of program quality assurance (see Section 16 – Policies: Quality Assurance and Program Review) that embodies the characteristics required by the Board.

College-wide institutional-level quality assessment occurs in a five-year cycle. All academic programs review and assess results annually as well as within a six-year program review cycle. It is critical to Niagara College to have input from all stakeholders, internal and external, to ensure quality and ongoing improvement in our programs. Both practices and processes ensure standardized and regular quantitative and qualitative data from stakeholder is gathered to inform plans and actions with regards to continuous improvement.

In keeping with these principles, all programs at Niagara College are formally reviewed in the following ways:

- **Key Performance Indicator** surveys conducted annually with students, employers, and graduates provide vital feedback on program quality delivery from the stakeholders involved. Quantitative data is collected and analyzed to determine areas for attention and improvement, both annually and throughout the six-year program review cycle.
- **Program Advisory Committees** for all College programs, comprised of a broad representation of employers, associations, and other stakeholders, provide a vital link between the community at large and the College. These committees play a key role in program quality assurance, providing essential advice and input on the currency and relevance of curriculum and other aspects of the program and feedback on the knowledge and skills of graduates when they enter the workforce.
- **Student Feedback** is gathered in a variety of ways:
  - **Student Satisfaction** data is gathered annually by survey as a Key Performance Indicator. Results of this survey are reviewed and analyzed annually for indications of the need to make changes in a program and are also incorporated into the program review process. Program satisfaction is analyzed by program, school, and division as well as across the college and system, with changes implemented as appropriate.
  - **Course Feedback** is an essential component of all courses offered for credit at Niagara College and provides a systematic and consistent mechanism for gathering and responding to input from students. A Student Course Feedback survey for each course in each term is used to measure students' perceptions of the learning context.

It assists in the identification of areas of strengths and areas needing improvement in college course offerings.

- **Curriculum Committees** held annually with students provide more qualitative information. Faculty meet at least once each academic year with students in each program to give them an opportunity to make recommendations regarding curriculum and course objectives. These meetings provide a forum for a joint discussion about curriculum and course objectives of the program, with the aim of continuous improvement in the quality and relevance of the program. Results from Curriculum Committees are incorporated into the program review process and recommendations for changes made as appropriate.
- **Annual Program and Course Curriculum Review** allows co-ordinators and faculty to review and revise program and course curriculum, incorporating input from recent Student Course Feedback and KPI surveys, curriculum meetings with students, and advisory committee meetings. Textbooks and course materials are updated as appropriate to meet program and course outcomes. Evaluation methodologies are aligned with learning activities and specific course learning objectives on the Course Outline to ensure their relevance to course content and design.
- **Program Report** requires a formal review of data and documentation to ensure each program is on track with expectations and continuous quality improvement. A Program Report is completed in the third year of the six-year program review cycle and is a formative evaluation tool designed to recommend change and actions where appropriate for program improvement. Results are included in the annual report to the Board of Governors.
- **Program Review** is completed every six years as a comprehensive summative evaluation. A Self Study and an external assessor panel visit are integral parts of every program review. Program strengths and weaknesses are identified and recommendations made for change or improvement at a strategic level concerning such things as labour market conditions, competition, program and service quality, and relationship of the program to the College's strategic goals and directions. Results are reported to the Board of Governors.

The Program Review process at the College has been expanded for our degree programs in order to meet the expectations of the Board criteria. In particular, additional data review and analysis is conducted around ensuring program outcomes meet the degree-level standards, the default rate on the Ontario Student Assistance Program, appropriate faculty qualifications, advanced standing, and retention.

As described here and detailed in Section 5.1, the program evaluation process is comprehensive and consists of several integrated processes requiring data-based documentation and inclusive enquiry-based feedback from all stakeholders.

For the Bachelor of Commerce (Accounting) program, a Program Report will be scheduled to occur in 2016-17 and a Program Review Self Study will be scheduled for completion in 2019-20 or one year before the request for Ministerial consent renewal is due.

As with all programs in the program review cycle, follow-up from matters raised during the review will be addressed through the Continuous Improvement Action Plan and follow-up on the action plan will occur annually until all actions are addressed.

The Program Review Self Study Template can be found in Section 15 – Optional Material.

Relevant practices can be found in Section 16 – Policies, as follows:

- Quality Assurance and Program Review
- Course Evaluation
- Curriculum Committees
- Program Advisory Committees

## 11. ACADEMIC FREEDOM AND INTEGRITY

Niagara College's academic activity is supported by policies, procedures, and practices that encourage academic freedom, honesty, and integrity (see Section 16 – Policies: Conflict of Interest; Academic Code of Behaviour; Student Academic Misconduct Practice; Copyright Compliance; Ownership of Intellectual Property Created by Niagara College Staff Members; Research Administration; Research Integrity; Student Research Projects; Research Ethics Board and Research Ethics Appeal Board; Research Involving Human Subjects). Students and academic staff are expected to display a high degree of intellectual independence.

All Niagara College faculty have defined roles and freedoms as outlined in the Faculty Collective Agreement. The Agreement provides for teaching assignment maxima, time for course preparation, evaluations, new course development, and professional activities. A copy of the collective agreement is available on request.

Academic honesty is a core value of the College's educational environment for all members of the College community. Niagara College recognizes the importance of maintaining a positive, supportive, and ethical environment that is conducive to learning for individuals and for our college community as a whole. Therefore, the College publishes and enforces Academic Codes of Behaviour (see Section 16 – Policies: Academic Code of Behaviour). These Codes of Behaviour serve to define acceptable behaviour and performance, preserve the integrity of the academic community, and promote an atmosphere that fosters student learning. Student academic integrity is emphasized and its value reinforced by the Student Academic Misconduct Practice (see Section 16 – Policies: Student Academic Misconduct). Copyright compliance is also enforced (see Section 16 – Policies: Copyright Compliance).

There are several methods of communication regarding the important practices that relate to academic honesty:

- **Website information.** All policies and practices are posted on the College's website ([www.niagaracollege.ca](http://www.niagaracollege.ca)) and are updated regularly.
- **College Career Guide.** Information about practices and resources to support academic practices are included in the Career Guide.
- **Niagara College Student Handbook.** All students receive a copy of the Student Handbook at Orientation. The Handbook clearly outlines the responsibilities of students at the College to engage in honest and appropriate academic learning.

- **Program Manuals.** Each student is provided with a program manual, in which academic honesty is clearly communicated, as follows:

### **ACADEMIC HONESTY**

#### Academic Integrity and Student Academic Misconduct

To maintain academic integrity, student work must be the product of his or her own efforts.

The temptation to cheat can be eliminated by developing effective time and stress management skills and practicing sound study habits, by making good use of the academic support resources at the college, and by engaging in educational planning with the help of academic counselors. Such practices as cheating and plagiarism compromise academic integrity as defined in the Academic Practices document.

Student academic misconduct is a serious offence and will not be tolerated. The minimum penalty for a first offence is a mark of “0” for the work involved. However, the college reserves the right to assess academic misconduct penalties up to and including course, program, or college suspension depending on either the nature of the incident or the cumulative effect of a subsequent incident.

For full details on procedures associated with Student Academic Misconduct and Appeal of Academic Decisions, see: <http://www.niagaracollege.ca/practices>.

Niagara College is committed to providing an environment conducive to the pursuit of scholarship, applied research, and creative activity for its faculty, staff, and students. A practice governs the ownership and procedures for the protection of intellectual property and identifies the rights and responsibilities of various stakeholders (see Section 16 – Policies: Ownership of Intellectual Property Created by Niagara College Staff Members).

The College includes in its priorities research and development activities that will support economic development in the Niagara Region and beyond, enhance the quality of our programs, and encourage the professional development of our college personnel. Research activities at Niagara College are diverse and include applied research, research into teaching and learning, labour market research, and institutional research designed to improve the programs and services of the college. The College has a well-established infrastructure for both institutional and applied research through the Research and Innovation division. Grants are administered from a variety of granting agencies, both federal and provincial, including the Tri-Councils (see Section 16 – Policies: Research Administration).

Ethical conduct in all scholarship and research initiatives is paramount. All College personnel involved in research adhere to ethical principles in their research activities. The College provides the ethical framework for such activities, as well as education, guidance, and support on research and scholarly integrity (see Section 16 – Policies: Research Integrity; Student Research Projects).

The Research Ethics Board is responsible for ensuring that the physical safety and personal integrity of all human participants in research at Niagara College are respected and protected (see Section 16 – Policies: Research Ethics Board and Research Ethics Appeal Board; Research Involving Human Subjects). Note: Niagara College does not permit the use of animals in research.

## 12. STUDENT PROTECTION

The protection of students' interests is integral to the College's operation. Niagara endeavours to ensure transparency, thoroughness, and clarity of its publications for both current and prospective students. Students' rights and responsibilities are clearly defined in several practices and publications. A number of College Practices provide evidence of compliance with the Board's requirements for student protection (see Section 16 – Policies: Publication of Student Rights and Responsibilities; Student Complaints and Issues; Student Academic Misconduct; Student Discipline Associated with Disruptive Student Behaviour; Appeal of Academic Decisions; Appeal of Discipline Decisions; Harassment and Discrimination; Freedom of Information and Protection of Privacy).

Niagara College's academic calendar is published as the "Career Guide" and is easily accessible on the college website. The website ([www.niagaracollege.ca](http://www.niagaracollege.ca)) is updated regularly to reflect any changes which occur subsequent to the printing of the Career Guide. Each program has a profile page, both in the Career Guide and on the website, which outlines the length of the program, credential granted, where to apply, program availability status, admissions requirements, career opportunities, educational pathways, program information, and contact information (see the Career Guide screen shot below).

**Bachelor of Applied Business**  
(International Commerce and Global Development)  
Four Years | Bachelor Degree  
Program Code 8002  
Niagara on the Lake Campus

**Program Status**

2011 September Term:	Open
2012 January Term:	Not Available
2012 May Term:	Not Available

Apply online now for this program at [OntarioCollege.ca](http://OntarioCollege.ca)

Last updated: Program Availability Status  
Mon, 23-Aug-2011 1:12:18 PM Local Time

**Career Opportunities**

Globalization of the world economy is yielding a growing array of career opportunities for skilled, globally minded individuals. This program will equip you for success as an international commerce practitioner or trans-national manager in the public or private sector, or as a manager, project officer or development officer in international development. Students also have the opportunity to explore further studies at partner universities.

Employment available in:

- Foreign trade and investment accounting
- International development
- International financial services
- International law and regulation
- International logistics
- International marketing
- International operations management
- International sales and procurement
- Market access and trade promotion

**The NC Difference**

- Niagara is located near one of the world's busiest international frontiers.
- Program Outline includes a co-op work term and optional "study abroad" component
- Opportunity to participate in overseas co-ops and applied research
- Program emphasizes global development, strategic and ethical issues
- Faculty members have diverse areas of expertise with practical international business experience
- Opportunity to qualify for National FITT (Forum for International Trade Training) sponsored International Trade Diploma
- Completion of all educational requirements for the CIP (Certified International Trade Professional) designation

**Employment**

Attention Employers: [Post a Job](#) for grads, co-op students, part-time, summer or volunteer

Attention Students: [View Job Postings Now](#)

**Program Information**

Term One		
BACC0101	Financial Accounting	3
BCOM0102	Business Communications	3
BCOR0103	Concepts of International Trade	3
BMKT0103	Principles of Marketing	3
BPCS0104	Business Computer Applications	3
	Language Elective (1 required)	3
Term Two		
BETS0201	Ethical Reasoning Skills	3
BCOR0202	Market Entry and Distribution	3
BMAT0204	Statistical Research Concepts	3
BMGT0203	Management Theories and Practice	3
BSO02006	Issues in Global Development I	3
	Language Elective (1 required)	3
Term Three		
BACC0301	Financial Concepts	3
BCOM0302	Proposal and Report Writing	3

**FITT**  
The Professional Path to Global Markets

Niagara College has partnered with FITT (Forum for International Trade Training) to offer the FITTskills program.

To learn more about the FITTskills program [Download the FIC](#)



**myexcellence**

**Testimonials and Profiles**

"The program teaches skills and knowledge required in international business. It emphasizes global development, strategic management and ethical considerations."

Dr. David Eshetu, Co-ordinator

"The program equips students with the skills, knowledge and experience required for a successful career in global commerce, development and trade."

David Pastra, professor  
Bachelor of Applied Business  
(International Commerce and Global Development)

BIC0300	International Market Research	3
BIC0305	Electronic Analysis and Reporting	3
	Language Elective (1 required)	3
	Liberal Studies Elective (1 required)	3
<b>Term Four</b>		
BIC0461	Concepts of Microeconomics	3
BIC0462	Ethical Decision Making	3
BIC0463	International Trade Finance	3
BIC0464	Supply Chain Management	3
BIC0465	Issues in Global Development II	3
	Language Elective (1 required)	3
<b>Term Five (Co-op: May to August)</b>		
COOP463	Co-op Work Placement I	3
<b>Term Six</b>		
BACC061	Managerial Accounting	3
BIC0802	Global Logistics Management	3
BIC0903	International Marketing Strategies	3
BIC0904	Organizational Behaviour	3
BIC0904	Database Management	3
	Liberal Studies Elective (1 required)	3
<b>Term Seven</b>		
BIC0901	Concepts of Macroeconomics	3
BIC0902	Corporate Social Responsibility	3
BIC0903	Legal Issues of International Trade	3
BIC0904	International Trade Management	3
BIC0905	Global Project Development	3
	Liberal Studies Elective (1 required)	3
<b>Term Eight</b>		
BIC0920	Human Resources Management	3
BIC0920	International Business Management	3
BIC0920	Issues in Global Marketing	3
BIC0920	Global Entrepreneurship	3
BIC0920	E-Commerce Applications	3
	Liberal Studies Elective (1 required)	3
<b>Term Nine</b>		
BIC0901	International Economics	3
BIC0902	Ethics in the Global Economy	3
BIC0903	Arbitration and Negotiation Techniques	3
BIC0904	Cultural Aspects of Global Trade	3
BIC0905	Global Strategic Management	3
BIC0906	International Non-Governmental Organization Management Issues	3

**myimportance**

**Admission Requirements**

- Ontario Secondary School Diploma (OSSD), or equivalent including the following required courses:
  - English - Grade 12 (U), or equivalent (minimum 60%)
  - Five additional Grade 12 (U) or (M) level courses in any field of study.
  - An overall average of 65% in the six required Grade 12 (U) or (M) courses.

**Recommended Courses and/or Recommended Skills (Not Required for Admission):**

- Mathematics - any Grade 12 (C) or (U).

**Selection & Ranking Process:**

- For competitive programs (the number of qualified applicants exceeds the number of available places), selection will be based on the highest senior level final grade available at the time of ranking.
- Mid-term grades are not used for ranking purposes.
- Final applicant selection will be based on academic performance in required courses.
- Testing or other supplemental evaluation may be required.

**Note:**

- Secondary School grades from co-op courses and half credit courses are not considered.

**Transportation:**

- Students are responsible for their own transportation in order to complete work placement requirements. Niagara cannot guarantee placements that are readily accessible by public transportation. Students are responsible for all costs connected with such transportation.

This program is offered under the written consent of the Minister of Training, Colleges and Universities for the period June 8, 2006 to June 7, 2013. Prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (e.g., acceptable to potential employers, professional licensing bodies, or other educational institutions).

**Educational Pathways**

Niagara College has articulated agreements providing students with degree completion and credit transfer opportunities with many other colleges and universities.

- [View Degree Opportunities for this Program](#)
- [View Degree Opportunities by Institution](#)
- [View Degree Opportunities by Subject](#)

**Program Related Inquiries**

Dr. David Eshetu  
Co-ordinator  
905-641-2252, ext. 4406  
[babic@niagaracollege.ca](mailto:babic@niagaracollege.ca)

Students in this program can gain real world skills through applied research projects.

**Niagara Research**

Screenshot from [www.niagaracollege.ca/babic](http://www.niagaracollege.ca/babic)

Key information about the college's programs, services, history, governance and academic structure, mission, vision and goals, leadership, and practices is readily available to students and the public on the College website as well.

Niagara College has numerous practices for protecting its students. All practices are posted on the College's website and student protection, rights, and responsibilities are also included in the Student Handbook published by the Student Administrative Council. Students have the right to appeal decisions that significantly affect their academic career. It is the desire of Niagara College to resolve any complaints or concerns in a prompt and courteous manner and as close to the source as possible. Students with complaints or issues are urged to contact the appropriate college personnel in order to receive assistance (see Section 16 – Policies: Student Complaints and Issues). The Academic Appeal process provides steps through which students may appeal all College academic decisions, including admission, promotion, and final grades. The Appeal of Discipline Decisions provides alternatives to appeal non-academic decisions (see Section 16 – Policies: Appeal of Academic Decisions; Appeal of Discipline Decisions).

The College is subject to the Freedom of Information and Protection of Privacy Act regarding the collection, use, disclosure, retention, and disposal of all personal information held in its custody as well as the regulations surrounding the access of an individual to their own personal records. The College regards all personal information as confidential and undertakes to protect the privacy of both staff and students. The Statement of Student Privacy on the website



[www.niagaracollege.ca/privacy\\_student\\_privacy\\_statement.htm](http://www.niagaracollege.ca/privacy_student_privacy_statement.htm)) clearly outlines information about the collection and use of personal information, disclosure of personal information, and student access to their academic records (see Section 16 – Policies: Freedom of Information and Protection of Privacy).

Fee payment information is also easily accessible on the college website ([www.niagaracollege.ca/content/FeesandPaymentInformation/FeePayment.aspx](http://www.niagaracollege.ca/content/FeesandPaymentInformation/FeePayment.aspx)), which outlines fee notification and invoice payment options, OSAP information, and other fee-related information. Niagara College's fees for domestic students and refunds are established each academic year in accordance with the Ontario Ministry of Training, Colleges and Universities (MTCU) fee guidelines. Fees for International students are established by the college on an annual basis (see Section 16 – Policies: Fees - Domestic and International Students).

Niagara College is committed to the principles of the Human Rights Code, which are to recognize the dignity and worth of every person and to provide equal rights and opportunities without any form of discrimination that is contrary to law. Niagara College adopts the principle of zero tolerance for Harassment and Discrimination (see Section 16 – Policies: Harassment and Discrimination).

Niagara College operates on the premise that all students are adults and therefore accountable for their behaviour. The College also recognizes that each student registered at Niagara College becomes a member of the Niagara College community. We hold that all members of our community deserve to be treated in a fair and civil manner. As a member of this community, each student is entitled to certain rights and, in the same way, the college community expects responsible behaviour from the individual student. This perspective is spelled out in a set of “Students’ Rights and Responsibilities” which is published each year in the Student Handbook, available in Student Administrative Council (SAC) offices and on the college website (see Section 16 – Policies: Publication of Student Rights and Responsibilities).

The primary objective of discipline associated with disruptive student behaviour is the development of student self-discipline and the protection of the learning environment for all students. The academic division in which the student is registered normally handles discipline associated with disruptive student behaviour occurring within the learning environment. The office of the Director, Student Services normally handles discipline associated with disruptive student behaviour occurring outside the learning environment (see Section 16 – Policies: Student Discipline Associated with Disruptive Student Behaviour).

Throughout the application and registration process, students are provided with information regarding admissions, prior learning assessment and recognition, credit transfer, and fees and payment as well as further course information and a referral to the website for all college information and practices. This information is provided through the following methods:

- Admissions information is included in applicant acknowledgment packages, recruitment presentations, one-on-one meetings with prospective students, and group or personal

campus tours. Admission requirements are reviewed and key dates are given to any inquiries that are sent by email or received by phone, and individuals are directed to the website and given a career guide where appropriate.

- Information on prior learning assessments and recognition and credit transfer is communicated during conversion events such as the annual VIP Day in early April, before applicants make their final confirmations prior to the May 1 deadline, and in the registration package sent by mail in mid-May. The Registration Guide from the Fall 2011 registration package is included in Section 15 – Optional Materials.
- Fee payment and course information is communicated through the registration package that is sent out in mid-May to all confirmed applicants. Further course information is communicated at Orientation through program information sessions on the first day of class.
- Withdrawal information and deadlines, including how withdrawing affects fees, are provided in a notice that students must accept prior to enrolling in any courses. A link to all Niagara College Practices and Policies is also provided, as shown in the screenshot below:

The screenshot shows a student's account page for Niagara College Canada. The page includes the following information:

- Student:** [Redacted]
- Plan:** P0411 Computer Programmer
- Level:** 03 No Enrollments
- Status:** Currently enrolled in 0 courses totaling 0 credits.
- Term:** 2011 Fall
- Credit Requirements:** [Icon]

Navigation links include:

- NICOLE Home
- Self Service Home
- View Timetable
- Key Dates
- Exit
- Contact Us
- Help
- Print

#### IMPORTANT NOTICES

**REFUNDS and WITHDRAWALS:** Students who enroll in classes but subsequently choose not to attend must submit formal written notification within 10 business days of the beginning of a semester to receive a refund of fees for the current term.

For programs that start Wednesday, September 7th, the last day to withdraw with a refund is Tuesday, September 20th. For programs that start later, the last day to withdraw with a refund is 10 business days after the start of classes.

If you do not officially withdraw at the Registrar's Office you will be responsible for all fees assessed. **NON-ATTENDANCE DOES NOT CONSTITUTE AN OFFICIAL WITHDRAWAL.**

OSAP APPLICANTS are responsible for the payment of all fees should their OSAP award be insufficient to cover their fees. If you wish to withdraw, the REFUND and WITHDRAWAL process (see above) will apply.

Clicking on I Accept indicates that I have read and understood the above information.

**I Accept**

For more information on Niagara's Practices and Policies [Click here](#)

- Most fully online courses are delivered through Continuing Education and Ontario Learn. Students are made aware of requirements and provided with complete information on the Continuing Education Online learning website: [www.niagaracollege.ca/content/ContinuingEducation/OnlineLearning/WelcometoCEOnlineLearning.aspx](http://www.niagaracollege.ca/content/ContinuingEducation/OnlineLearning/WelcometoCEOnlineLearning.aspx). There is an online fee for OntarioLearn courses, which is identified in the Continuing Education calendar and website, available to students before registration. A 24/7 help desk is available to registered online students.
- Students in hybrid courses receive similar information through the Blackboard Learning Management System. Open Access computer labs as well as the remote access desktop are available for student use, and student support is available through Niagara Blackboard Support. There are no additional requirements or costs for program students who are involved in hybrid courses.

### 13. ECONOMIC NEED

Niagara is confident there is sufficient interest in the field to support this Bachelor of Commerce (Accounting) degree program. This program's design is based on industry analysis, student interest, and employer support to meet a clear economic need and gap in the labour force. Our assessment included:

- study of the growing interest in and need for a degree for a number of positions in the accounting field;
- an analysis of related programs offered by other Ontario post-secondary degree granting institutions;
- the opportunity to build on a program area of strength at Niagara; and
- employer and advisory committee support for the program.

According to the Working in Canada Report (2011)<sup>1</sup>, finance and accounting functions are important to a company in any economic environment. Since this occupation is found in all industrial sectors, job opportunities will increase in sectors that are growing. Expansion is expected in both the domestic and international business communities due to an increasing number of new businesses. The globalization of business has also led to an increased demand for more accounting expertise (Robert Half International, 2005)<sup>2</sup>.

According to the most recent census, almost half of the workers employed in this area were 45 years of age or older and therefore the need to replace these workers as they retire should result in job opportunities. Opportunities for employment in this occupation are expected to be average over the period of 2009-2018, with retirements accounting for the majority of new jobs. In addition, the growth in the number of new businesses, the need for greater financial efficiencies, and increased public accountability will continue to fuel job demand for this occupation over the next few years. There are an expected 124,320 job openings in this occupation in the 2009-2018 period.

New accounting professionals will be required to meet the need for greater financial efficiencies and increased public accountability resulting from changes in legislation relating to taxes, the move to International Financial Reporting Standards (IFRS) in Canada, and legislation passed in both Canada and the United States as a result of accounting scandals. International Financial Reporting Standards (IFRS) are global standards that are being used throughout the world to ensure the financial statements of public companies are comparable across countries. The Canadian accounting industry adopted IFRS effective January 2011 and any public companies trading on the Canadian exchanges

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<sup>1</sup> Government of Canada. (2011, July 19). *Financial Auditors and Accountants (NOC 1111-A)*. Retrieved August 17, 2011, from Working in Canada: [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

<sup>2</sup> Robert Half International. (2005). *Next Generation Accountant - A New Outlook on a Timeless Profession*. Robert Half International Inc.

must prepare their financial statements using IFRS. Since some graduates will want to achieve a Canadian accounting designation, our students must be trained in IFRS as well as ASPE (Accounting Standards for Private Enterprises – Canadian GAAP).

Employment prospects are higher for workers with:

- Expertise in industry and regulatory compliance
- Experience with accounting software
- Knowledge of international trade and finance

While demand is growing for accountants with certain areas of expertise (e.g. forensic accounting or internal auditing) and for those who have earned specific certifications, the well-rounded general accountant should continue to find an abundance of opportunities. Skills and specialists in demand include: general accounting, financial analysis, internal auditing, audit and assurance, international accounting, and forensic accounting. There will also be strong demand for accounting and finance professionals who can support compliance efforts and help organizations evolve their practices and systems. In Canada, top areas experiencing shortages are operational support, management, and general accounting.

Graduates can expect to find employment as accountants and auditors in a variety of settings, including banks and financial institutions; insurance companies; federal, provincial and municipal governments; auditing, accounting and bookkeeping firms; and through self-employment.

### Overview of the Accounting Sector

In 2006, there were approximately 191,200 financial auditors and accountants in Canada and 19,390 accounting offices with the largest percentage being located in Ontario. According to the Working in Canada Report (2011)<sup>1</sup>, 19 percent of all accountants are self-employed and 77 percent work full-time.

Over the last several years, changes in accounting and finance have been driven largely by corporate governance regulations that were a reaction to the accounting scandals of the early 2000s. New regulations such as the Sarbanes-Oxley Act of 2002 and Bill 198 in Canada have increased demand for accountants and auditors at a time when the supply of these professionals is decreasing. These regulations have encouraged many companies to place greater emphasis on ensuring that their business practices comply with legislation and that their internal controls and corporate governance processes are operating properly. Although initially focused on public companies, these reforms are cascading to the private and non-profit sectors as well. The result has been an increased demand and expanded role for accounting and finance professionals.

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<sup>1</sup> Government of Canada. (2011, July 19). *Financial Auditors and Accountants (NOC 1111-A)*. Retrieved August 17, 2011, from Working in Canada: [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca)

The outlook from the Robert Half report (2005)<sup>1</sup> is that “the overall demand for accounting and finance professionals is unlikely to lessen significantly, as the need for companies to meet regulatory requirements is ongoing. ....Demographic forces will also keep demand high. As baby boomers begin leaving the workforce, the dearth of experienced professionals will become more pronounced” (p. 5).

The effects of globalization further affect the accounting profession. Significant changes are occurring that will provide opportunities for new accountants. Canada adopted International Financial Reporting Standards (IFRS) in 2011. New audit standards aimed at fighting fraud have increased the emphasis in auditing financial statements. With continued regulation and oversight, the role that accounting plays will increase as will the demand for accountants.

### Nature of Employment/Need for a Degree

An analysis of the educational requirements for employees in accounting shows that a degree is preferred for entry into the field for many jobs. Certifications are extremely important to the profession, with CAs, CMAs, and CGAs being in great demand in Canada. All three of the major industry certifications require students to possess a degree. In addition, all of the provincial and territorial accounting organizations require candidates to undertake some amount of professional education and to accumulate some work experience, generally two to three years.

The increasing importance of post-secondary education is mirrored in the Human Resources and Skills Development Canada (HRSDC) report “Looking Ahead: A 10-Year Outlook for the Canadian Labour Market” (2007)<sup>2</sup>. The report also highlights that the majority of new jobs will require post-secondary education or management training and that, overall, highly skilled occupations will account for about 70 percent of all new jobs created in Canada over the 2006 to 2015 period. This is a trend that is expected to continue well into the future.

Accounting and finance professionals need a wider range of skills than ever before – skills like those that are developed in this well-rounded degree program. These professionals must go beyond the simple numbers and be able to discuss their implications in the broader business context. Today’s practitioners are increasingly asked to interpret data in a way that helps managers use financial information to make sound business decisions and chart strategy. As a growing number of businesses move routine, transactional accounting tasks offshore, the demand for more strategic, value-added work is expected to increase.

Well-developed financial and technology abilities remain essential, but strong interpersonal, analytical, and communications skills are becoming increasingly crucial for success. Seventy-five percent of Chief Financial Officers surveyed by Robert Half<sup>1</sup> said that verbal, written, and interpersonal skills are more valuable for accounting and finance professionals now than five years ago. The

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<sup>1</sup> Robert Half International. (2005). Next Generation Accountant - A New Outlook on a Timeless Profession. Robert Half International Inc.

<sup>2</sup> Human Resources and Skills Development Canada. (2007, May 28). *Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2006-2015)*. Retrieved August 17, 2011, from [www.hrsdc.gc.ca](http://www.hrsdc.gc.ca)

complexity of recently enacted accounting regulations and increased cross-departmental collaboration have led to a greater visibility and a more prominent role for accounting and finance professionals who can employ soft skills such as diplomacy, persuasiveness, and problem-solving.

The Bachelor of Commerce (Accounting) degree program is a progressive step toward meeting these skill set demands and moving the industry forward. This degree program is responsive to the changing needs of industry. It builds on the strong foundation established by Niagara's existing programs in business and accounting. This will be augmented by our strong community and industry support, a focus on student success, high academic standards, motivated students, and excellent faculty. Our diploma and advanced diploma programs in Accounting have a well-earned reputation for excellence. The degree will open up greater opportunities for graduates and enhance the current strong foundation of our diploma programs by adding an additional educational pathway and further options for students pursuing a career in accounting. It will provide an opportunity to meet the needs of the many Business School graduates who currently must go elsewhere for degree completion.

### Employment Opportunities

Graduates of the proposed degree program could seek employment in a variety of areas including public accounting firms, government offices, not-for-profit organizations, major corporations, small businesses, and financial institutions. Entry-level positions include:

- Staff accountant
- Internal auditor
- Cost accountant
- Financial, budget, treasury, or cost analyst
- Tax accountant
- Credit or collections analyst
- Staff associate in audit, tax, and management services

A search of job postings for accounting professionals listed on popular job search websites on August 31, 2011, found that:

- Monster.ca listed 766 jobs in Canada, 309 of which were in Ontario, with over 100 being in the Niagara/Hamilton area ([http://jobsearch.monster.ca/?WT.srch=1&WT.mc\\_n=olmsrchskca](http://jobsearch.monster.ca/?WT.srch=1&WT.mc_n=olmsrchskca))
- Workopolis.ca listed 983 job openings in Canada, 587 of which were in the southern Ontario area (<http://www.workopolis.com/EN/Common/HomePage.aspx>)
- JobBank.gc.ca, a government of Canada website, listed 71 openings in Ontario (<http://www.jobbank.gc.ca>).



## Employer Support

Section 7 – Credential Recognition includes letters showing evidence of employer commitments and attesting to the fact that the program is needed locally. The proposed program will improve the region’s competitive advantages by addressing skills in key areas, and it will improve the quality of the local labour market and assist local agencies in attracting and retaining employers within the region. A variety of potential employers have indicated their support for the program and their willingness to provide work placement opportunities and/or hire graduates of the program.

## Student Interest

Statistics from the Ontario College Application Service (OCAS) indicate that bachelor degrees in college venues are seeing increasing demand. Applications in Business degree programs in the college system have risen from 2,292 in 2003 to 5,743 in 2011. Enrolment has increased in business degrees from 2003 to 2010 from 371 to 632. Of more importance for the Niagara Region, OCAS statistics also show that an increasing number of students are going outside the Niagara Region to obtain their degree. Additional degree options for students directly affect the regional labour market pool.

Support for an accounting degree at Niagara is further enhanced from survey data from current Niagara College students. A survey of Niagara College students in the current accounting programs resulted in 84 responses from a potential 210 registered students. Of the 84 participants, 41 were in first year, 32 in second year, and 11 in third year. Results indicated:

- 64 students were “definitely” and 13 students were “somewhat” interested in completing an accounting degree
- 57 students were “definitely” and 13 students were “probably” interested in completing that degree at Niagara College

It would appear that there is pent-up student demand for articulation into higher levels of this program from our current accounting student body.



## 14. DUPLICATION

In 2008, there were approximately 349,717 financial auditors and accountants in Canada with the largest percentage located in Ontario. Across the country, post-secondary institutions have responded to the educational needs of the profession by developing and offering a range of degrees, diplomas, and certificates. Because most programs in Ontario incorporate educational requirements for at least one of the accounting designations, there is inevitably a degree of similarity among the programs offered at both universities and colleges. Similarities between related programs offered in Ontario enables greater student mobility. Both Prior Learning Assessment and Recognition and the transfer credit/articulation processes allow students added flexibility in their continuous learning pathways. Commerce/Business Administration/Business Management programs are the top destination for Ontario college graduates moving on to baccalaureate level studies (Colleges Ontario Mobility Report 2009)<sup>1</sup>. Niagara's Bachelor of Commerce (Accounting) program includes educational pathways designed to maximize recognition of learning and promote access to students aiming to pursue baccalaureate-level education in the accounting field.

An analysis of relevant programs in Ontario colleges and universities has been conducted. Results discussing similarities and differences are shown in the tables that follow in Sections 14.1 and 14.2. In summary, the research demonstrates that Niagara College's proposed Bachelor of Commerce (Accounting) degree has greater depth, breadth, and application than related college diplomas and advanced diplomas. The proposed degree has a different target market and level of content than college graduate certificates.

Like the college degree programs and the five Ontario university programs selected for comparison and analysis, Niagara's Bachelor of Commerce (Accounting) program meets the needs of students and employers. It is, however, differentiated from other similar degrees by its incorporation of the "principles for responsible management", which guided curriculum development and will provide direction in research and engagement with the wider community. In keeping with these principles, the degree also provides more emphasis, content, and development in two key areas of increasing significance to the global business environment than are found in other programs: entrepreneurship and small business management, and leadership. These content areas serve the needs of the Niagara Region, which is heavily focused on developing and sustaining small- and medium-size businesses, and also serve the needs of the province and country, where these businesses are also increasing. Focusing on the needs of our region and the province, our work experiences will necessarily include a wide variety of companies and industries rather than just accounting firms, providing a breadth of experience opportunities for students not found in most accounting-related degree programs.

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<sup>1</sup> Colleges Ontario. (2009). *Student Mobility Between Ontario's Colleges and Universities*. Toronto: Colleges Ontario.

Based on the review and analysis that has been completed, the proposed Bachelor of Commerce (Accounting) program satisfies the Board's requirement for non-duplication of programs. The development of the proposed degree has ensured that the program:

- surpasses the standards of related diploma programs;
- is related to, but sufficiently different from, existing degree programs offered at Ontario universities; and
- meets a need, by virtue of the preceding two facts, that is not adequately addressed by other post-secondary programs in Ontario.

## 14.1 College Programs

In this section of the comparative summary, programs offered by Ontario colleges have been clustered by both focus and duration. The college analysis starts with an examination of two-year Ontario College Diplomas, three-year Ontario College Advanced Diplomas, and Ontario College Graduate Certificates, followed by related degrees offered in the CAAT system. Included in each cluster is a summary of the definition and general characteristics of each credential as defined by the College Credentials Framework (see Section 15 – Optional Materials). These defining characteristics help to differentiate the credential levels, thus highlighting the primary differences between the baccalaureate degree-level study in accounting and college diplomas, advanced diplomas, and graduate certificates in accounting and related program areas. Information about the programs was drawn from each college’s website.

### Related Two-Year Ontario College Diplomas

These diplomas meet the provincial requirements for Ontario College Diplomas. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for college diplomas;
- Fundamental generic employability skills as defined for college diplomas;
- Three to five general education courses; and
- Admission requirements as established in Regulations and Minister’s Binding Policy Directives.

College	Credential	Program Description	Comparison
Algonquin, Cambrian, Canadore, Centennial, Confederation, Durham, Fanshawe, George Brown, Georgian, Humber, Loyalist, Mohawk, Niagara, Northern, Sault, Seneca, Sheridan, St. Clair, St. Lawrence	Business – Accounting	These two-year diploma programs share provincial standards (learning outcomes) that cover accounting and finance. Students are often able to attain credits towards their CGA designation. The exact mix of courses varies from institution to institution, but courses are typically drawn from the following areas of study: introductory and intermediate accounting, cost accounting, management accounting, finance, taxation, payroll, communications, computer applications, math, human resources, organizational behaviour, marketing, business law, economics, information systems, ethics, purchasing, and e-business. These programs do not typically include a work placement.	<ul style="list-style-type: none"> <li>• There are some similarities in the general business and accounting courses offered in the diplomas and the degree.</li> <li>• The degree includes more advanced courses in accounting, taxation, and auditing.</li> <li>• The degree places a greater emphasis on breadth courses.</li> <li>• There is an increased level of scholarship expected of the degree-level students.</li> <li>• Specific differences in content and outcomes are covered in Section 4.11 – Gap Analysis.</li> </ul>

### Related Three-Year Ontario College Advanced Diplomas

These advanced diplomas meet the provincial requirements for Ontario College Advanced Diplomas. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for advanced diplomas;
- Fundamental generic employability skills as defined for college advanced diplomas;
- Three to five general education courses; and
- Admission requirements as established in Regulations and Minister’s Binding Policy Directives.

College	Credential	Program Description	Comparison
Algonquin, Boréal, Cambrian, Canadore, Centennial, Conestoga, Confederation, Durham, Fanshawe, Fleming, George Brown, Georgian, Humber, La Cité, Lambton, Loyalist, Niagara, Northern, Seneca, Sheridan, St. Clair, St. Lawrence	Business Administration – Accounting	These three-year diploma programs share provincial standards (learning outcomes) which cover accounting, finance, and auditing. Students are typically able to attain credits towards their CGA designation. The exact mix of courses varies from institution to institution, but courses are typically drawn from the following areas of study: introductory and intermediate accounting, cost accounting, management accounting, finance, taxation, auditing, payroll, statistics or quantitative methods, communications, computer applications, math, human resources, organizational behaviour, marketing, business law, economics, information systems, operations management, ethics, strategic management, purchasing, international business, e-business, and customer service. The programs with a financial planning/services focus also include courses such as financial planning, risk management, investments, retirement planning, and estate planning. The accounting courses typically have several levels. Most programs require or have the option of a work placement/co-op.	<ul style="list-style-type: none"> <li>• There are similarities in the general business and accounting courses offered in the diplomas and the degree.</li> <li>• The degree includes more advanced courses in accounting, taxation, and auditing.</li> <li>• The degree places a greater emphasis on breadth courses.</li> <li>• There is an increased level of scholarship expected of the degree-level students.</li> <li>• Specific differences in content and outcomes are covered in Section 4.11 – Gap Analysis.</li> </ul>

### Related Ontario College Graduate Certificates

These certificates meet the provincial requirements for Ontario College Graduate Certificates. These requirements include:

- Vocational learning outcomes, breadth and depth of knowledge and skills as specified by provincial standards for Ontario College Graduate Certificates. Intent is to provide a complex understanding/greater depth in a narrow range of skills;
- Fundamental generic employability skills not required but locally determined;

- General education courses not required but locally determined; and
- Admission requirements require possession of an Ontario College Diploma, Ontario College Advanced Diploma or University Degree, as established in Regulations and Minister’s Binding Policy Directives.

College	Credential	Program Description	Comparison
Seneca	Accounting and Information Technology	This graduate certificate is designed to provide students with a fast track to a degree and CGA certification. It is designed for graduates of accounting programs. The program provides students with exemption for all fourth-level CGA courses as well as a sound foundation in accounting and applied business technologies.	<ul style="list-style-type: none"> <li>• The target markets for the two programs are different. The graduate certificate programs are designed for graduates of accounting programs and provide more advanced levels of study for students wishing to seek CGA certification. Niagara’s degree is aimed primarily at high school graduates and assumes students have no previous accounting education.</li> <li>• There is some overlap in the type of courses offered in the two programs since they both prepare students to seek accounting designations.</li> </ul>
Conestoga, Seneca	Professional Accounting Practice	This three-semester graduate certificate is designed to prepare graduates of diploma programs other than accounting or people employed in business with the foundation studies to become a professional accountant.	<ul style="list-style-type: none"> <li>• The target markets for the two programs are different. The graduate certificate programs are designed for graduates of other programs and provide more advanced levels of study for students wishing to seek CGA certification. Niagara’s degree is aimed primarily at high school graduates and assumes students have no previous accounting education.</li> <li>• Both programs are designed to prepare students to become professional accountants.</li> <li>• The Niagara degree provides a solid foundation in core business skills and more in-depth study of accounting than is offered in the graduate certificate programs.</li> </ul>
Centennial	Strategic Management – Accounting	This program provides graduates with advanced accounting, financial management, taxation, auditing, and strategic management expertise for the complex business environment. Graduates may also apply to CGA-Ontario and, depending on their academic background, may receive up to four levels of CGA transfer credits.	<ul style="list-style-type: none"> <li>• The target markets for the two programs are different. The graduate certificate programs are designed for graduates of accounting programs and provide more advanced levels of study for students wishing to seek CGA certification. Niagara’s degree is aimed primarily at high school graduates and assumes students have no previous accounting education.</li> <li>• Both programs are designed to prepare students to become professional accountants.</li> <li>• The Niagara degree provides a solid foundation in core business skills and more in-depth study of accounting than is offered in the graduate certificate programs.</li> </ul>

## Related Degrees in Ontario Colleges

Degrees with an applied focus such as these have already been deemed to meet the degree-level standard established by the Postsecondary Education Quality Assessment Board.

College	Credential	Program Description	Comparison
Seneca	Bachelor of Commerce (International Accounting and Finance)	<p>Graduates of this program will be provided with an accounting education enabling immediate, practical application in the Canadian and global business environment. Graduates will possess depth and breadth of knowledge in the areas of business, finance, and technology. They will also develop critical thinking, problem-solving, communication, interpersonal, and team skills, using accounting and financial skills as tools, while leading to professional certifications (CA, CGA, CMA, or CPA).</p> <p>There is one mandatory one-semester work term.</p>	<ul style="list-style-type: none"> <li>• Both programs are required to meet the same degree-level standard.</li> <li>• Both programs prepare students to seek the CA, C&lt;A, and CGA professional certifications.</li> <li>• Both programs include a mandatory work term.; Niagara’s has the opportunity for two work experiences.</li> <li>• There is overlap in many of the business and accounting courses as they meet professional certification requirements.</li> <li>• Seneca’s program has more of an international focus than Niagara’s program.</li> <li>• Niagara’s program is built on a platform of core business courses in the first two years, followed by the accounting specialization in the final two years of the program.</li> </ul>
Seneca	Bachelor of Commerce (Financial Services Management)	<p>This program was created to address the need for degree-level graduates with specialized skills for the banking and insurance sectors. Developed with input from experts in these areas, it focuses on all aspects of financial services. It prepares graduates towards two professional designations: the Associate, Institute of Canadian Bankers designation offered by CSI and the FLMI designation from the Life Office Management Association (LOMA). Graduates are also eligible to write the Certified Financial Planner (CFP) Professional Competence Examination 1 (ACE1).</p> <p>There is one mandatory work term.</p>	<ul style="list-style-type: none"> <li>• The target markets for the degrees are different. Seneca’s program prepares students for employment in the financial services sector, specifically the banking and insurance sectors. Niagara’s degree is a broader accounting degree.</li> <li>• Both programs are required to meet the same degree-level standard.</li> <li>• Seneca’s program prepares graduates to seek the SCI and FLMI professional certifications; Niagara’s prepares graduates for CA, CMA, and CGA professional certifications.</li> <li>• Both programs include a mandatory work term.; Niagara’s has the opportunity for two work experiences.</li> <li>• There is some overlap in the business courses offered. There are also a couple of similar accounting courses in the two programs; however, courses in Seneca’s program are primarily focused on the financial services sector. In contrast, Niagara’s program features accounting courses.</li> </ul>

College	Credential	Program Description	Comparison
George Brown	Bachelor of Applied Business (Financial Services)	<p>This degree was developed to create graduates who can thrive in the financial services industry. It includes majors in Personal Financial Planning, and Accounting.</p> <p>It prepares graduates towards CA, CMA, and CGA professional designations, as well as for the Certified Financial Planners exam (CFP).</p> <p>It includes one mandatory co-op work term and there are two optional work terms.</p>	<ul style="list-style-type: none"> <li>• Both programs are required to meet the same degree-level standard.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Both programs include a mandatory work term.</li> <li>• There is overlap in many of the business and accounting courses. as they meet professional certification requirements.</li> <li>• Niagara's program is built on a platform of core business courses in the first two years, followed by the accounting specialization in the final two years of the program.</li> <li>• Accounting is just one of two majors offered in the George Brown program.</li> </ul>
Humber	Bachelor of Commerce – Accounting	<p>The program examines the theoretical considerations underlying accounting and develops skills in the applied aspects of the profession. Introductory courses provide a fundamental understanding of a variety of business disciplines, followed by more in-depth study of accounting. Breadth courses will enrich and extend students' understanding beyond the professional field. The program emphasizes critical thinking, analytical skills, communication, and leadership.</p> <p>There is one mandatory paid work term of 14 weeks.</p>	<ul style="list-style-type: none"> <li>• Both programs are required to meet the same degree-level standard.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Both programs include a mandatory work term; Niagara's has the opportunity for two work experiences.</li> <li>• Both are built on a platform of core business courses in the first two years, followed by the accounting specialization in the final two years of the program.</li> <li>• Niagara's program has some differences in course content especially in areas of small business and entrepreneurship, international business management, accounting information systems, and leadership.</li> </ul>

College	Credential	Program Description	Comparison
Conestoga	Bachelor of Business Administration (Accounting, Audit and Information Technology)	This degree blends three disciplines and addresses the need for professional accountants and auditors with information technology expertise. This degree leads students towards certification by the CGA, CMA, and potentially towards a CA designation, as well as towards the CIA designation awarded by the Institute of Internal Auditors. There are three co-op work experiences.	<ul style="list-style-type: none"> <li>• Both programs are required to meet the same degree-level standard.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Both programs include a mandatory work term; Niagara's has the opportunity for two work experiences.</li> <li>• Both are built on a platform of core business courses in the first two years, followed by the accounting specialization in the final two years of the program. In addition to more core business courses, our course content features more small business and entrepreneurship and leadership.</li> <li>• Conestoga's program has greater information technology and international content.</li> </ul>

The College has on file and available upon request the research undertaken to complete Section 14.1.



## 14.2 University Programs

The College found that there are more than five similar or related existing programs offered at Ontario universities that could have been listed. Based on our research, five similar or related programs have been compared in the following table.

*Note: Information about the programs was drawn from each university's website*

Institution	Credential	Program Description	Comparison
Brock University	Bachelor of Accounting	The Bachelor of Accounting program is designed for students pursuing a career as a Chartered Accountant, with limited enrolment. The program is professionally oriented and combines studies in accounting and other business disciplines with studies in the social sciences, humanities, mathematics, and science. The program is fully accredited by the Institute of Chartered Accountants of Ontario. There is a co-op option which includes four work term placements.	<ul style="list-style-type: none"> <li>• There is a degree of similarity in the courses offered in the two programs, particularly in the accounting and finance courses. Niagara's program highlights entrepreneurship and leadership.</li> <li>• Both programs prepare graduates to seek professional certifications. Brock's program is fully accredited by the Institute of Chartered Accountants whereas Niagara's program only covers some of the required courses.</li> <li>• Niagara's program includes a mandatory work experience. The Honours program at Brock does not include a work term, although its co-op option includes four placements.</li> </ul>
Carleton University	Bachelor of Commerce	Carleton offers a Bachelor of Commerce degree with a concentration in accounting. It includes all of the academic courses required to write the professional entry exams for accreditation as a Chartered Accountant (CA) or Certified Management Accountant (CMA). Students interested in pursuing a Certified General Accountant (CGA) designation after graduation will be able to enrol in the certification level of the CGA program. There is a co-op as an option, which includes three work terms.	<ul style="list-style-type: none"> <li>• There is a high degree of similarity in the courses offered in the two programs; Niagara's program highlights entrepreneurship and leadership.</li> <li>• Both programs prepare graduates to seek professional certifications.</li> <li>• Niagara's program includes a mandatory work experience; Carleton has an optional co-op available for some students.</li> </ul>

Institution	Credential	Program Description	Comparison
University of Guelph	Bachelor of Commerce	<p>This program provides a strong foundation of accounting and general business knowledge while allowing significant opportunity to develop breadth and depth of knowledge in related areas of study. Students will develop the technical, analytical, evaluative, and communication skills needed for a successful career in accounting and related management areas. In addition to courses in accounting, students will have the opportunity to develop a secondary area of focus such as leadership, corporate social responsibility, entrepreneurship and innovation, and human resources management.</p> <p>The program provides graduates with the academic requirements for the post-graduate pursuit of a professional accounting designation (CA, CMA, or CGA).</p>	<ul style="list-style-type: none"> <li>• There is a high degree of similarity in the courses offered in the two programs, particularly in the accounting and finance courses. The Niagara program requires entrepreneurship and leadership courses.</li> <li>• Niagara's program requires a broader range of core business courses, including marketing, project management, interdisciplinary strategic management, entrepreneurship, and leadership.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Niagara's program includes a mandatory work experience.</li> </ul>
Ryerson University	Bachelor of Commerce	<p>This four-year program strives to give each student a practical and comprehensive knowledge of all basic functions of business. The first two semesters are common to all students and provide a general overview of business in society, basic business functions, and an awareness of social, human, and economic issues. Students can select from a number of specializations (including Accounting) in their third semester. This major offers all of the courses needed to obtain a professional accounting designation, such as Chartered Accountant, Certified Management Accountant, and Certified General Accountant.</p>	<ul style="list-style-type: none"> <li>• There is a high degree of similarity in the courses offered in the two programs, particularly in the accounting and finance courses.</li> <li>• Both are built on a platform of core business courses, followed by the accounting specialization.</li> <li>• Niagara's program features more focus on entrepreneurship and leadership.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Niagara's program includes a mandatory work experience.</li> </ul>

Institution	Credential	Program Description	Comparison
York University	Bachelor of Business Administration	This Bachelor of Business Administration program provides a thorough, rigorous education in management, combined with a broad liberal arts education. A specialization in the area of Accounting is available in upper years through selection of elective courses. Students can also work toward one of the three professional accounting designations: Chartered Accountant (CA), Certified Management Accountant (CMA), or Certified General Accountant (CGA).	<ul style="list-style-type: none"> <li>• There is a high degree of similarity in the courses offered in the two programs, particularly in the accounting and finance courses. Niagara's program features more focus on entrepreneurship and leadership.</li> <li>• Both are built on a platform of core business courses in the first two years, followed by the accounting specialization in the final two years of the program.</li> <li>• Both programs prepare students to seek the CA, CMA, and CGA professional certifications.</li> <li>• Niagara's program includes a mandatory work experience.</li> </ul>

The College has on file and available upon request the research undertaken to complete Section 14.2.

## 15. OPTIONAL MATERIAL

As referenced in the previous sections, the following optional material is included in this submission:

- Program Review Self Study Template
- Course Feedback Form
- A Manager's Guide to Recruitment & Selection
- Framework for Programs of Instruction (particularly Appendix A: Credentials Framework)
- Fall 2011 September Start Registration Guide

### **What is the purpose of Program Review?**

Niagara College programs undertake regular reviews in order to recognize the valuable work already being done to promote and support student learning. Regular reviews also assess services and practices in the context of how well they support and contribute to student learning and make recommendations for changes that promise to improve student success.

Program review and renewal is a mandatory activity, which must be undertaken to satisfy requirements of the Colleges and Institutes Act. However, the process outlined in this document allows for considerable diversity among programs. It also acknowledges that some programs must undertake other forms of review. For example, many programs are required to undergo extensive externally mandated review processes to satisfy licensing and/or accreditation requirements within their field.

A program review helps answer the questions:

1. Are students learning what they need to learn for today's world and within the context of their program or discipline?
2. Are we using the most effective teaching/learning/assessment strategies to promote student learning in relation to the identified program outcomes?
3. Are we making learning opportunities adequately accessible to students?
4. Are the learning opportunities sustainable?

Program Review is meant to:

- Enhance the quality of education offered by the program.
- Demonstrate the extent that the program conforms to the provincial standards and/or program outcomes
- Gain an understanding and appreciation of the program's strengths and a clearer sense of its direction.
- Encourage discussion and dialogue among faculty and service areas, creating a shared purpose
- Assure that all program/course changes are based on adequate information and discussion
- Plan for the systematic evaluation of the curricula, equipment, and the use of materials, financial resources, and space/facilities.
- Plan for the systematic evaluation of program policies, procedures, services, and records.
- Develop a sense of cohesiveness among the program's administrators, faculty, staff, and students that results from the participation of all stakeholders in the self-study process.

### **Who is involved with Program Review?**

Program Review is a collaborative, team activity. The Dean, Chair, program coordinator, faculty and support staff plan and participate in the program review and renewal process in consultation with service areas, students and the Program Advisory Committee. The Chair serves as the contact person to provide the Dean with regular updates on the review process,

to ensure liaison with the faculty and staff from other areas as appropriate, and to engage the support of all stakeholders.

### **What support does Educational Pathways, Development and Quality (PDQ) provide?**

The PDQ Office is a support and liaison for the program review process. PDQ:

- Meets with the Self Study team to set expectations and timelines, and assist with process requirements
- Acts as a resource for questions and issues regarding development of the Self Study or the external assessor visit and with the production of concise clear documentation
- Gathers all relevant data from across the college to populate Self Study templates
- Communicates with and organizes the logistics and schedule for external assessors for each program review
- Coordinates and facilitates the external visit and meetings with stakeholders
- Communicates with stakeholder participants to organize the schedule for the external assessor visit
- Receives and distributes completed Self Studies, external assessor reports and college responses
- Facilitates the development of the program Continuous Improvement Plans
- Follows up on action plan items and documents their completion
- Prepares Quality Assurance and Continuous Improvement Plans summary reports for the Vice President Academic and the Board of Governors

If there are questions about the Self Study, please contact:

- Linda Saari extension 4253
- Terri Stevens extension 4254

### **Where does the data come from for Program Reviews?**

The program review may involve several sources of information, including:

#### **Stakeholders**

The various stakeholder groups associated with the program provide important sources of information. Some or all of these should be consulted as part of the review process:

- Program Advisory Committee
- Students presently in the program
- Graduates
- Current faculty – full time and part time as appropriate
- The Dean and Chair
- Other college departments, especially those that service or support the program directly (e.g. Library, employment/career/co-op services, international, finance, student services)
- Other college programs or academic departments
- Employers, and industry sectors
- Other stakeholders as appropriate

## **Evidence-based Documentation**

The Self Study is built on evidence and data, and analysis arises from documentation such as:

- Reports from industry
- KPI reports
- PAC and Curriculum Committee minutes
- Course feedback surveys
- Career and Graduate Services data
- Planning documents
- Budgets
- Ministry Guidelines and Program Standards
- Curriculum maps
- Other college documents

## **What is the Program Review cycle?**

Niagara College implements a six year program review cycle, with a **Program Report** in the 3<sup>rd</sup> year of the cycle. After the **Program Review Self Study** is completed (in year 6 of the cycle), it is reviewed by external assessors in advance of their visit to the college to interview stakeholders in a one-day visit. Following the visit, the assessors produce an **External Report**. A **Continuous Improvement Action Plan** is created which addresses plans to enhance program quality and student success results over next three-six years, using recommendations from the Self Study and the External Report. Some action items are short term, while others may take several months or years to complete, depending on the extent of change involved.

The results of program reviews and reports are presented in an **Annual Quality Assurance System Report** to the Board of Governors, as a strategic board issue.

## **Is there any Follow Up or Validation?**

An important part of continuous improvement is confirming or validating that changes made have, indeed resulted in improvement. Consequently, the process of evaluation/validation is an important part of the program review process.

Each year in May, Deans and Chairs are contacted to report follow up on action plan items that were completed annually. This **Action Plan Follow Up Report** is included in the annual report to the Board of Governors.

## **Recognize and Celebrate**

This is also a time of recognition and celebration, a time to acknowledge and share the positive outcomes of the process. **Best Practices** are noted in each Self Study, and external assessors provide **Commendations** as part of their report.



**NIAGARA COLLEGE  
SELF-STUDY**

<b>PROGRAM:</b>	
<b>CREDENTIAL GRANTED:</b>	
<b>SELF-STUDY TEAM MEMBERS:</b>	
<b>REVIEW DATE:</b>	
<b>SIGNATURE OF PAC CHAIR</b>	
<b>SIGNATURE OF DEAN:</b>	



## **PREVIOUS ACTION PLAN ITEMS**

List Continuous Improvement Action Plan items from previous Program Review and their status: complete, not complete, deferred (5.1.5, 5.2\*)

### **A. STRATEGIC ANALYSIS**

#### **Program Context**

- Summarize history of the program, general trends over time, strategic issues
- Describe the present situation
- Describe how the program differentiates itself from similar programs at other colleges or universities with similar/competing programs (include program hours in other institutions, and a competitive analysis of their strengths and weaknesses)
- Describe the relevance of the program to the industry as a market place
- Describe challenges and strategies for keeping the program relevant

#### **Labour Market Trends**

**(Resource to consult can include the Job Centre, x4164 or 7787)**

- Outline the labour market changes over time
- Outline the employment outlook for program graduates– check available industry studies and web information (e.g. [www.jobfutures.ca](http://www.jobfutures.ca), [www.jobbank.gc.ca](http://www.jobbank.gc.ca), [www.monster.ca](http://www.monster.ca), or [www.workopolis.ca](http://www.workopolis.ca))
- Summarize or include job descriptions (general) and changes over time
- Labour market trends reported by the Job Centre include:  
**(Job Centre data will be inserted here)**

#### **External Support for Program**

- Comment on nature of the **Program Advisory Committee (PAC)** and how it has changed, and endorsement of the program self-study :
  - membership includes experts in the field external to the organization
  - role of the PAC to generate or confirm changes to curriculum, and its relevance to the field(s) of practice;
  - include dates of the last 3 PAC meetings  
**(Include List of current Program Advisory Committee, and minutes from meetings from the last 2 years in the Appendix)**
- Describe any **accreditation** for the program or expected accreditation
- Excluding PAC or work experience relationships, describe any industry **partnerships**, why they were developed, and what value they offer
- Describe any **applied research** projects involving faculty, staff or students, and their benefits
- Describe any **scholarships or donations**
- Comment on **special grants** (if any) and value to program
- Describe any **educational pathways** or transfer agreements, and plans for future agreements  
**(List can be included in Appendix if lengthy)**

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\* references PQAPA quality criteria

**Program's Relationship to Division and College**

- Describe the program's relationship to College's priorities and plans – how it fits in the College family of programs
- Describe program's relationship in its divisional cluster of programs
- Outline advantages or disadvantages or challenges in program context

**Strategic Plans**

- Plans for near future of program
- Plans for long term future of program (next 5 years)
- Reasons for long term plans  
(Copies of most recent Division strategic planning documents to Appendix)

**Issues**

- Outline any key issues from this section (1 page)

**Recommendations**

- Provide any key recommendations based on analysis of issues

## **B. STUDENT SUCCESS ANALYSIS**

### **Student Profile**

- Outline the profile of program students
- Describe changes over time

### **Admissions Requirements**

- List the admission requirements for the program
- Describe the relationship of admissions requirements to incoming student profile; outline any challenges and strategies to overcome (1.1\*)
- If the program is oversubscribed, describe how the admissions process ensures fairness
- Describe any transfer credit established for program admission/advanced standing

### **Application and Registration Analysis (1.1\*)**

<b>Year</b>	<b>Total # of Applicants</b>	<b>% of First Choice Applicants</b>	<b>Level 01 Enrolments</b>	<b>Enrolments</b>	<b>% of Registrants from Outside Region</b>

*Includes Domestic and International students for Fall and Winter starts.*

- Indicate applicant and enrolment trends over 5 years – are these on target?
- Describe potential reasons for trends
- Describe any concerns, changes or strategies related to applications and enrolment

---

\* references PQAPA quality criteria

**KPI Program Summary**

KPI Summary										Niagara College				
xxx Campus														
Program														
	Province	Niagara College	MTCU- Province - Program Number	Program college program number	Top 3			Top Mid-Size						
					Program Average	College		Program Average	College					
<b>Student Satisfaction</b>														
<b>Graduation Rate</b>														
<b>Graduate Satisfaction</b>														
<b>Graduate Employment Rate</b>														
<b>Employer Satisfaction</b>														

### Student Satisfaction Analysis

	Year	KPI	CAPSTONE Q14 Learning Experiences	CAPSTONE Q26 Teachers & Courses	CAPSTONE Q44 Facilities & Resources	CAPSTONE Q45 Services	# students in KPI
Province							
College							
MTCU Prg.							
Top 3							
Top Program*							

Top Program is

(use KPI Student Satisfaction report analysis)  
 (Include KPI Overall Program Analysis in Appendix)

- Describe trends in **student satisfaction** rate – are results on target? (5.3\*)
- Describe possible reasons for trends
- Describe strategies to improve rate

### Graduation Rate and Retention Analysis

Insert retention data here

- Describe trends in graduation rate and student retention – are results on target?
- Describe/analyze possible reasons for trends
- Describe any strategies adopted to overcome challenges in student retention and their success

### Graduate Satisfaction Analysis

	Year	KPI Satis. Rate	Responses In KPI Satis. Rate	KPI Employ Rate	Responses in KPI Employ. Rate	Q20 Job related to program? 'Yes'	Q20 Job related to program? 'Yes Partially'
Province							
College							
MTCU Prg.							
Top 3							
Top Program*							

Top Program is

---

\* references PQAPA quality criteria

	Year	Q21 Skills helpful in getting job	Q33 Overall satisfaction with college prep. for work	Q35 Would recommend program	Q37 Would recommend College
Province					
College					
MTCU Prg.					
Top 3					
Top Program*					

Top Program is

- Describe trends in **graduate satisfaction** rate – are results on target? (5.3\*)
- Describe possible reasons for trends
- Describe strategies to improve rate

### Employer Satisfaction Analysis

- Describe trends in **employer satisfaction rate** and possible reasons for trends (5.3\*)

### Graduate Employment Analysis

Year	KPI Graduate Employment		Co-op Placement	Typical Job Postings
	Related	Working		

- Describe trends in **employment rate** and possible reasons for trends – are results on target?
- Describe strategies undertaken to increase employment rate and success of strategies

### Issues

- Describe any key issues in this section

### Recommendations

- Provide any key recommendations based on analysis of issues

---

\* references PQAPA quality criteria

### C. PROGRAM CURRICULUM

Program Structure (use Program of Instruction information for relevant year)

LEVEL		
Crs. No.	Course Name	Cr.
Total Credits:		18

**Total Course Hours**

#### Program Content

- List overall program outcomes (1.2\*)  
(Refer to MTCU Program Standards if available in Appendix) (2.5, 2.6\*)
- Refer to Program Curriculum to Outcomes matrix in Appendix (1.3.1, 1.3.2, 2.1\*)  
(Matrix demonstrating how course objectives and program outcomes are related)
- Refer to appendix containing all course outlines (**current year**) (1.3, 1.4, 2.5\*)
- Describe key elements of the nature of the program - courses, length of courses, special features (3.1\*)
- Outline any shared curriculum/faculty with other programs in divisional cluster
- Outline any shared curriculum/faculty with other college programs
- Describe how the program ensures students develop competency in:
  - interdisciplinary activities/learning
  - intercultural experience
  - digital learning
  - self directed learning
- Describe how the program ensures that there are opportunities for students for:
  - community leadership
  - applied research
  - cross-cultural experiences
- Indicate ways in which students have been involved in research related to their program of study, if applicable.

#### Work Experience

- Describe the clinical/field/work placement component of the program
- Describe the effectiveness, opportunities and issues of the work experience (2.4, 3.1\*)

#### Accreditation

- Outline the nature of curriculum as it relates to external requirements such as provincial or national professional accreditation/certification

---

\* references PQAPA quality criteria

- Discuss any opportunities for students for licensure or standardized testing external to the college.

**Instructional and Assessment Methodology**

- Indicate how **instructional** techniques/methodologies are appropriate for program content and outcomes (3.1, 2.3, 1.4\*)
- Indicate how **assessment** techniques/methodologies are varied and appropriate for program content and outcomes (1.4, 3.2.1, 3.2.2, 3.3.3\*)
- Refer to appendix of student evaluation samples (2.8, 3.4\*)  
(**Samples of student work should exemplify achievement of program outcomes - usually final term- include minimally acceptable, average and exemplary samples**)

**Curriculum Review Process**

- Describe results of curriculum committee meetings (as per College Practice on Curriculum Meetings)  
(**Include minutes for 2 years in Appendix**) (2.8\*)
- Describe results of any course evaluations (2.8, 3.1, 3.2.1\*)
- Describe any program advisory committee recommendations for curriculum (2.8, 3.4\*)
- Outline how courses are kept relevant (2.8\*)
- Outline how courses change according to student profile and student success rates (3.4\*)
- Outline how external environment (workplace, committees, co-ops) are used to maintain currency of curriculum (2.8\*)
- Describe how the formal curriculum review/curriculum mapping process was completed **collaboratively**, findings of the process and strategies to address the findings (1.3.1, 1.3.2, 1.4, 2.1, 2.2, 2.3, 2.4\*)
- Describe how curriculum and delivery have changed over the last three years and any future plans for change (2.8, 3.3\*)
  - Changes in program or course hours
  - Changes in sequencing/scheduling
  - Changes in course content
  - Changes in course title/number

Year	Nature of Change	Rationale

- Outline changes/strategies to improve curriculum (3.3\*)
- Outline challenges related to strategies for improvement

**Issues**

- Describe any key issues in this section

**Recommendations**

- Provide any key recommendations based on issues in this section

---

\* references PQAPA quality criteria



**D. HUMAN, PHYSICAL AND FISCAL RESOURCES**

**Program Faculty & Staff**

Total # faculty		
Full time program faculty		
Part time program faculty		
Sessional or partial load faculty		
	Earned	In Progress
# faculty with Bachelors		
# faculty with Masters		
# faculty with Doctorates		
Professional Designation/ Certification		

- Describe overall nature of faculty; experience, priorities and challenges and successes in hiring, etc. (4.1.1, 4.1.2,4.1.3\*)
- Refer to appendix containing all faculty CVs (4.1.2, 4.1.3\*)  
**(Usually program faculty only)**
- Outline faculty professional development
- Outline any significant faculty and staff accomplishments
- Describe nature of other staff and services that contribute to program quality – support, technicians, other departments (e.g. Co-op, Job Centre, International, Library, Student Services) (4.2, 4.3, 4.4\*)  
**(Include at least one reference to collaboration or joint efforts with an area outside the program that contributed to program quality)**

**Program Resources** (4.2, 4.3, 4.4.1, 4.4.2\*)

**(Consider the following, as appropriate for program)**

- Facilities
- Lab Description
- Equipment
- Software
- Learning Resources
- Other Resources
- Provide analysis of resources – relevancy to industry, trends over time, resource renewal plans, challenges, strategies to maintain/enhance resources

**Financial Analysis**

Year	Revenues	Expenses	Contribution To Overhead

---

\* references PQAPA quality criteria

- Describe overall financial success and trends
- Describe possible reasons for trends
- Outline strategies for improvement in contributions
- Outline challenges in financial improvements
- Outline any contributions or donations from internal or external sources
- Describe any plans for securing contributions or donations
- If applicable, describe any Learning Enterprise related to the program, (e.g. business unit within the program); success and challenges, and any strategies for change or future directions related to Learning Enterprise

**Issues**

- Describe any key issues in this section

**Recommendations**

- Provide any key recommendations based on issues in this section

## **E. SUMMARY - ISSUES AND RECOMMENDATIONS**

### **Best Practice**

- List at least one “best practice” from your program/cluster that could be shared with and benefit the quality of other college programs.

### **Strategic Issues Facing the Program**

- Summarize the overall key issues facing the program
- Describe any trends in the issues
- Describe or predict future issues

### **Recommendations**

- Summarize the most important overall program recommendations at the strategic level as follows:
  - Critical – *necessary to avoid immediate risk to the program quality*
  - Advisable – *necessary to avoid risk down the road*
  - Desirable – *would be good to do, given resources etc.*
- Describe how each recommendations will impact on program quality, relevance, student success, and/or financial stability
- Outline any challenges in implementing these recommendations

## **APPENDICES**

The following are minimum appendices – more may be added where relevant

1. List of current Program Advisory Committee
2. Minutes of Program Advisory Committee meetings for last 2 years
3. List of any transfer agreements
4. Copy of strategic planning documents from Division
5. KPI data: KPI summary for program provided by CCI Research
6. Copy of MTCU Program Standards or Program Outcomes
7. Program Curriculum (Courses) to Outcomes Matrix (see Appendix A1 matrix templates attached)
8. Course Outlines – for current year
9. Samples of student work – terminal performance (achievement of program outcomes) typically final year - sample of low, medium and high grade levels
10. Minutes of Curriculum Committee meetings for last 2 years
11. CVs of all faculty
12. Any other documents as relevant to the Self Study

**APPENDIX A1 – Program Outcomes – Curriculum Map**

**Vocational Learning Outcomes (all programs)**

Xxx Program	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8	Course 9	Course 10											
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					

The information asked for in this survey is collected under the legal authority of the Ministry of Training Colleges and Universities Act, Colleges of Applied Arts and Technology-Boards of Governors and Council of Regents - R.R.O. 1990, Reg. 770. Any questions regarding the survey should be directed to Linda Saari, 905-641-2252, ext. 4253.

# Niagara College of Applied Arts and Technology Course Feedback

Do not mark in this area.

10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19

To continually improve the learning process, Niagara College requests that you complete the rating questions below. Your thoughtful and honest responses are very important. The information provided will assist us to continuously improve courses and instruction.

The questionnaire is anonymous and confidential. Your responses to the rating questions below will be computer scanned, and the information will be shared with the teacher after final marks for the course have been submitted.

<p>Course Title: _____</p> <p>Professor: _____</p> <p>Subject: _____</p> <p>Course Number: _____</p> <p>Course Section: _____</p>	<p><b>Instructions:</b></p> <p>1) Make heavy, dark marks. PLEASE USE A PENCIL. If you cannot use a pencil, then use a blue pen.</p> <p>2) Do not use check marks to select boxes.</p> <p>3) If you erase, please erase completely.</p> <p>4) Please do not make any other marks on this form.</p> <p>Please fill in boxes like this: <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
---	---

Consider classes and labs in your response.	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A - Does not apply to this Course
1. I found that course requirements were clearly communicated to me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I found a close agreement between course objectives and learning activities. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It was clear to me how this course fits into the overall program. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The subject matter was presented in a way that was effective for me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The subject matter was presented or demonstrated at an appropriate pace for me. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I was provided with up-to-date examples and applications that helped me learn the course content. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Activities helped me become actively involved in learning the course content. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Projects and assignments helped to further my understanding of the subject. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The required textbook(s) or manual(s) was/were valuable. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other learning materials ( <i>handouts, Blackboard, web support material videos, etc.</i> ) were valuable. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Blackboard was used to add to the learning experience. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Scheduled classes in this course started and finished on time. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My time during scheduled classes was effectively used. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Classes were regularly held as scheduled. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The course was delivered in an atmosphere that promoted mutual respect. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. In this course, I was encouraged to ask questions and to participate. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I was encouraged to seek out-of-class assistance when needed. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Methods of evaluation were clearly related to course objectives. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Quizzes, tests, and assignments were returned in a timely manner. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Methods of evaluation were a fair measure of my performance and learning. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I would recommend this course to others. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Overall, I would rate this course.       Excellent       Good       Adequate       Poor



## **A Manager's Guide to Recruitment & Selection**

Revised October 2010

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## **INTRODUCTION**

These guidelines have been developed to assist managers and supervisors with hiring responsibility, particularly as it relates to the interviewing and selection processes.

It is intended that these procedures ensure equality of opportunity in employment at the College and contribute to a positive image of the College in the community.

Adherence to these guidelines will aid you in obtaining the most qualified and suitable candidate for a particular job. These guidelines also reflect the College's commitment to the principles contained in the Ontario Human Rights Code, that is, that employment decisions should be based only on criteria relating to the applicant's ability to do the job.

The College's rights and obligations contained in the Collective Agreements for Academic and Support Staff employees and Terms and Conditions of Employment for Administrative Staff are also reflected in these interviewing/selection guidelines.

Finally, hiring a new employee is one of the most significant investments we can make as managers. Following a systemic approach to recruitment and selection will ensure we attract and hire the most qualified and suitable Niagara College employee.

## **GETTING STARTED**

### **Define the Job Requirements**

The first step in the selection and recruitment process is defining the job requirements based on the operational needs.

The immediate supervisor will review the job requirements and position description for the position to be filled. This could involve rewriting or creating a new position description. An accurate up-to-date position description is critical to the recruitment and selection process. There must be an up-to-date position description in order for the recruitment process to proceed. The Recruitment Coordinator is available as a resource to assist in the development of job descriptions.

The position description must be evaluated by the appropriate committee before recruitment procedures can begin.

- Support Staff positions (Position Description Forms or PDF) are evaluated by the Support Staff Classification Committee. PDF templates can be found on the Corporate Drive at G: Corporate\FORMS\HR\PDF-Support Staff
- Administrative positions (Job Fact Sheet or JFS) are evaluated by the Administrative Job Evaluation Committee. JFS templates can be found on the Corporate Drive at G: Corporate\FORMS\HR\JFS Form
- For Faculty positions, the class definitions are outlined in the Academic Collective Agreement.
- Part-time support staff and administrative positions are evaluated by Human Resources.

All Full Time positions must have full approvals before the respective evaluation committees will assess a position.

## **Approvals**

Approvals are required for new and replacement Full Time positions. The form is available on the Corporate Drive at G: Corporate\FORMS\HR\Full Time Appointment Request Form-Revision January 29 2010

The Hiring Manager commences the process by filling out the first section and securing the approval of the Division Vice President. The Hiring Manager will then complete the Full Time Complement Questionnaire for Human Resources review. This is to explore if the position can be filled with an alternative staffing model. The Hiring Manager will then forward both forms to the Recruitment Coordinator who will facilitate securing Finance and Human Resources approval.

The final approval will come from the Executive Committee; approval forms at this stage are forwarded to the VP Corporate Services. Once approved at the Executive Committee level, the original is returned to the Recruitment Coordinator. If questions, concerns arise or the approval is denied at the Executive Committee level, the respective Vice President will follow up with the respective Hiring Manager.

No position will be posted without the Approval Form returned with all signatures.

## **RECRUITMENT**

### **Posting**

Recruitment Coordinator, in collaboration with the Hiring Manager, will prepare a posting. The posting will incorporate information contained in the PDF or JFS for duties, requirements and qualifications. Once the posting is complete it is initially posted to the portal according to the provisions of the respective Collective Agreements.

Support Staff – posted internally for five (5) working days.

Faculty – posted internally for five (5) working days.

Administrative staff- at the discretion of the Hiring Manager, can be posted internally and externally simultaneously, generally for 5 days internally

Part-time positions – there is no requirement to post, at the discretion of the hiring manager

For any Temporary Full time Support Staff position lasting more than 4 months, these positions must be posted.

When the internal process is complete, the position will be posted on Workopolis and the College website for 5 to 10 days.

All external candidates must apply through Workopolis to be considered. Persons sending resumes directly to the Recruitment Coordinator or Hiring Manager will be directed to apply via Workopolis.

Faculty positions, once posted externally, will be posted on the Colleges Compensation and Appointments Council Employment page.

Human Resources will also forward copies of the faculty postings to the other Colleges as per the collective agreement requirement.

### **Other Advertising**

While Workopolis is the main vehicle to be used to recruit potential employees, other avenues may certainly be used. Niagara College, in conjunction with the Marketing Office, work with Tamm Communications to advertise in the local newspapers (St. Catharines Standard, Welland Tribune, Niagara Falls Review) and, where necessary the Hamilton Spectator and the Toronto Globe & Mail may used. The Recruitment Coordinator will work with the Hiring Manager to source other appropriate mechanisms to expand the scope of the applicant pool. Strategies could include advertising in trade magazines, professional association websites, or emailing/faxing to other websites. Efforts should also be made to use strategies that incorporate Niagara College's Diversity initiatives. Cost of these initiatives will be worked out between Human Resources and the Hiring Area.

## **SHORTLISTING**

The Recruitment Coordinator in, conjunction with the Hiring Manager, will develop short listing criteria utilizing the short listing criteria sheet. Some of the selection criteria may be used to short list candidates for interview. As not all criteria can be judged from a resume, only a partial list of the selection criteria may be used to short list candidates. These should be based upon the qualifications listed in the posting.

## **PREPARING FOR THE INTERVIEW**

The hiring manager will be responsible to contact the candidates to schedule an interview. The candidates will be given, the date, time and location of the interview. Where candidates are required to make a presentation, they will be advised, at the time or arranging the interview, as to the topic of their presentation, timeframes, parameters, etc. The candidates should be advised of any tests that will be given as part of the interview, i.e. Word, Excel, etc.

When selecting the room location, consider the noise level surrounding the room, whether or not it's accessible and whether or not it's a room that will be free from interruptions. You also need to consider the candidates right to confidentiality.

Selection Committee packages will be provided by the chair to the committee members preferably 48 hours in advance of the interviews. The package may include the questions, the rating scheme, the resumes, the job description and the posting.

**Establishing a Selection Committee** - The Hiring Manager will establish a selection committee when filling any position. An effective committee can provide the Hiring Manager with a broader perspective and also assure the college community that selection decisions are being made in an organized and objective fashion. The committee should be made up of a minimum three persons who have been selected on the basis of their technical knowledge or perspective of important aspects of the position being filled and should consist of employees from different staff levels, employee groups and departments.

Generally, there should be 5 to 7 people on the panel, dependant on the level of position. The more senior a position the more stake holder involvement may be required. Community members from related fields may also be included. A representative from Human Resources must participate on all selection committees for full-time positions. Every effort must be made to ensure there are both genders are represented on the committee. In keeping with Niagara College Diversity Strategy, all efforts should be made to have the panel as representative as possible. You must ask the members upfront if there are any reasons that would prevent them from making an objective decision. Relatives of the candidates being interviewed should not be on the selection committee.

All panel members are encouraged to complete the Effective Recruitment & Selection training module to participate on Interview Panels. New management staff will receive training with Human Resources as part of their orientation.

The Chair will ensure that the committee understands its role. The committee members are there to provide insight and to make a recommendation to the Chair.

## **INTERVIEW PROCESS**

**Creating the Climate** - A comfortable climate can be created by being cordial, making the candidate feel welcome and providing refreshment to the candidate. The chairperson of the interview committee should introduce the committee members to the candidate and explain the interview process.

**Confidentiality**- Each applicant has the right to apply in confidence for a position. The hiring manager and all committee members should ensure that the privacy of individual candidates is respected and protected.

## **CANDIDATE ASSESSMENT TOOLS**

Faculty, Support Staff technologist/technician positions, and Administrative positions at the Management level are required to have a presentation (or in the case of Faculty a micro teach) component to the interview. This should occur at the beginning of the interview. Other positions will be “as applicable” and at the discretion of the Hiring Manager. In general, every effort should be made to incorporate the presentation into the interview assessment. For clerical positions, tests are to be conducted that assess the persons competency in computer technology (Excel, database, data entry, Word, Spreadsheet manipulation, scheduling, project management/organization)

Stakeholder input is also essential in the interview process. There can be a significant distinction in how people conduct themselves during an interview with professionals and how they conduct themselves in less formal atmospheres. Faculty and Support Staff Technologist/Technician positions may incorporate student panels who will assess the micro teach along with the interview panel and then meet with students after the formal interview. Letters of Appreciation will be provided to students who participated in the panels. Faculty and Support Staff Technologist/Technician candidates will also be given a preview of their teaching environment, being shown the classrooms and resources available to them. This is commonly referred to as Realistic Job preview.

A “Meet and Greet” format where individuals at the College the candidate could be interacting with the candidate in a less formal setting should be considered for management positions. The candidate will also be taken on a walk through of the area they will potentially be working in and be introduced to staff members who work in that area.

Where possible and applicable, Support Staff and Non Manager Administrative positions should utilize Meet and Greet, supplemental stakeholder interviews and tours of working areas. These are value added and enhance the interview process by providing additional information from a variety of perspectives and environments.

At the point in the process where the formal interview is finished and the candidate is then interviewed by the stakeholder panel, this will allow the panel to ask the HR Representative about follow up questions and their appropriateness.

It's important that you determine how the interviewees will be rated for each of their responses. To ensure a fair and equitable process, this rating and weighting scheme should be developed in advance. There must be clear rationale for the weighting assigned to each criterion. Examples of rating schemes can be provided from Human Resources.

The interview should conclude with the panel seeing the candidate out.

**Interview Questions-** The Recruitment Coordinator, in collaboration with the Hiring Manager, will develop a set of interview questions. Human Resources maintain a pool of interview questions from past interviews as well as drawing upon other resources. There should be a mix of competency, behavioural and situational questions to solicit a well rounded depth of information from the candidate. Questions should measure how well the candidate's technical skills and performance skills and abilities relate to the specific requirements of the job as well as organization fit (Niagara College, the division/department).

Competency questions will largely come from the Hiring Manager. The Hiring Managers are the experts in the positions and their areas

Behavioural questions will address such areas as team work, ethics, initiative, handling conflict, analytical skills, leadership skills, organization and customer commitment, problem solving, time management, relationship building and maintenance, response to feedback, and work ethic. Questions in other areas that are deemed necessary/relevant to the position can be added. Studies have shown that the best predictor of future behaviour is past behaviour. Questions about the candidate's past behaviour should focus on previous education, work or volunteer experience. Information obtained about past behaviour will help you to determine if the candidate has exhibited the behavioural skills necessary for the job. It is important to gain as many behavioural examples as possible. Posing hypothetical situations is also helpful in judging a candidate's potential ability. Designed to obtain information about actual behaviours the candidate has exhibited in the past, these open-ended questions can be used to rate the relative presence of specific performance skills. Answers to behavioural questions are characterized by specific reference to names, dates, times, numbers and locations.

By preparing a set of "core" questions to be used with all candidates, you'll create a consistent basis for decision-making.

**Question Techniques-** Questions should be of an open ended nature, closed questions should be kept to a minimum used to solicit a basic requirement (e.g. do you have a valid driver's licence?). Open ended questions solicit much more information from candidates and provide more depth to assess the candidate. Multiple answer questions should be avoided; combining a number of ideas can confuse a candidate and make it difficult for him/her to remember all parts of the question. If used, it helps to state the entire question to give the candidate the overall idea and to indicate that you will restate it in its component parts.

Leading questions/supplying the answer are sometimes a crossover with closed questions. These generally guide the candidate towards the answer you would like and are not useful (example: "This position requires good communications skills, do you have those?" Or "Are you willing to go above and beyond to deliver academic excellence to students?") The general theme is that the answers to these questions are logical and most respondents would be able to give the appropriate answer.

## **HUMAN RIGHTS LEGISLATION**

The Ontario Human Rights Code is intended to promote equal employment opportunities without regard to race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex (including whether a woman is or may become pregnant), sexual orientation, age (between 16 and 65), record of offences (provincial offences, pardoned federal offences), marital status, family status or disability. Questions related to the above grounds, as well as those of a personal nature must be avoided.

Examples of questions that are unacceptable as they relate to a protected ground are the following;

Are you a Canadian citizen?  
What is your Social Number? (REQUESTED AFTER EMPLOYMENT OFFER?)  
Where are you originally from?  
Schools attended? (INDICATES PLACE OF ORIGIN)  
Are you a member of any clubs or organizations? (INDICATES RACE, SEXUAL ORIENTATION, RELIGION)  
What is your height and weight?  
What is your Canadian experience?  
What days can you not work?  
What is your religion?  
What religious holidays or customs do you observe?  
Are you willing to work Saturdays/weekends?  
Surname before marriage?  
How would you like to be addressed (Mr., Ms., or Mrs.)  
What is your relationship to emergency contact (CAN ASK AFTER OFFER OF EMPLOYMENT)  
Can your spouse travel?  
Are you married?

Interviews that involve using the same pre-planned questions tied to specific job requirements are the best defense against human rights challenges. Again for any follow up questions, please ensure they do not fall within a Human Rights violation.

## **Post Interview**

The notes from the interviews from all selection committee members must be collected and returned to Human Resources. Under the Freedom of Information and Privacy Act, the candidates can access these notes for up to one year following the interview.

The committee members will complete their rating sheet and forward it to the Chair. The Chair's role is to bring the Interview Committee to consensus as to who will be recommended. The interview is only one of other possible assessment tools that will be used in making a final selection, i.e. test, reference checks, second interviews, etc. The Human Resources representative must inform the committee of any collective agreement obligations at the deliberation stage.

## **References**

Before the College makes any offer of employment, employment references are to be checked. At the time of the interview, each candidate will be asked to sign a form authorizing the College to contact individuals for the purpose of obtaining references.

A minimum of three references, two of which must be persons who supervised the candidate, must be provided. A reference question checklist will be given to the Hiring Manager, it is important that any areas of concern that came out of the interview be addressed at the reference stage. Information that is given by references should match answers that the candidate gave during their interview. Hiring Managers have a duty to "drill down" and ensure adequate examples are solicited. The reference check sheet must be completed and returned to Human Resources where it will be placed in the candidate file.

## **Making an Offer**

Once a candidate has been identified and final approvals have been received, the hiring manager contacts the successful candidate and makes them an offer of employment.

For full-time Faculty, an updated resume will be provided by the candidate and from this the Recruitment Coordinator will calculate starting salary. The Recruitment Coordinator will meet with the Hiring Manager and candidate to confirm salary calculations and both will sign off on acceptance of salary. Administrative salary calculations are assessed by Human Resources in conjunction with the Hiring Manager. Human Resources will provide a written letter of offer for all full-time staff.

Successful candidates for Support Staff positions start at Step 1 of the pay grid that is part of the Support Staff Collective Agreement.

Administrative salaries are determined by the Director, Human Resources . Salaries are determined in accordance with the pay band and pay range identified for the position taking into consideration the employees qualifications and relevant experience.

For partial load faculty appointments a salary calculation sheet must be completed by the hiring manager and reviewed by Human Resources. Part-time, Partial Load and Sessional staff will receive a letter confirming employment once the "temporary employee requisition" has been forwarded to Human Resources

## **Wrapping Up**

The Hiring Manager must notify Human Resources of all full-time hires. A "temporary employee requisition" must be completed by the department secretary for all part-time hires. All of the interview notes, resumes, etc. must be forwarded to Human Resources.

Unsuccessful candidates will be sent a letter advising they were unsuccessful. Any follow up questions should be directed to the Hiring Manager/Chair.

Consider advising the college community of the new employee.

## **ORIENTATION**

Human Resources will contact the new full-time employee for documentation purposes.

The new employee will be invited to attend a new employee orientation session held in September of every year and occasionally in January.

A supervisor's checklist for orientating the new employee is located on the corporate drive:

G:\forms\orientation checklist.doc.

A new employee handbook from Human Resources from Human Resources is available at

<http://www.niagaracollege.ca/employeehandbook>

# **Framework for Programs of Instruction**



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**Bold title in Table of Contents denotes that the section has been revised.**

## **Purpose and Application**

The delivery of programs of instruction is the core business of colleges of applied arts and technology in Ontario. As defined in [O. Reg. 34/03](#) under the [Ontario Colleges of Applied Arts and Technology Act, 2002](#), a program of instruction means a group of related courses leading to a diploma, certificate, or other document awarded by the college.

The Act identifies the colleges' objects or mandate to offer a comprehensive program of career-oriented, postsecondary education and training that:

- assists individuals in finding and keeping employment;
- meets the needs of employers and the changing work environment: and,
- supports the economic and social development of their local and diverse communities.

This binding policy directive applies to all colleges of applied arts and technology and defines expectations for all programs of instruction offered by colleges regardless of the funding source. The binding policy directive does not apply to ministry-funded apprenticeship programs, except for the postsecondary component of the co-op diploma apprenticeship program.

The binding policy directive comes into effect on April 1, 2003, with the following exceptions. To meet publication deadlines and provide students with due notice, the [Credentials Framework](#) (see Appendix A) will become effective with students successfully completing programs of instruction as of September 1, 2004. On the advice of the college system that time and resources were needed to establish and implement effective structures related to a self-regulating mechanism, the self-regulating mechanism, including a board of governors approval of programs of instruction, became effective February 1, 2005.

The [Post-secondary Education Choice and Excellence Act, 2000](#) provides the authority for colleges of applied arts and technology to apply for ministerial consent to offer applied degrees subject to the terms and conditions established under the legislation and by the Minister.

For further information regarding this binding policy directive, click on the Contact link to consult with the appropriate [ministry contact](#), listed in the Contacts section on the web site.

## Principles

- Colleges play a major role in the achievement of economic prosperity in the province of Ontario through the provision of programs of instruction that prepare graduates to meet the needs of the workplace, the economy, and society.
- A college is best positioned to determine the programs of instruction it should offer based on its own strategic direction and the needs of its community. A college is also best positioned to ensure the ongoing relevance and quality of its programs of instruction.
- Credentials awarded in the college system must be credible and meaningful for, and understood by, students, employers, and the general public.
- A college's decision making processes can be made more effective by enabling students, external stakeholders, and college staff to provide advice on matters relating to the development, establishment, delivery, and review of its programs of instruction.

## Glossary

**Co-op diploma apprenticeship program:** a program of instruction that combines the elements of an Ontario College Diploma and an apprenticeship trade program and leads to the awarding of an Ontario College Diploma and a Certificate of Qualification for a specific trade. This integrated program includes both in-school training as well as on-the-job training based on ministry-approved standards.

**Prior learning assessment and recognition (PLAR):** a process that uses a variety of tools to help learners reflect on, identify, articulate, and demonstrate past learning. Prior learning can be acquired through study, work, and other life experiences that are not recognized through formal transfer of credit mechanisms.

- **Challenge process:** a method of assessment, other than portfolio assessment, developed and evaluated by subject-expert faculty to measure an individual's learning achievement against course learning outcomes. The process measures demonstrated learning through a variety of written and non-written evaluation methods for the purpose of awarding credit without requiring enrolment in a course.
- **Portfolio assessment:** a method of assessment that involves the evaluation of an organized collection of materials developed by a learner that records learning achievements and relates them to personal, educational, or occupational goals,

in this case, achievement of stated learning outcomes of college courses or programs.

**Program of instruction:** a group of related courses leading to a diploma, certificate, or other document awarded by the board of governors.

**Program standard:** a document produced by the ministry that sets out the essential learning that a student must achieve before being deemed ready to graduate. A program standard applies to all programs of instruction in an identified category regardless of the funding source and, for most programs, consists of a vocational standard, a generic skills standard, and general education requirements. Prior to graduation, students must achieve all three parts of the program standard.

### **Binding Policy Directive**

#### **A. Authority to Approve Programs**

The board of governors of a college is to approve programs of instruction, consistent with [Section D](#) below, to achieve a comprehensive program of career-oriented postsecondary education and training offered by the college, consistent with the college's mandate and overall strategic direction, the economic and social needs of its local and diverse communities, and government directions and priorities.

#### **B. Credentials Awarded for Successful Completion of Programs of Instruction**

A college is to award credentials at the successful completion of programs of instruction consistent with the attached Credentials Framework (see [Appendix A](#)).

#### **C. Advisory Committees**

The board of governors is to ensure that an advisory committee for each program of instruction or cluster of related programs offered at the college is established and is made up of a cross-section of persons external to the college who have a direct interest in and a diversity of experience and expertise related to the particular occupational area addressed by the program. The board of governors is to establish in by-law the structure, terms of reference, and procedures for program advisory committees.

**D. Programs of Instruction**

- I. All programs of instruction with similar outcomes and credentials are to have the same title.
- II. Programs of instruction are to include, along with the vocational outcomes relevant to the particular industry, field of study, business, or profession, the applicable outcomes for essential employability skills and general education as outlined in the Credentials Framework in [Appendix A](#), and further expanded in [Appendix B](#) and [Appendix C](#).
- III. When a college chooses to deliver a program of instruction for which a Ministry of Training, Colleges and Universities [program standard](#) exists, the program must meet all the requirements of the [program standard](#).
- IV. Colleges are to establish a system-wide credentials validation service that will provide reasonable assurance that all postsecondary programs of instruction leading to one of the following credentials – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent) – offered by the colleges, regardless of funding source, conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling principles.
- V. Prior learning assessment and recognition (PLAR) is to be made available for as many credit courses as possible in programs of instruction in which enrolment is eligible for funding through the general purpose operating grant. If a credit course is to be excluded from PLAR, the reasons and considerations should be clearly documented for the student. Information on the PLAR process is to be made available to the public in the college central admissions publication and posted on the college's web site.
- VI. Colleges are to have protocols in place for students regarding grading, advancement, and dispute resolution. These protocols must be clearly articulated and provided to all students and college staff by posting the protocols on the college web site and by allowing people who do not have Internet access to obtain a copy of the protocols.

## E. Applied Degrees

Pursuant to the [Post-secondary Choice and Excellence Act, 2000](#), colleges may offer applied degrees as authorized by consent of the Minister of Training, Colleges and Universities and consistent with the Act and any terms and conditions stipulated in the consent letter up to the level of activity authorized by the Minister.

## F. Quality Assurance

- I. Colleges are to establish mechanisms for the review of their programs of instruction to ensure ongoing quality, relevancy, and currency. A college's policy on quality assurance for programs of instruction is to be publicly available.
- II. Colleges may elect to seek program accreditation from external accrediting bodies.

## Summary of Responsibilities

### Colleges of Applied Arts and Technology

The board of governors is responsible for:

- Approving the programs of instruction a college will offer.
- Ensuring that programs of instruction are developed and implemented consistent with [provincial standards](#) where they exist.
- Ensuring that all new and modified postsecondary programs of instruction leading to one of the following credentials – Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent) – receive system-wide validation that the programs of instruction conform to the Credentials Framework and are consistent with accepted college system nomenclature/program titling principles.
- Ensuring that credentials awarded to students on successful completion of their respective programs of instruction are consistent with the Credentials Framework.
- Ensuring that program advisory committees are established.

- Ensuring that protocols for grading, advancement, and dispute resolution are established and publicly communicated.
- Ensuring that programs of instruction offered by the college are reviewed and revised on an ongoing basis.

### Ministry of Training, Colleges and Universities

The ministry is responsible for:

- Working with the college system in monitoring the programs of instruction offered in the system to ensure that the mandate of the system is fulfilled.
- Maintaining the Credentials Framework, including the generic employability skills and general education policy, in consultation with the colleges.
- Developing, reviewing, and approving [program standards](#) in consultation with the colleges and external stakeholders.



**Appendix A: Credentials Framework**

A college is to award credentials at the successful completion of programs of instruction consistent with the Credentials Framework detailed on the following pages.

**3.0 Programs**
**Framework for Programs of Instruction**
**Minister's Binding Policy Directive**

This framework represents the *minimum* provincial requirement for credentials to be awarded and applies to all programs of instruction, regardless of funding source.

	<b>Non-Credit</b>	<b>Certificate</b>	<b>Ontario College Certificate ▼</b>	<b>Ontario College Diploma ▼</b>	<b>Ontario College Advanced Diploma ▼</b>	<b>Ontario College Graduate Certificate ▼</b>	<b>Applied Degree</b>
<b>1. Scope of Curriculum Outcomes: Breadth and Depth</b>							
<b>1.1 Complexity of Knowledge and Vocational Outcomes</b>	<b>Locally determined</b>	Complexity of knowledge may focus on preparing graduates to begin postsecondary studies or may focus on targeted vocationally specific skills.	Meets all specific vocational learning outcomes as defined by provincial <a href="#">program standards</a> , where these exist.  Breadth, depth, and complexity of knowledge would prepare graduates to perform in a range of varied activities or knowledge application situations where the range of contexts in which the choice of actions required is usually clear, and complexity in the	Meets all specific vocational learning outcomes as defined by provincial <a href="#">program standards</a> , where these exist.  Breadth, depth, and complexity of knowledge cover the planning and initiation of alternative approaches to skill and knowledge application across a broad range of technical and/or administrative requirements; coordination; and	Meets all specific vocational learning outcomes as defined by provincial <a href="#">program standards</a> , where these exist.  Breadth, depth, and complexity of knowledge involve analysis, diagnosis, design, planning, execution, and evaluation across a broad range of technical and/or management functions. Opportunities may exist for new/additional applications of technical, creative,	Meets all specific vocational learning outcomes as defined by provincial <a href="#">program standards</a> , where these exist.  Breadth, depth, and complexity of knowledge would enhance the ability of graduates to perform a more specialized range of activities, most of which would be complex or non-routine. Leadership and guidance may be involved when organizing self or others, as well as when contributing	<b>Degree level standards established by the Postsecondary Education Quality Assessment Board (PEQAB) are applied by PEQAB when it makes recommendations to the Minister under the authority of the <a href="#">Post-secondary Education Choice and Excellence Act, 2000</a>.</b>

**3.0 Programs**
**Framework for Programs of Instruction**
**Minister's Binding Policy Directive**

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
			<p>range of options to be applied is limited. Complexity of knowledge prepares graduate for further postsecondary studies. Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.</p> <p>Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with</p>	<p>evaluation. Performance of a range of skills, with associated knowledge, showing substantial depth in some areas where judgment is required in the planning and selecting of appropriate equipment, services, or techniques for self and others.</p> <p>Applications involve participation in the development of strategic initiatives, as well as personal responsibility and</p>	<p>or conceptual knowledge to practical and/or real world situations. Performance of a significant range of skills associated with fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contributions to the development of a broad plan, budget, or strategy are involved, as is accountability for self and others in achieving the outcomes for a team.</p> <p>Applications of skill and knowledge involve significant judgment in the planning, design, and technical leadership and/or guidance functions</p>	<p>to technical solutions of a non-routine or contingency nature. Performance of a prescribed range of skilled operations that includes the requirement to evaluate and analyze current practices and develop new criteria, and may include the provision of some leadership and guidance to others in the application and planning of skills.</p> <p>Applications may involve some complex or non-routine activities involving individual responsibility or autonomy and/or leadership and</p>	

**3.0 Programs**
**Framework for Programs of Instruction**
**Minister's Binding Policy Directive**

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
			others as part of a group or team.	autonomy in performing complex technical operations or organizing others. Applications may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination may be involved.	related to products, services, operations, or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary, with most weighting placed on depth.	guidance for others as part of a team or group.  The qualification may involve broadening the skills individuals have already gained in a postsecondary program of instruction, or developing vocational knowledge and skills in a new professional area.	
			▼ Portions of the above section are reproduced by kind permission of the Australian Qualifications Framework Advisory Board to the Ministerial Council on Education, Employment, Training and Youth Affairs, Australia.				

**3.0 Programs**
**Framework for Programs of Instruction**
**Minister's Binding Policy Directive**

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
<i>1.2 Essential Employability Skills</i>		<b><i>Locally determined</i></b>	Graduates have achieved the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice, or to enter further postsecondary studies. There is an appropriate depth of achievement, consistent with the essential employability skills learning outcomes, identified for this level of credential.	Graduates have achieved the basic fundamental, personal management, and teamwork skills to get, keep, and progress in a job-of-choice. There is an appropriate depth of achievement, consistent with the essential employability skills learning outcomes, identified for these levels of credentials.		<b><i>Locally determined</i></b>	

**3.0 Programs**
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**Minister's Binding Policy Directive**

	<b>Non-Credit</b>	<b>Certificate</b>	<b>Ontario College Certificate ▼</b>	<b>Ontario College Diploma ▼</b>	<b>Ontario College Advanced Diploma ▼</b>	<b>Ontario College Graduate Certificate ▼</b>	<b>Applied Degree</b>
<i>1.3 General Education</i>		<b>Locally determined</b>	Locally determined, however it is desirable that graduates at this level will have been engaged in learning that incorporates some breadth beyond the vocational field of study, especially in programs of instruction intended to lead to further postsecondary study in a related field.	Consistent with the general education policy for colleges of applied arts and technology, graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically involve students taking 3 to 5 courses (or the equivalent) designed discretely from vocational learning opportunities. This learning would normally be delivered using a combination of required and elective processes.		<b>Locally determined</b>	
<b>2. Typical Duration for Completion</b>		<p>Specific design, delivery, and duration of curriculum is locally determined and may vary among programs and disciplines, recognizing that some colleges may use a system other than hours (e.g., credits) to determine program completion.</p> <p>It is understood that a range of hours may apply to the achievement of program learning outcomes leading to any particular credential.</p> <p>This framework outlines the typical duration of a program at this level for students entering with the minimum admission requirements.</p>					

**3.0 Programs**
**Framework for Programs of Instruction**
**Minister's Binding Policy Directive**

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
		<b>Locally determined</b>	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours.	Typically the duration to achieve this credential is 4 academic semesters or approximately 1200 to 1400 equivalent instructional hours.	Typically the duration to achieve this credential is 6 academic semesters or approximately 1800 to 2100 equivalent instructional hours.	Typically the duration to achieve this credential is 2 academic semesters or approximately 600 to 700 equivalent instructional hours.	
<b>3. Admission Requirements</b>	<b>Locally determined</b>	<b>Locally determined</b>	Admission requirements are established in O. Reg. 34/03 and Minister's Binding Policy Directive on Admissions Criteria.			Ontario College Diploma, Ontario College Advanced Diploma, Degree, or equivalent	
<b>4. Name of Credential</b>	<b>Locally determined, excluding the use of the words contained in any provincially approved</b>	Certificate  Certificat	Ontario College Certificate  Certificat d'études collégiales de l'Ontario	Ontario College Diploma  Diplôme d'études collégiales de l'Ontario	Ontario College Advanced Diploma  Diplôme d'études collégiales de l'Ontario – niveau avancé	Ontario College Graduate Certificate  Certificat post-diplôme de l'Ontario	

	<i>Non-Credit</i>	<i>Certificate</i>	<i>Ontario College Certificate ▼</i>	<i>Ontario College Diploma ▼</i>	<i>Ontario College Advanced Diploma ▼</i>	<i>Ontario College Graduate Certificate ▼</i>	<i>Applied Degree</i>
	<i>credential titles. May use such terminology as Attestation, Award, Statement, etc.</i>						



## **Appendix B: Essential Employability Skills**

### **Context**

“Essential Employability Skills (EES) are skills that, regardless of a student’s program or discipline, are critical for success in the workplace, in day-to-day living, and for lifelong learning.<sup>1</sup>”

The teaching and attainment of these Essential Employability Skills (EES) for students in, and graduates from, Ontario’s colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- These skills are important for every adult to function successfully in society today.
- Our colleges are well equipped and well positioned to prepare graduates with these skills.
- These skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

### **Skill Categories**

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

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<sup>1</sup> As defined by the ACCC /HRDC EES committee July, '03

### Application / Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories, and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

<b>Skill Category</b>	<b>Defining Skills</b>  <b>Skill areas to be demonstrated by graduates:</b>	<b>Learning Outcomes: The levels of achievement required by graduates.</b>  <b>The graduate has reliably demonstrated the ability to:</b>
Communication	<ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking</li> <li>• listening</li> <li>• presenting</li> <li>• visual literacy</li> </ul>	<p>Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p>
Numeracy	<ul style="list-style-type: none"> <li>• understanding and applying mathematical concepts and reasoning</li> <li>• analyzing and using numerical data</li> <li>• conceptualizing</li> </ul>	Execute mathematical operations accurately.
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> <li>• analysing</li> <li>• synthesising</li> </ul>	<p>Apply a systematic approach to solve problems.</p> <p>Use a variety of thinking skills to anticipate and solve problems.</p>

<b>Skill Category</b>	<b>Defining Skills</b>  <b>Skill areas to be demonstrated by graduates:</b>	<b>Learning Outcomes: The levels of achievement required by graduates.</b>  <b>The graduate has reliably demonstrated the ability to:</b>
	<ul style="list-style-type: none"> <li>• evaluating</li> <li>• decision making</li> <li>• creative and innovative thinking</li> </ul>	
Information Management	<ul style="list-style-type: none"> <li>• gathering and managing information</li> <li>• selecting and using appropriate tools and technology for a task or a project</li> <li>• computer literacy</li> <li>• internet skills</li> </ul>	<p>Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>Analyze, evaluate, and apply relevant information from a variety of sources.</p>
Interpersonal	<ul style="list-style-type: none"> <li>• team work</li> <li>• relationship management</li> <li>• conflict resolution</li> <li>• leadership</li> <li>• networking</li> </ul>	<p>Show respect for diverse opinions, values belief systems, and contributions of others.</p> <p>Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p>

<b>Skill Category</b>	<b>Defining Skills</b>  <b>Skill areas to be demonstrated by graduates:</b>	<b>Learning Outcomes: The levels of achievement required by graduates.</b>  <b>The graduate has reliably demonstrated the ability to:</b>
Personal	<ul style="list-style-type: none"> <li>• managing self</li> <li>• managing change and being flexible and adaptable</li> <li>• engaging in reflective practices</li> <li>• demonstrating personal responsibility</li> </ul>	<p>Manage the use of time and other resources to complete projects.</p> <p>Take responsibility for one's own actions, decisions, and consequences.</p>

## **Appendix C: General Education Requirement**

### **Purpose**

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity, and richness of the human experience; who are able to establish meaning through this consciousness; and, who, as a result, are able to contribute thoughtfully, creatively, and positively to the society in which they live and work.

General Education strengthens student's generic skills, such as critical analysis, problem solving, and communication, in the context of an exploration of topics with broad-based personal and / or societal importance.

### **Themes**

The following themes will be used to provide direction to colleges in the development and identification of courses that are designed to fulfil the General Education requirement for programs of instructions:

- Arts in Society
- Civic Life
- Social and Cultural Understanding
- Personal Understanding
- Science and Technology

Appendix C1 that follows provides statements of rationale and offers suggestions related to more specific topic areas that could be explored within each theme. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

### **Courses**

It is understood that the discrete courses developed and offered to deliver General Education will include measurable outcomes that provide evidence of student achievement. Typically, students' achievement is demonstrated by their ability to apply

these specific learning experiences to a broader understanding of the themes under study.

### Requirement

The General Education requirement for programs of instruction is stipulated in the Credentials Framework ([Appendix A](#) in the Minister's Binding Policy Directive Framework for Programs of Instruction).

While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or an Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study, and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 – 5 courses offered and designed discretely and separately from vocational learning opportunities (courses).

These learning opportunities would normally be delivered using a combination of required and elective processes. Further clarification is provided in Appendix C2 Questions and Answers related to the implementation of the general education policy in programs of instructions in colleges of applied arts and technology in Ontario.

## Appendix C1: Themes for Courses Developed to Provide General Education

### Theme 1. Arts In Society

#### *Rationale:*

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

#### *Content:*

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

### Theme 2. Civic Life

#### *Rationale:*

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national, and global level, and an awareness of international issues and the effects of these on Canada, and Canada's place in the international community.

#### *Content:*

Courses in this area should provide students with an understanding of the meaning of freedoms, rights, and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in Canada and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

### Theme 3. Social and Cultural Understanding

#### *Rationale:*

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

#### *Content:*

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic, or linguistic characteristics.

### Theme 4. Personal Understanding

#### *Rationale:*

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually, and vocationally.

#### *Content:*

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

### Theme 5. Science And Technology

#### *Rationale:*

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this



area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic, and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This development and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

*Content:*

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology, or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing), and assorted computer-related technologies, should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

## Appendix C2: Questions and Answers

The following series of Questions and Answers is offered as an attempt to provide clarity of understanding and ease of implementation of the General Education requirement for programs of instruction offered by colleges of applied arts and technology in Ontario and leading to one of the following credentials: Ontario College Certificate, Ontario College Diploma, or Ontario College Advanced Diploma. It is not presented as an exhaustive list.

### 1. Why is there a new general education policy?

Under the Minister's Binding Policy Directive Framework for Programs of Instruction, released effective April 1, 2003 to support the [Ontario Colleges Applied Arts and Technology Act, 2002](#), certain initial changes to the previous policy were noted. Specifically, the policy changes were noted as:

- in Ontario College Certificate (one-year) programs there is an expression of the desirability that students have exposure to general education that incorporates some breadth beyond the vocational field of study, along with the removal of the requirement for one 45-hour course per semester; and,
- in Ontario College Diploma and Ontario College Advanced Diploma (two-year and three-year) programs, while maintaining the requirement for some discretely designed general education learning opportunities (i.e., 3 – 5 courses), the requirement for one 45-hour course per semester is removed.

This was an initial step in the re-articulation of the requirement on General Education. At the same time the Ministry of Training, Colleges and Universities undertook to work cooperatively with the Coordinating Committee of Vice-Presidents, Academic to further update the general education requirement in light of the Credentials Framework, by updating and re-articulating the goals and objectives originally established in 1994.

### 2. What is different under the new general education policy?

There is a re-articulation of the purpose and goals of General Education in colleges of applied arts and technology in Ontario.

There is a change (from 8 to 5) in the number of broad goal areas, now described as themes, to assist colleges in the development, identification, and delivery of courses designed to fulfil the General Education requirement.

There is no longer a mandated time requirement (i.e., one 45-hour course per semester) attached to courses used to deliver General Education.

As noted above, there is a change in the requirement of having courses of a prescribed number of hours throughout a program of instruction. In programs of instruction leading to an Ontario College Certificate (a program that would be considered as a one-year post-secondary program), there is room for a college to determine, locally, whether or not to have discrete courses in their programs.

In programs of instruction leading to an Ontario College Diploma or an Ontario College Advanced Diploma, the requirement is to have students engage in 3-5 discrete courses in an area of study that is outside their chosen vocational field of study.

**3. The credentials framework says that for general education in Ontario college diploma and Ontario college advanced diploma programs, "... this will typically involve students taking 3-5 courses (or the equivalent)...". What does this mean?**

In some colleges student progress is expressed through an accumulation of 'credits' rather than 'courses'. There is no standard measure for 'credits' as used in this context. As a result, a college is expected to provide students with learning opportunities outside their chosen field of vocational study that would be equivalent to 3 – 5 courses. For example, if a college expressed successful completion of a course as being worth 3 credits, a student would have to accumulate a total of 9 to 15 credits to meet the 'equivalent of 3-5 courses'.

**4. Does a college have to have one course delivering general education in each semester, or could they be 'clustered'?**

The requirement is that students are engaged in learning that exposes them to at least one discipline outside their main field of study. The requirement for this to be done in 3-5 courses applies to the entire program of study. As such, the courses developed to deliver General Education may be offered at any point throughout the program of instruction.

**5. Can either discipline-specific or interdisciplinary courses be used to deliver general education?**

As with the previous policy, courses and their learning outcomes may be drawn from either a specific discipline, or from across disciplines. Courses developed or used to deliver General Education provide a vehicle for an increased depth of understanding of a broad topic area, and are not intended to develop proficiency in specific applied skills.

For example, a course developed under the theme of Arts in Society may include experimentation with painting in order to provide students with a firsthand experience with the challenges and accomplishments of the artist under study, and not primarily for the purpose of developing painting skills.

**6. How many of the five themes must be addressed through courses developed to deliver general education?**

Students are to be exposed to at least one discipline outside their main field of study so as to increase their awareness of the society and culture in which they live and work. Although students are encouraged to develop life-long learning habits and pursue areas of interest, of equal importance is the need to expand those areas. In order to achieve an appropriate level of breadth, students are encouraged to select courses in more than one theme. The achievement of breadth is dependent on colleges having sufficient offerings and the students being able and required to take advantage of them.



**Niagara  
College  
Canada**

APPLIED DREAMS.

## Fall 2011 September Start Registration Guide

Inside this important package you will find everything you need to select your timetable and get yourself enrolled in your classes for the Fall term. You will also find your invoice which indicates the date on which you will need to pay your tuition fees.

myinstinct  
mync

# Registration Checklist

BY THIS DATE	YOU NEED TO	QUICK REFERENCE
<input type="checkbox"/> Do this now!	Apply for Transfer Credits	<a href="http://niagaracollege.ca/transferecredit">niagaracollege.ca/transferecredit</a>
<input type="checkbox"/> Monday, June 20	<b>Fees Due for New (Level 01) students *</b>	See "Easy Payment Guide" inside
<input type="checkbox"/> After fees are paid	Create your computer account (allow 2- 3 days for payment to process)	<a href="http://nicole.niagaracollege.ca">nicole.niagaracollege.ca</a>
<input type="checkbox"/> Friday, July 22	<b>Fees due for returning students *</b>	See "Easy Payment Guide" inside
<input type="checkbox"/> Monday, July 25	Check NICOLE to see when your program opens for registration	<a href="http://nicole.niagaracollege.ca">nicole.niagaracollege.ca</a>
<input type="checkbox"/> Tuesday, August 2	<b>Full-time online Registration begins</b> (fees must be paid first)	<a href="http://nicole.niagaracollege.ca">nicole.niagaracollege.ca</a>
<input type="checkbox"/> After you Enrol	Pick up Student ID card (new students only)	<a href="http://niagaracollege.ca/studentcard">niagaracollege.ca/studentcard</a>
<input type="checkbox"/> Monday, August 29	On-line opt out for student benefits (opens at 9:00 a.m.)	<a href="http://niagaracollege.ca/hdplan">niagaracollege.ca/hdplan</a>
<input type="checkbox"/> Thursday, August 25	Start of OSAP loan document pick up	<a href="http://niagaracollege.ca/finaid">niagaracollege.ca/finaid</a>
<input type="checkbox"/> Tuesday, September 6	Start up/Orientation for new students	<a href="http://niagaracollege.ca/orientation">niagaracollege.ca/orientation</a>
<input type="checkbox"/> Wednesday, September 7	Classes begin for most programs (for late starts, visit <a href="http://niagaracollege.ca/dates">niagaracollege.ca/dates</a> )	<a href="http://niagaracollege.ca/orientation">niagaracollege.ca/orientation</a>
<input type="checkbox"/> Monday, September 12	U-pass sticker (bus pass) is available for pickup at the SAC office (both campuses)	<a href="http://niagaracollege.ca/upass">niagaracollege.ca/upass</a>
<input type="checkbox"/> Tuesday, September 13	<b>Last day to to add or change classes</b>	<a href="http://niagaracollege.ca/dates">niagaracollege.ca/dates</a>
<input type="checkbox"/> Tuesday, September 20	Last day to officially withdraw at the Registrar's Office to receive a refund	<a href="http://niagaracollege.ca/dates">niagaracollege.ca/dates</a>
<input type="checkbox"/> Friday, September 30	Niagara College Foundation Scholarship & Bursary application deadline	<a href="http://niagaracollege.ca/finaid">niagaracollege.ca/finaid</a>
<input type="checkbox"/> Friday, September 30	On-line opt out for student benefits (closes at 4:00 p.m.)	<a href="http://niagaracollege.ca/hdplan">niagaracollege.ca/hdplan</a>

\* IMPORTANT NOTE: If you do not pay your fees by the due date, your seat will be offered to the next person on the waitlist for your program.

For the complete list of Important Dates: [niagaracollege.ca/dates](http://niagaracollege.ca/dates)



# Enrol online with "NICOLE"

## (Niagara College On-Line Enrolment)

Nicole allows you the ability to activate your computer account, select and print your timetable, pick your electives and swap or drop classes.

**New Users:** Within 2-3 days of making a payment, you will be able to create your computer account. Go to [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca) and click on "Set Your Password". Complete the steps and you will have your user id, password and your personal Niagara College e-mail address. Record this information. You will be using it throughout your career at Niagara College. Important messages are sent to your college e-mail account throughout the year so check it often.

**Before you can select your timetable, you must make a fee payment.** Refer to the enclosed statement for tuition fee deadlines and the Easy Payment Guide details on the next page for OSAP and payment options.

## College Considerations

### CHOOSE YOUR TIMETABLE AND ENROL IN YOUR CLASSES

At Niagara College (NC), students select their own timetables! Use NICOLE (the Niagara College On-Line Enrolment system) to select your timetable and enrol in your classes.

Space is limited, so to avoid disappointment, select your timetable and elective early. See above for step-by-step instructions or visit [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca)

**IMPORTANT:** You must pay your fees before you can select your timetable. See 'Easy Payment Guide' for your financial payment and assistance options.

### GET YOUR STUDENT CARD

An NC Student Card is your pass to the world of services at the College. These services include access to the athletic and fitness centre, use of the libraries' learning resources, photocopying and printing services, computer lab services, student health benefits and your regional bus pass. Students can submit their photo for their student ID card after they have paid their fees and enrolled in their classes. To find out more, including the step-by step guide to submit your photo, go to [niagaracollege.ca/studentcard](http://niagaracollege.ca/studentcard)

### CHECK INTO FINANCIAL AID AND AWARDS

The Ontario Student Assistance Program (OSAP) provides loans, grants, scholarships and bursaries to Ontario post-secondary students. For more information regarding OSAP and other payment options, please refer to the 'Easy Payment Guide' section in this package.

All full-time students enrolling in programs starting in this year may be eligible to apply for a variety of scholarships and bursaries offered through the Niagara College Foundation. Applications will be available on our website at [niagaracollege.ca/finaid](http://niagaracollege.ca/finaid)

### CONSIDER STUDENT BENEFITS

The cost of benefits is included in most full-time fees. It includes coverage for prescription drugs, as well as dental, extended health, vision and accidental benefits. Any student who has alternate coverage may apply for a refund of these fees which will be credited to your student account. All opt out applications must be submitted on-line at [ncsac.ca](http://ncsac.ca) or [wespeakstudent.com](http://wespeakstudent.com) before the specified deadline date. **NO EXCEPTIONS WILL BE MADE.** If you have opted out previously, you will not be required or allowed to complete another opt out application again. Your refund will be automatically processed. Students with dependants may add them to their plan.

## Full-Time programs

### Selecting your Timetable:

You can select your timetable starting Tuesday, August 2nd at 7:00 A.M.

Timetables are not available to all programs at the same time. Starting Monday, July 25th you can check when you may select your timetable by going to [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca) and selecting the "Program Open Dates" link.

Go to [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca) and log on with your user id and password. Under the NICOLE heading, click on "Select / Manage Timetable". Read the important notice and click on "I Accept". To choose your timetable, click on "Select Your Timetable Block". Click on the drop down window beside "Timetable Block", and it will display a list of timetables to choose from. Look at each timetable and when you decide which one is best for you, click on "Enrol in this Timetable Block". NOTE: Some programs will only have one timetable, so there is no choice. You must still click on "Enrol in this Timetable Block" to get enrolled in your classes. Click on "View Timetable" for a printable version.

Print your timetable on the first day of classes, in case of any time or room location changes.

### HOW DO I CHOOSE MY ELECTIVES?

If your program requires an elective, you will be prompted to choose your elective when you enrol in a Timetable Block. You should do this as soon as you select your timetable block (space is limited), but if you wait, you will still be able to select your elective later by using Customize Your Timetable Block. For more information and help on selecting your elective, click on the Help button on the NICOLE home page and see the document called "Choosing Your Elective".

**PLEASE NOTE,** if you change your Timetable Block, you will have to reselect your elective.

### WHEN CAN I SWAP OR DROP CLASSES?

Starting Monday, August 22, you have the option of swapping or dropping classes. For example, if you have selected timetable #1, but prefer to swap your biology class with the biology class scheduled on timetable # 2, you can swap them, providing there is a seat available and the class does not create a time conflict with any of the other classes on your timetable. To do this, select "Customize Your Timetable Block". For a detailed explanation on how to customize your timetable, click on the "Help" link, then click on "Customize Your Timetable".

### SCHEDULE OF COURSES (COURSE SEARCH/VIEW)

To Search for a course (by title or subject) use the "Schedule of Courses" link located on the NICOLE home page. Simply enter the term, course title or subject and click "search".

# GAS Explorer

General Arts and Science -  
Exploration Pathways  
(0801, 0805, 0820, 0825)

## CREATING YOUR TIMETABLE

Go to [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca) and log on with your user id and password. Under the NICOLE heading, click on "Select / Manage Timetable". Read the important notice and click on "I Accept". Click on "Customize My Timetable". Click on "Enrol in a Course". Now you can begin to build your timetable.

For a detailed explanation on how to create your timetable, click on the "Help" link, then click on "Customize Your Timetable (Gen. Arts & Science – Expl Pathways)".

You can click on "View Timetable" anytime for a printable version.

Print your timetable on the first day of classes, in case of any time or room location changes.



## HOW DO I KNOW THAT I'M SUCCESSFULLY ENROLED IN MY CLASSES?

In your personal information box at the top of the screen, the Status line shows you how many courses and credits you are enrolled in. If you click on "Credit Requirements", it will show you the required total number of credits allowed for your program as well as the minimum allowed to retain full-time status and the minimum allowed to still be eligible for OSAP.

Before dropping a class, click on the Help link on the NICOLE home page and read the document called Dropping Courses or Withdrawing. It's your responsibility to ensure you are enrolled in all of your classes. Never drop a class that you will need to graduate.

Need Help? Help documents are available online at [nicole.niagaracollege.ca](http://nicole.niagaracollege.ca). If you can't find the answer to your question, send an e-mail message stating your name, student number, program and details about your problem to [NicoleSOS@niagaracollege.ca](mailto:NicoleSOS@niagaracollege.ca). The Computing Support Centre can assist you with internet and computer account problems. You can reach the CSC by phone at 905-735-2211 ext. 7642 or e-mail at [csc@niagaracollege.ca](mailto:csc@niagaracollege.ca)

The phones and e-mail accounts will be monitored Monday through Friday, 8:30 A.M. to 4:30 P.M. We try our best to respond to you within 24 hours, but the first few days of registration are very busy and it could take an extra day to get back to you.

# Easy Payment Guide

## SCHOLARSHIPS, BURSARIES & FINANCIAL ASSISTANCE

It is important to us that you not only attend Niagara College, but that you are successful while you are here. Similarly, it is important that you, as a student, access all of the financial resources available to assist you with funding your education.

NC provides many sources of financial assistance to students in the form of scholarships, bursaries and on-campus employment opportunities to help students and parents with post-secondary costs.

## ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)

Almost all NC full-time programs are OSAP eligible. You should submit your on-line OSAP application at your earliest convenience to allow sufficient time for verification and processing. A minimum of 4 weeks before the start of your study period is recommended.

Apply online at [osap.gov.on.ca](http://osap.gov.on.ca)

## PICKING UP YOUR LOAN DOCUMENT

Important: You will be required to show your Social Insurance Card (or any other official Government of Canada document that indicates your Social Insurance Number) AND valid photo identification issued in Canada by the federal government or a provincial or territorial government (driver's license, health insurance card, passport or citizenship card).

Direct Deposit: After processing your loan at the campus you are attending, it will take 7-10 business days from the term start date for the funds to be deposited directly into your bank account.

Please bring a personalized void cheque. If you do not have a void cheque, your bank can provide you with your direct deposit information.

## PAYING YOUR TUITION

This registration package includes a Fee Notification/Invoice.

Your reserved space in the program expires as of the fee due date on the statement. **If payment is not received by the due date you risk losing your seat in your program.**

Your statement will indicate four payment options for you to choose from:

Option A: Payment of the total fees for the academic year

Option B: Payment by term\*

Option C: Ontario Student Assistance Program (OSAP) Recipients  
> OSAP Recipients are required to pay \$250.00\* deposit by the due date.

Option D: Registered Education Savings Plan (RESP) Recipients  
> RESP Recipients are required to pay a \$300.00\* deposit by the due date and the balance is due by September 30<sup>th</sup>.

\*Options B, C, D include a \$50.00 deferral fee

## METHODS OF PAYMENT

- At your Bank, Internet Banking or Telephone Banking
- By Mail - Certified cheque or money order
- At our student accounts offices – cash, debit card, certified cheque or money order

**NOTE: Credit cards are not accepted**

For more information visit our website at [niagaracollege.ca/fees](http://niagaracollege.ca/fees)

## FINANCIAL AID AND AWARDS:

### Welland Campus

905-735-2211, Ext 7618

### Niagara on the Lake Campus

905-641-2252, Ext 4209

For more information please visit the Financial Aid & Scholarships website at [niagaracollege.ca/finaid](http://niagaracollege.ca/finaid)

E-mail: [finaid@niagaracollege.ca](mailto:finaid@niagaracollege.ca)

## STUDENT ACCOUNTS OFFICE

905-735-2211, Ext 7555

E-mail: [studentaccounts@niagaracollege.ca](mailto:studentaccounts@niagaracollege.ca)



# Student Services

## ASSESSMENTS

Writing and Mathematics assessments at NC are used to measure your incoming skills. This is important so we can provide support services to enhance your overall success. [niagaracollege.ca/assessments](http://niagaracollege.ca/assessments)

## ATHLETICS

Athletics and recreation are an important part of college life. Whether your interest lies in varsity or intramural... join in the spirit of the Niagara Knights! Men's and Women's Varsity Sports include: Basketball, Curling, Outdoor Soccer, Golf, and Volleyball.

Intramural activities include: ice hockey, ball hockey, baseball, basketball, table tennis, volleyball, and more!

Maintain a healthy lifestyle by using the gym and fitness centre at each campus. The Welland Campus has two outdoor ball hockey rinks, a baseball diamond, and a soccer/football field available for student recreational use, or join the Niagara Centre YMCA (membership fees apply).

For more info on NC Athletics please visit: [niagaracollege.ca/athletic](http://niagaracollege.ca/athletic)

## CAMPUS STORE

The Campus Stores at each campus sell course textbooks, supplies, computer accessories, trade and reference books, giftware and clothing. The campus store offers four options in textbooks: New, Used, Digital and also rentals on selected titles. Your timetable/schedule or full course information are imperative to determine which material(s) you need to purchase. Shop on-line at [niagaracollege.ca/store](http://niagaracollege.ca/store)

## CENTRE FOR STUDENTS WITH DISABILITIES

At NC, we offer a variety of accommodations to help make your college experience a successful one. Students with documented disabilities are encouraged to make an appointment with a Disability Counsellor before the start of their new academic year. [niagaracollege.ca/cswd](http://niagaracollege.ca/cswd)

## STUDENT BENEFITS

The cost of benefits including coverage for prescription drugs, dental, extended health, vision and accidental benefits is included in most full-time fees. Visit [ncsac.ca](http://ncsac.ca) to find information regarding how to access your benefits and how to get a refund if you already have benefits, or stop by your SAC Office. Note: Deadlines apply for termination [niagaracollege.ca/hdplan](http://niagaracollege.ca/hdplan)

## FIRST GENERATION STUDENTS

A First Generation student is a post-secondary student whose parents or guardians did not attend college or university. The First Generation Advisor for NC helps First

Generation students by providing guidance, learning and social opportunities, and information about college services and resources, including the First Generation Bursary. [niagaracollege.ca/firstgen](http://niagaracollege.ca/firstgen)

## FIRST NATIONS, MÉTIS AND INUIT STUDENT SERVICES

Aboriginal students receive support through First Nations, Métis and Inuit Student Services. NC offers Aboriginal designated bursaries, a library of Aboriginal resource materials, and culturally sensitive counselling, advising and advocacy support to new and existing students. There is also a computer lab and student lounge at the Welland Campus. [niagaracollege.ca/firstnations](http://niagaracollege.ca/firstnations)

## FOOD SERVICES

NC Food Services offers customer-oriented eateries featuring broad and varied menu choices. We have created an environment that offers students quality, value, convenience and excitement. Not only do we have a variety of choices but also offer Meal Plans that can save you money with savings up to 13%! To learn more visit: [niagara.campusdish.com](http://niagara.campusdish.com)

## LAPTOP PROGRAMS AT NIAGARA

Laptop computers are mandatory in all semesters of the following programs:

- Mechanical Engineering Technology
- Mechanical Engineering Technician
- Civil Engineering Technician
- Construction Engineering Technology

Find out when and where to pick up your laptop at [niagaracollege.ca/computing](http://niagaracollege.ca/computing)

## LIBRARY & LEARNING COMMONS

There is a library to serve you at each Campus. A student photo ID card is required to borrow materials/equipment from a library. For more information on hours of service and services available visit: [niagaracollege.ca/library](http://niagaracollege.ca/library)

## LOCKERS

Lockers are available on a limited first-come, first-served basis. Simply choose an open locker and place your lock on it. [niagaracollege.ca/lockers](http://niagaracollege.ca/lockers)

## NIAGARA RESEARCH

NC students are invited to participate in applied research projects that help our local businesses and community organizations become more innovative, solve problems and develop new products or processes. Working on real-world projects will allow you to take the skills and knowledge learned in the classroom to a new level. For more information visit: [niagaracollege.ca/research](http://niagaracollege.ca/research)

## STUDENT CENTRES

The Core (Welland Campus) and The Armoury (NL Campus) are not-for-profit businesses which are owned and operated by SAC. Both feature a variety of food and beverage items, games and entertainment. Every dollar spent

in the student centres goes back to you the student. Watch for our daily food specials. Have fun – get involved!

**THE SAC SHACK** (Canteen) at the Welland Campus is conveniently located just inside the entrance of the NEW Athletic Centre. Get your coffee, grab n' go meals and a variety of assorted snacks at affordable prices. [ncsac.ca](http://ncsac.ca)

## STUDENT ADMINISTRATIVE COUNCIL (SAC)

The Council is the liaison between students and the college administration, with representatives elected annually by the student body. Each campus has its own Student Council which looks after extracurricular, social and academic functions. The Welland SAC Office is located on the second floor of the Athletic Wing; the Niagara-on-the-Lake SAC Office is located on the lower level in the North Wing. [ncsac.ca](http://ncsac.ca)

## TRANSFER FROM OTHER COLLEGES OR UNIVERSITIES

Students who transfer from other institutions may be granted exemptions for individual courses or direct entry into an advanced term. Some fees will apply.

For more information or to download a request form, visit: [niagaracollege.ca/transfercredit](http://niagaracollege.ca/transfercredit)

## TRANSIT U-PASS (bus pass)

Full-time post-secondary and/or graduate certificate students can pick up their U-Pass sticker at the SAC office. This U-Pass is included in tuition fees and provides unlimited transit services in Welland, St Catharines, Thorold and Niagara Falls. Opt ins are available. For more information visit: [niagaracollege.ca/upass](http://niagaracollege.ca/upass)

## PARKING

Parking permits can be purchased, by term or by academic year, on-line at: [niagaracollege.ca/parking](http://niagaracollege.ca/parking)

## PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment is based on the concept that many adults acquire college level learning and skills through work experience, community work, non-credit courses, self-directed study, and study at recognized educational seminars. You may qualify for formal college credits based on an assessment of your prior learning. Fees will apply. [niagaracollege.ca/plar](http://niagaracollege.ca/plar)



**Niagara  
College  
Canada**

**APPLIED DREAMS.**

**NiagaraCollege.ca**