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Submission:
Bachelor of Business Administration
Supply Chain Management

Applying for Ministerial Consent Under the
Post-secondary Education Choice and
Excellence Act, 2000

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Section 1: Introduction

1.1 College and Program Information

Full Legal Name of Organization:

Sheridan College Institute of Technology and Advanced Learning

URL for Organization Homepage (if applicable):

<http://www.sheridancollege.ca/>

Proposed Degree Nomenclature:

Bachelor of Business Administration (Supply Chain Management) (BBA SCM)

Location

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1.2 Table of Contents

Section 1: Introduction	2
1.1 College and Program Information.....	2
1.2 Table of Contents.....	3
1.3 Executive Summary.....	5
1.4 Program Abstract.....	8
Section 2: Degree Level	9
2.1 Depth and Breadth of Knowledge.....	9
2.2 Conceptual & Methodological Awareness/Research and Scholarship.....	12
2.3 Communications Skills.....	13
2.4 Application of Knowledge.....	14
2.5 Professional Capacity/Autonomy.....	15
2.6 Awareness of Limits of Knowledge.....	16
Section 3: Admission, Promotion and Graduation	17
3.1 Admission Requirements for Direct Entry.....	17
3.2 Admission Procedures for Mature Students.....	17
3.3 Promotion and Graduation Requirements.....	18
Section 4: Program Content	19
4.1 Program Advisory Committee.....	21
4.2 Professional Accreditation.....	36
4.3 Learning Outcomes.....	36
4.4 Course Descriptions.....	51
4.5 Course Schedules.....	63
4.6 Work Experience.....	76
4.7 Course Outlines.....	85
4.8 Bridging.....	296
Section 5: Program Delivery	337
5.1 New Program Development.....	337
5.2 Faculty Hiring and On-boarding Full-time.....	337
5.3 Faculty Hiring and On-boarding Part-time.....	338
5.4 Ongoing Professional Development.....	338
5.5 Student Feedback.....	338
5.6 Quality Assurance of Delivery.....	338
Section 6: Capacity to Deliver	343
6.1 Learning and Physical Resources.....	343
6.2 Resource Renewal and Upgrading.....	352
6.3 Support Services.....	353
6.4 Faculty.....	354
6.5 CV Release.....	354
6.6 Curriculum Vitae of Faculty Delivering Core Courses.....	355
6.7 Curriculum Vitae of Faculty Delivering Non-Core Courses.....	415
Section 7: Credential Recognition	416
7.1 University Credential Recognition.....	416
7.2 Industry Credential Recognition.....	432
7.3 Industry Associations.....	448
Section 8: Regulation and Accreditation	457

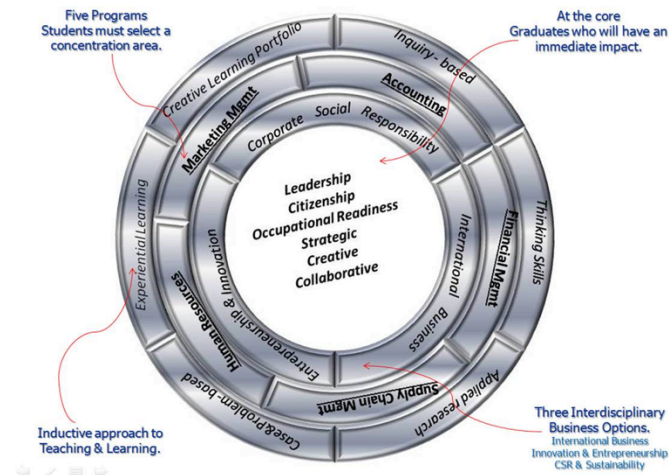
Section 9: Nomenclature	458
Section 10: Program Evaluation.....	460
10.1 Comprehensive Program Review.....	460
10.2 Annual Program Self-Assessment.....	461
Section 11: Academic Freedom and Integrity.....	462
11.1 Academic Freedom	462
11.2 Academic Honesty	462
11.3 Intellectual Products of Employees and Students – Copyright Ownership	463
11.4 Research at Sheridan – Human Subjects Policy	464
11.5 Research at Sheridan – Integrity Policy	465
11.6 Management of Research Funds	466
Section 12: Student Protection	467
12.1 Student Protection Regarding Academic Calendar.....	467
12.2 Student Awareness of Policies and Procedures	467
12.3 Resolution of Students’ Academic Appeals, Complaints, Grievances, and/or Other Disputes ..	467
12.4 Policies/Procedures on Harassment/Discrimination and Violence and the Student Code of Conduct	468
12.5 Student Dismissal.....	469
12.6 Current Academic Calendar.....	469
Section 13: Economic Need	470
13.1 Viability of the Proposed Credential.....	470
13.2 Industry Trends – Canada’s Supply Chain Sector	474
13.2 Employment Potential for Sheridan’s BAA Supply Chain Management Graduates.....	480
13.3 Competitive Analysis	482
13.4 Potential Applicants	483
13.5 Applicant Demand	484
13.6 References	491
13.7 Job Advertisements	492
Section 14: Duplication.....	497
14.1 Similar College Programs	497
14.2 Similar or Related University Programs	507
Section 15: Optional Material.....	512
15.1 Program Overview	512
15.2 Program Vision and Values	513
15.3 Interdisciplinary Business Areas.....	513
15.4 Creative Learning Portfolio.....	514
15.5 External Academic Reviewer Comments	516
15.6 BBA SCM Program Level Learning Outcomes.....	527
15.7 Sample BBA SCM Program Map	528

1.3 Executive Summary

Program Overview

Business education continues to experience high demand from students graduating from domestic high schools, mature students, working students and international students. Demand is also rising due to demographic shifts occurring as a result of the retirement of baby boomers who represent a significant portion of the professional workforce. University undergraduate programs are at capacity and continue to increase their entrance requirements in order to compensate for the high demand. This dynamic presents a significant demand for undergraduate business education at the bachelor level. This demand is particularly evident in Sheridan's catchment area which contains the fastest growing communities in the country, has the highest levels of immigration, and is underserved by degree granting educational institutions.

Sheridan's Bachelor of Business Administration Model



The Faculty of Business seeks to offer a Bachelor of Business Administration (Supply Chain Management) degree (BBA SCM). The Faculty of Business proposes to launch this program in parallel with four additional BBA programs in Accounting, Finance, Human Resources Management and Marketing Management (See Section 15.1 for Program Overviews). The BBA SCM program includes required foundation courses, which provide graduates with a strong grounding in all aspects of general business in areas such as accounting, marketing, finance and strategic management. As identified by our environmental scan, consultations with

external academics, and our ad hoc Program Advisory Committee (ad hoc PAC) members, there is a growing demand in the marketplace for supply chain professionals who have breadth of general business knowledge. As such, the BBA SCM curriculum focuses on the management aspect of the supply chain rather than on the development of specific skills in any of the various functional areas within supply chain activities. This focus differentiates the proposed BBA from other similar programs offered in Canada. The program will ensure students develop fundamental understanding of the main functional areas under the SCM umbrella, including: procurement, production, logistics, and demand management. The management-focused aspect will ensure students are able to assess and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

Students will build on the core supply chain program with specialized elective courses. Elective courses provide students with the opportunity to pursue deeper studies in specific areas of SCM, and/or develop a breadth of knowledge in other areas of business. Students may build breadth in emerging trends and contemporary issues by specializing in one of the three Interdisciplinary Business areas: Corporate Social Responsibility and Sustainability, Innovation and Entrepreneurship, and International Business. Corporate Social Responsibility and Sustainability develops students' potential to deal with environmental, economic, and social responsibility and sustainability challenges. Innovation and Entrepreneurship prepares students to create, innovate and commercialize new business ideas. International Business equips students with specialized management knowledge and skills required to work effectively in an international environment.

The BBA SCM program requires students to broaden their educational experience beyond business studies. Students can choose non-core electives from a number of different fields of study including Social Sciences, Humanities, Global Culture, Mathematics and Sciences. Students will explore a breadth of topics with personal and societal importance, which contribute to the development of thoughtful, knowledgeable and self-aware citizens prepared to contribute to the society in which they live and work.

Development of research skills is integrated throughout the curriculum using inductive and problem-based teaching and learning methods. A progression of applied research courses throughout the program focuses on analytical and quantitative skills and incorporates applied research assignments into course work. These courses culminate in an Integrated Industry Project or Research Thesis.

In order to graduate, students are required to complete a one-semester internship. Optionally students may apply for a four-term Co-op program. This work experience will fulfill many of the program learning outcomes with the intent of preparing graduates for employment in their field of study. The program is committed to developing the whole student and incorporates a Creative Learning Portfolio (Portfolio) as a way to enable deeper learning and student success. The Portfolio creates linkages across the program through integrated activities, within and outside the curriculum, allowing students to critically reflect on and highlight academic, creative leadership, professional and personal accomplishments. Successful completion of the Portfolio is a graduation requirement.

The BBA SCM is designed to foster student success ensuring accountability, responsible risk taking, collaboration and respect. The program curriculum and Portfolio include a strong focus on interpersonal and communication skills, critical, creative and reflective thinking skills, strong numeracy skills and strategic thinking. See Section 15.2 for the BBA Program Vision and Values Statements.

Differentiating strengths of this program include:

- Emphasis on the strategic business implications of the supply chain as opposed to having a functional focus
- Opportunity for students to gain practical experience through internship and Co-op work terms, and other experiential learning activities
- Opportunity to take courses that integrate SCM with other core business disciplines
- Demonstration of ongoing personal and professional growth through the development of a Creative Learning Portfolio
- Engagement in applied research through an Integrated Industry Project, as well as through internship and Co-op work terms

Graduates of the program will be equipped to pursue additional, highly recognized, industry credentials as well as MBA programs and other graduate studies. Our goal is to prepare graduates with the capacity to grow, innovate and respond to new situations in a rapidly changing world.

Economic Need

Based on information in the environmental scan (see Section 13), indicators used to assess the viability of the proposed credential underscore the value of graduates having a degree in this field. Of the tactical, operational and managerial occupations comprising this sector, for example, management positions require a minimum of a Bachelor's degree.

The supply chain sector is currently facing a unique set of demands that elevate it into the realm of strategic decision making. As a consequence, there is a greater appreciation of the role of the supply chain professional and the contribution they make to the company's bottom line, thus making them more

integral to the high level management team. Significant growth is projected in both entry and management level supply chain positions in Canada in the future.

Competition

Wilfrid Laurier University, York University, Carleton University and Algonquin College are the only Ontario institutions offering a Bachelor Business degree with the opportunity to specialize in Supply Chain Management.

The Sheridan program is unique in its offering within the Ontario College system as it differentiates itself through greater emphasis on integration of all key business functional areas and a strong quantitative and qualitative approach. The program will be well positioned to meet current industry needs.

Student Interest and Potential Applicants

The environmental scan indicates significant interest from internal diploma graduate applicants. We have early indication that future high school graduates would also consider studying for a degree at Sheridan (see Section 13).

Program Standards and Credential Requirements

Students may pursue a number of different certifications based on their career aspirations and areas of interest within the supply chain field. The Canadian Institute of Transportation (CITT), the Purchasing Managers Association of Canada (PMAC) and the Association of Operations Management (APICS) are among the leading professional bodies offering credentials in supply chain management. These certifications require relevant industry experience. There will be advanced standing opportunities for all major industry certifications.

Internal/External Consultations

The program development team conducted extensive internal and external consultations throughout the development process. Internal consultations were conducted with key stakeholders including but not limited to the Office of the Registrar, Student Services, Co-op, and the International Student Centre. External consultations included extensive discussions with an ad hoc PAC consisting of leading members of industry as well as professional bodies and industry associations. Finally, Associate Professor Garland Chow from the Sauder School of Business at the University of British Columbia completed an external academic review of our proposed program (See Section 15.5) to assess curriculum quality and currency.

Letters of support from universities, industry associations and employers are included in this proposal (see Section 7).

Enrolment Projections and Staffing Implications

In the first year of planned implementation in 2013, the Faculty of Business plans for first year enrolment and for direct entry transfer students from existing advanced diploma programs at Sheridan and other Ontario Colleges into upper year courses. With a steady intake rate of 200 first year and 100 direct entry students, there will be over 900 BBA students registered in all five programs by 2017.

Faculty Credential Requirements

The Faculty of Business is well positioned to deliver its BBA programs through faculty conferred with Doctoral as well as Master's degree credentials. Currently, the Faculty of Business has 13 full time faculty members with PhD and DBA credentials and 45 full time faculty members with Master's degrees in related fields of study. When all four years of the BBA degree are fully operational, a total of 27 additional full time faculty members will be required across all programs to meet the Sheridan objective of 70% of courses taught by full time employees. This objective will be achieved by hiring an additional 8 full time faculty with Doctoral credentials as well as six full time faculty members with Master's Degree in a phased four-year recruitment program, hiring four additional faculty members each year. No fewer than 50% of faculty teaching degree courses will be from the field or a closely related field or discipline. In addition, the Faculty of Business plans to support Doctoral studies for existing faculty.

Space and Resource Requirements

We are seeking approval to deliver the BBA SCM program at two Sheridan campuses: Hazel McCallion campus in Mississauga and Davis campus in Brampton. Sheridan recently completed the Phase 1 facilities of the Hazel McCallion Campus in Mississauga, which combined with the planned Phase 2 (expected completion in 2014) will ensure adequate space and resources for the BBA SCM program. Existing facilities at the Davis campus will accommodate this program. Plans are also in place to strengthen our business library resources to support BBA level programs.

Curriculum

In keeping with the core Sheridan values that embrace creativity and innovation in program design and delivery, an inductive approach to teaching and learning is adopted. This teaching and learning approach guides students through critical thinking, awareness, evaluation, and the drawing of defensible conclusions and explanations. Curriculum delivery will be laptop enabled using the latest technology, ensuring that our teaching and classroom simulates the current and future business environment. The program will be delivered using a variety of methods including face-to-face and hybrid (blended) learning, in a year-round delivery format. Emphasis is placed on developing the skills that allow our graduates to adapt to the business world.

1.4 Program Abstract

The Bachelor of Business Administration Supply Chain Management (BBA SCM) program prepares graduates to add business value through a management focused approach to the global supply chain as well as fundamental understanding of the main functional areas under the SCM umbrella including: Procurement, Production, Logistics, and Demand Management. Throughout their course of study, students are presented with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise. This program fosters an environment that embraces future graduates' capacity to grow, innovate and respond to new situations in a rapidly changing business environment. By offering choices through program design, students can customize their studies and pursue greater depth in specific areas of SCM, or broaden their knowledge in other business disciplines and interdisciplinary business areas. Collaboration with industry through internship or co-op work terms, applied research, and a final semester capstone project provides graduates with the opportunity to compete effectively for jobs opportunities in management, consulting or academic careers in the supply chain field. Graduates will also be prepared to pursue graduate studies.

Section 2: Degree Level

In order to ensure the BBA SCM program meets the Baccalaureate Standard as set out by PEQAB, the curriculum was developed in concert with Sheridan’s Network for Innovation and Leadership in Education at Sheridan (NILES) which supports the development and approval processes of all of Sheridan’s degree level programs. In addition, curriculum was written by Sheridan Faculty and reviewed by both internal and external academics with degree level experience. The ways in which the BBA SCM program meets the Qualifications Standards are summarized below.

2.1 Depth and Breadth of Knowledge

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program BBA SCM
<p>a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</p>	<p>There is growing demand in the marketplace for supply chain professionals with greater breadth of general business knowledge. As such, the BBA SCM curriculum focuses on the management aspect of the supply chain as well as the various functional areas within supply chain activities. The design of the program ensures students gain exposure to current body of knowledge in management as well as strategic frameworks from academia and industry to ensure appropriate breadth and depth.</p> <p>Students in the BBA SCM program will follow 20 core courses (see Section 4.5) that build strong numerical, critical, reflective and creative thinking skills. These courses provide students with foundational knowledge in the core business disciplines of supply chain, accounting, finance, marketing and human resources.</p> <p>Students choose an additional six business electives from any of the five proposed BBA degrees. Further, students complete seven breadth electives, in addition to Composition and Rhetoric which is part of the core.</p> <p>Students will take an additional six Supply Chain Management courses, four of which are mandatory. These courses ensure students develop fundamental understanding of the main functional areas under the SCM umbrella, including: Procurement, Production, Logistics, and Demand Management. The management-focused aspect will ensure students are able to assess and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.</p> <p>Courses are grounded in current methodologies, theoretical approaches and assumptions in supply chain management and business in general. Examples of current trends include: increased risk and uncertainty, influence of technology, increased focus on cross functional business processes and lean concepts.</p>
<p>b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect</p>	<p>The core program includes courses that introduce students to principles, theoretical and practical business management concepts. For example, introductory courses such as Business Fundamentals, Business Processes and</p>

<p>with fields in related disciplines</p>	<p>Business Information Systems have an interdisciplinary focus. Advanced-level courses such as Strategic Management and Integrated Industry Project require students to work in interdisciplinary teams engaging in case and problem-based learning and applied research.</p> <p>Advanced level SCM-specific courses such as Demand Management Sales and Operations Planning, Global Sourcing and Purchasing Management, Operations Planning, and Value Chain Analysis address the interrelated nature of SCM with the overall business.</p> <p>In addition, students may complete business electives within this or other BBA programs as well as the Interdisciplinary Business areas (i.e. Corporate Social Responsibility & Sustainability, International Business, and Innovation & Entrepreneurship), which are aligned with significant business issues and trends. These areas allow students to frame supply chain management within an interdisciplinary perspective.</p>
<p>c. A developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline</p>	<p>Inductive teaching methods such as inquiry based, case and problem-based methodologies are woven throughout the program. Adopting a relatively structured form of enquiry in the first year, a scaffolded approach gradually shifts students towards self directed interdependent case and problem-based learning. Through this approach students develop the ability to create and evaluate alternate hypotheses through the gathering, reviewing, evaluating and interpreting information.</p> <p>Specific courses focusing on developing and assessing hypotheses include Business Statistics, Applied Research in Business, Value Chain Analysis and Strategic Management.</p> <p>The program culminates in an Integrated Industry Project or Research Thesis. The Integrated Industry Project requires students to work in a multidisciplinary team to address a complex, real-world problem or opportunity for an external client. The Research Thesis allows students to demonstrate research and analytical skills preparing them for further research-oriented education or career options.</p>
<p>d. A developed, detailed knowledge of and experience in research in an area of the discipline</p>	<p>Throughout the four years of study, students are required to develop detailed knowledge of and experience in research within core required and elective courses in SCM. Discipline-specific courses such as Operations Management 1 and 2, Sales Operations and Demand Planning, Global sourcing and Purchasing Management and Value Chain Analysis develop detailed knowledge and prepare students to perform robust research.</p> <p>Additionally, students have the opportunity to pursue applied research activities throughout the required four month internship or the Co-op work experiences. Students embed and reflect on these research experiences in their Creative Learning Portfolio, forming the basis of their strategic career plan as they prepare for sustainable, professional employment in their chosen discipline.</p>

<p>e. Developed critical thinking and analytical skills inside and outside the discipline</p>	<p>An inductive approach to teaching and learning is the foundation of the Sheridan BBA teaching and learning approach. This approach guides students through critical, creative and reflective thinking, evaluation, and the drawing of defensible conclusions and explanations. The degree weaves inductive teaching methods such as inquiry-based, cased-based and problem-based methodologies to create authentic real-world, professionally relevant contexts for learning the content and skills of business courses.</p> <p>Students apply research, critical thinking, analysis, collaboration, communication, and project management skills. They synthesize theories, concepts, principles and industry practices in order to address complex issues, opportunities and challenges. Students will work individually and collaboratively within and outside the SCM discipline in such courses as Business Fundamentals, Business Processes, Strategic Management, and the Integrated Industry Project. Experiences with industry partners in applied research projects and across faculties will allow students to develop professional contexts to their work.</p> <p>Analytical and critical thinking skills are further developed through breadth courses outside of the discipline.</p>
<p>f. The ability to apply learning from one or more areas outside the discipline</p>	<p>Breadth courses that focus on academic areas such as the sciences, philosophy, history, anthropology, sociology and politics will lay a fertile foundation for the development of the Integrated Industry Project and Creative Learning Portfolio. This further enhances students' analytical abilities outside of their discipline and their ability to apply this research to their ongoing projects.</p> <p>This program meets the PEQAB requirement for depth and breadth of knowledge outside the field. At least 20 per cent of the program hours in the degree-level courses are outside the professional or main field of study. Students are expected to engage in more than introductory knowledge of the distinctive assumptions and modes of analysis in the fields of Humanities, Social Science, Global Culture, Mathematics and Science. There is significant diversity in the free-elective curriculum available to students. These free-elective courses ensure that students are aware of:</p> <ul style="list-style-type: none">(a) the distinctive assumptions and modes of analysis of at least one discipline outside their main field of study; and(b) of the society and culture in which they live and work.

2.2 Conceptual & Methodological Awareness/Research and Scholarship

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program in BBA SCM
<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques</p>	<p>Courses in the BBA SCM program expose students to increasingly complex theory at the degree level. Discipline based coursework involves analysis and critical assessment of current and emerging practice and research. Basic research and numerical and qualitative analysis skills are developed throughout the program.</p> <p>Within the Supply Chain Management focused element of the program the student journey begins with Supply Chain and Operations Management and Managerial Accounting followed by more advanced courses in Operations Management, Sales Operations and Demand Planning and Value Chain Analysis. Students will learn increasingly advanced concepts including models for Inventory Management, Demand Management and Linear Programming.</p> <p>Multiple viewpoints will be presented throughout the sequence of courses, requiring the students to absorb the critical insights of others and determine the most appropriate course of action.</p>
<p>b. Devise and sustain arguments or solve problems using these methods</p>	<p>Through examining different theoretical models, students devise sustainable arguments and present evidence persuasively in the mandated breadth course Composition and Rhetoric.</p> <p>The degree weaves inductive teaching methods such as inquiry-based, case-based and problem-based learning to create authentic, relevant, experiential learning opportunities in both the classroom and the broader community. Case and problem based learning provides students with the ability to synthesize learning and concepts from previous courses as well as general experience. Cases also equip students to deal with the ambiguities they will face every day in their careers.</p>
<p>c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship</p>	<p>Students will conduct extensive research related to the most current developments in industry and in related areas of professional practice. The program encourages students to actively engage in applied research through courses such as Operations Management 1 and 2, Demand Management and Sales Operations Planning, Value Chain Analysis as well as other Supply Chain, Business and Breadth electives.</p> <p>Students will also examine and assess research and literature in the field which informs individual paths of inquiry related to their Integrated Industry Project. The Research Thesis course in particular focuses on current research and dissemination.</p> <p>Students will have the opportunity to pursue applied research activities through work term experiences.</p>

2.3 Communications Skills

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program in BBA SCM
<p>The ability to communicate information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments and , where appropriate, informed by key concepts and techniques of the discipline.</p>	<p>Students develop skills and abilities to communicate effectively with both specialist and non-specialist audiences throughout the program, commencing with the Composition and Rhetoric and the Business Communications courses.</p> <p>Students develop business communication skills through researching, writing and presenting to create value within the business context. Students choose channels of communication, identify and apply business writing formats, and use communication strategies appropriate to their audience and purpose.</p> <p>Interdisciplinary courses allow students to work together as a team to collaborate, communicate and align their respective areas of expertise, work effectively to meet deadlines and troubleshoot their way through difficulties that emerge along the way.</p> <p>Courses that involve external industry partners and clients demand that students support their business decisions with carefully constructed arguments that are defensible and understood.</p> <p>In addition to the traditional communications requirements of a baccalaureate program, students have the additional learning associated with communicating through the results of their Integrated Industry Project and Research Thesis. Through a complex synthesis of theory and practice, students learn to communicate points of view, arguments, and analysis in a coherent, reliable and professional manner that may be oral, written, or visual, or a combination of all three depending on the nature of the project and the intended context.</p> <p>Students communicate information, synthesize arguments and provide analysis in their Creative Learning Portfolio, forming the basis of their strategic career plan as they prepare for sustainable, professional employment in their chosen discipline. The Portfolio engages students to critically reflect on their learning, thus demonstrating their ability to communicate accurately and reliably in writing.</p>

2.4 Application of Knowledge

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program in BBA SCM
<p>a. The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i develop lines of argument ii make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study iii apply underlying concepts, principles and techniques of analysis, both within and outside the discipline iv where appropriate use this knowledge in the creative process <p>b. The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information ii propose solutions iii frame appropriate questions for the purpose of solving a problem iv solve a problem or create new work <p>c. The ability to make critical use of scholarly reviews and primary sources</p>	<p>The program provides students with the theoretical framework and the hands on experience required to engage in business management problem solving and solution generation.</p> <p>Students develop the strategies needed to review and evaluate information through the Composition and Rhetoric course, and transfer that learning to lines of argument they develop for course work within their SCM studies as well as in the various breadth offerings. There are a number of opportunities to identify a point of view, define an argument, refine the strategy to put forward in that argument, receive feedback from others, and revise and finalize one’s argument. These opportunities occur regularly in the supply chain as well as in other business courses.</p> <p>Through a combination of classroom and work term experiences, students learn how to question assumptions in defining and solving problems. They are required to develop lines of argument to defend their own business recommendations and support theoretical hypotheses. Combining increasingly sophisticated approaches to theoretical and conceptual models of study, students gain deeper understanding of practical methodologies by examining the theoretical approaches behind them.</p> <p>There are many strategies and sources for students to access research material related to critical inquiries of their disciplines and to business in general. The current business holdings at Sheridan’s Library Services are particularly strong. All programs and courses make use of these resources through recommended and required readings. The culminating Research Thesis and its related preparatory courses provide ample opportunity for the student to engage in research using primary sources as well as scholarly publications and journals. The student will use this research as source material to combine with course work, preparing them for a professional career in the field.</p>

2.5 Professional Capacity/Autonomy

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program in BBA SCM
<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> i the exercise of initiative, personal responsibility and accountability in both personal and group contexts ii working effectively with others iii decision-making in complex contexts <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study.</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>	<p>In all courses and work term offered throughout this program, students develop the transferrable skills necessary for further study, employment, community involvement, as well as develop their capacity for independent learning.</p> <p>The overall inductive teaching and learning approach of the BBA SCM uses inquiry, case, and problem-based learning strengthening students' initiative, personal responsibility and accountability in both personal and group contexts. This approach helps students develop autonomy and decision making in complex and ambiguous contexts.</p> <p>This approach promotes students ability to use inquiry skills, respectful and ethical thinking and self-directed learning. The Research Thesis and Contemporary Issues in Business courses provide the opportunity for independent learning.</p> <p>Through the development of a Creative Learning Portfolio, students will identify professional, academic and personal goals that they will manage throughout the degree. Professional Capacity/Autonomy is embodied in the Portfolio. As students progress through their course of study, they are required to be self-reflective about their learning in order to appropriately choose program electives (see Section 15.4).</p> <p>Students study Ethics, Sustainability and Corporate Social Responsibility which is a mandatory core course. In addition, courses in the Corporate Social Responsibility and Sustainability Interdisciplinary Business area require students to analyze social, economic and cultural factors that inform their business acumen.</p> <p>Through work term experiences students develop and apply professional and self-leadership attributes in their work. Exposure to professional associations and accreditation bodies in the supply chain sector will assist students in career planning.</p>

2.6 Awareness of Limits of Knowledge

PEQAB Degree level standard for bachelor honours degree in an applied area of study	Proposed Baccalaureate Program in BBA SCM
<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.</p>	<p>In discipline-based and interdisciplinary coursework students will be exposed to the ambiguities of knowledge and confront these ambiguities through projects in which they will be required to take alternative viewpoints of an argument.</p> <p>Throughout the program students will be challenged to delineate both the limitations and the practical application of information as well as areas that need to be investigated further. The program provides the methods, tools and frameworks that will help students appreciate the ambiguity and dynamics of the business world. The dynamics of the business world require that, in order to be successful in the field, the professional must remain constantly engaged in life-long learning in their own particular specialization and in the field as a whole. Examples of courses that demonstrate this awareness include: Composition and Rhetoric, Applied Research in Business, Strategic Management, Integrated Industry Project, Research Thesis, Ethics, Corporate Social Responsibility and Sustainability.</p> <p>A recurring theme in the supply chain specific courses is the element of risk and risk management. With increased globalization of supply chains, organizations are exposed to increasing risk of supply disruptions. These risks are not only natural risks (e.g. weather, floods, etc), but also to geo-political and economic risks. The Value Chain Analysis course in particular deals with the issue of risk assessment. Additionally, as dealing with uncertainty is central to strategic supply chain management practices, students will regularly be presented with opportunities to identify, assess, and respond to unclear, uncertain, and ambiguous situations through case studies.</p> <p>The Creative Learning Portfolio also engages students to reflect upon their learning and nurture self-awareness.</p>

Section 3: Admission, Promotion and Graduation

The following section indicates how Sheridan’s BBA SCM program meets the Ministry requirements.

3.1 Admission Requirements for Direct Entry

Program Admission Requirements	
Academic	<p><i>Students from the Province of Ontario</i> Successful completion of a secondary school diploma (OSSD or equivalent) with the following academic requirements:</p> <ul style="list-style-type: none"> • English, Grade 12 (ENG4U or equivalent) • Mathematics, Grade 12 Advanced Functions (MHF4U or equivalent), or Grade 12 Calculus and Vectors (MCV4U or equivalent) • Four other Grade 12 credits (U or M or equivalent) <p>The applicant must achieve an overall average grade of at least 65% in the above requirements. In addition, the applicant must achieve a grade of at least 65% in ENG4U (or equivalent), with no grade less than 60% in the remaining courses used to qualify for admission.</p> <p><i>Students from the Province of Quebec</i> The applicant must have completed a minimum of 12 courses in the pre university CEGEP program (excluding physical education) with subjects at stated levels relevant to the degree. Students must have a minimum overall average grade of 75%.</p>
Related work/volunteer experience	NA
Other (e.g. portfolio, specialized testing, interview, G.R.R., etc.)	NA
Applicant Selection	<ul style="list-style-type: none"> • Eligible applicants will be selected on the basis of their previous academic achievement (the average of their six highest senior-level credits, including required courses). • Applicants who do not meet the admission requirements for this program will be assessed and advised individually and may be considered for other related programs.

3.2 Admission Procedures for Mature Students

Sheridan’s procedures for Admissions for Mature Students are designed to:

- provide a pathway for applicants who have not completed the Ontario Secondary School Diploma (OSSD) or equivalent into degree level studies, while
- ensure the applicant’s ability to work at a degree level.

Sheridan defines mature students as:

- applicants who have not achieved the OSSD or its equivalent, and
- applicants who are at least 19 years of age on or before the commencement of the program in which they intend to enroll.

In order to meet the academic entrance requirements, mature applicants must demonstrate the ability to handle degree level academic work through successful completion of two terms of post-secondary education including any prerequisite courses, at a minimum overall GPA of 65%, a minimum of 65% in ENG4U or equivalent and no grade less than 60% in the remaining courses.

3.3 Promotion and Graduation Requirements

Sheridan's policy and procedures for Promotion and Graduation are designed to:

- be consistent with the learning outcomes for the program, and
- ensure a minimum level of demonstrated achievement as demonstrated by the Grade Point Average (GPA)

The process for calculating the Grade Point Average (GPA) is defined within the Sheridan policy and guidelines. Students are required to achieve a minimum GPA in professional (core) courses of 2.5 for both promotion and graduation. They are required to achieve a minimum GPA in courses outside the professional field of study (non-core courses) of 2.0 for both promotion and graduation. The overall minimum GPA for graduation from the program is 2.4.

3.4 Advanced Standing Policies and Requirements

Sheridan's policy and procedures for Advanced Standing are designed to:

- be fair and consistently applied across programs,
- provide students with credit for previous learning,
- allow students the opportunity to appeal decisions made under the policy, and
- limit the number of credits that can be granted for previous studies.

3.5 Degree Completion Pathways

Applicants who have previously attended a postsecondary institution may apply as a transfer student for direct entry into the BBA SCM degree.

Applicants who have completed two or more years of a CEGEP degree level program may apply for admission into the BBA program and receive advance standing according to Sheridan policy.

Applicants who have graduated from an Ontario College of Applied Arts and Technology with a minimum cumulative 3.0 GPA in the following programs will receive a block transfer credit as noted below:

- Three-year Finance Advanced Diploma graduates will receive up to a 19 course credit block transfer and need to complete 21 courses to fulfill the degree requirements
- Three-year Marketing Advanced Diploma graduates will receive up to a 17 course credit block transfer and need to complete 23 courses to fulfill the degree requirements
- Three-year Human Resources Advanced Diploma graduates will receive up to a 17 course credit block transfer and need to complete 23 courses to fulfill the degree requirements
- Three-year General Business Advanced Diploma graduates will receive up to a 18 course credit block transfer and need to complete 22 courses to fulfill the degree requirements
- Two-year General Business Diploma graduates will receive up to an 11 course credit block transfer and need to complete 29 courses to fulfill the degree requirements
- Applicants who have completed courses at the undergraduate baccalaureate level from an accredited university or college can apply for entry into the BBA SCM degree program, with advanced standing granted on a course by course basis

Section 4: Program Content

The supply chain sector is considered one of the most essential to Canada's economy. Given market dynamics and structural changes (e.g. demographic shifts) as well as increasing market volatility, employers demand more specific types of business management skills. Increasingly employers require individuals with more in depth understanding of strategic business management competencies as well as tactical considerations. As such, the BBA SCM curriculum focuses on the management aspect of the supply chain rather than the traditional development of specific functional supply chain skills. This focus differentiates the proposed BBA SCM from other similar programs offered in Canada. The program will ensure students develop a fundamental understanding of the main functional areas under the SCM umbrella, including: Procurement, Production, Logistics, and Demand Management. The management-focused aspect ensures students are able to assess and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

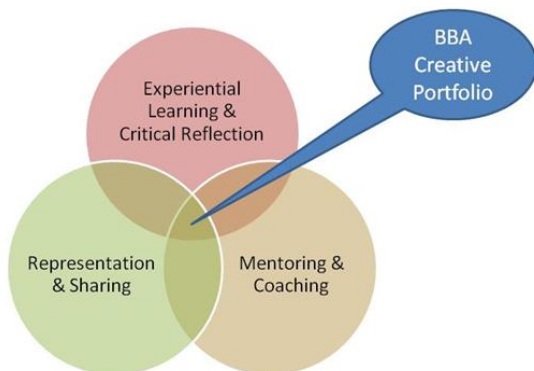
Students will build on the core required courses in the program by taking specialized elective courses. Elective courses provide students with the opportunity to pursue deeper studies in specific areas of SCM, and/or develop their knowledge in other areas of business disciplines and interdisciplinary business areas (i.e. Corporate Social Responsibility and Sustainability, Innovation and Entrepreneurship, and International Business) (see Section 15.3).

The BBA SCM program also requires students to broaden their educational experience beyond business studies. Students explore a breadth of topics with personal and societal importance, which contribute to the development of thoughtful, knowledgeable and self-aware citizens prepared to contribute to the society in which they live and work. The balance of core and non-core courses is achieved with 20% of required credits coming from non-core courses (see Section 4.5).

Research skills are developed through a progression of applied research courses such as Applied Research in Business and Strategic Management. These courses focus on development of analytical and quantitative skills. This progression of courses culminates in an Integrated Industry Project or Research Thesis. Practical experience is achieved through work term opportunities (see Section 4.6) as well as coursework (e.g. Integrated Industry Project and other applied research assignments).

The degree weaves inductive teaching methods such as inquiry-based, case-based and problem-based methodologies to create authentic real-world, professionally relevant contexts for learning. This approach fosters student success promoting accountability, responsible risk taking, and collaboration.

The BBA SCM will use a Creative Learning Portfolio (Portfolio) committed to developing the “whole” student. Portfolio development will be individualized requiring students to create self-development plans. Advisors and faculty will coach and mentor students as they participate in experiential learning inside and outside the classroom combined with critical reflection, representation and sharing of their work. A focus on professional development and employment planning will support the students in the evolution of their self-development. Successful completion of the Portfolio is a graduation requirement (see Section 15.4).



Sheridan has taken a number of steps to confirm that the proposed BBA SCM program offers an education of rigour, breadth and depth to achieve the knowledge and skills identified in the degree-level standard as stated in the *Handbook for Ontario Colleges*. Research

comparing curriculum content of the proposed program to other comparable university and college programs in Ontario was conducted (see Section 14). The Sheridan program differentiates itself with greater emphasis on integration of key business functional areas and strong quantitative and qualitative approaches.

An interdisciplinary ad hoc PAC was integral to the program development process. This committee encompassed employers and experts from industry and professional associations providing guidance on the currency of the curriculum. Input was provided on the needs of employers in the sector, program and curriculum framework, learning outcomes, course outlines, teaching and learning philosophy, and work term opportunities to ensure relevance to the supply chain field of practice.

The development team engaged Dr. Garland Chow, Associate Professor, Sauder School of Business, University of British Columbia to conduct an independent review of the BBA SCM program in terms of curriculum quality and currency. Academic aspects of the program as well as learning outcomes, and course outlines were thoroughly assessed and determined as being of degree standard and grounded in appropriate theoretical and applied frameworks. Feedback provided by the external reviewer was taken into consideration and appropriate changes were made. (See Section 15.5 for External Academic Reviewer Comments.)

Program Advisory Committee Minutes

**Bachelor of Business Administration Degree Program (Proposed)
Ad Hoc Program Advisory Committee Meeting
Tuesday, June 14, 2011
5:30 – 8:00 pm**

Present:

Industry participants - Stephen Ellis, John Fisher, Geoffrey King, Robert Lynn, Kevin Maynard, Ben Molfetta, Glen Mortimer, Mary Olynik, Anne Marie Pagliacci, Louise Taylor Green, Allard Westra

Sheridan participants - John Berg, Derek Barnes, Cindy Gillett, Scott Hadley, Bill Holmes, Judith Hunter, Chuck Minken, Sally Mitzel, Mary Louise Noce, Jeremy Staples, Brenda Ciolfi, Lynn Easson-Irvine, Karen Gingrich, Krystin Noftall, Lesley Rumsby

Virtual meetings – Tania Carriere.

Regrets:

Claude Balthazard, Sarah Adams, Andrew Boston, David Brennan, Heide Brown, Tania Carnegie, Catherine Chandler-Crichlow, Bryan Dawson, Don Duval, Elda Fares, Lori Ferguson, Steven Fortney, Mitch Joel, Paul Kretz; Nathalie Novak.

Welcome and Introductions

Dr. Bill Holmes, Dean for the Faculty of Business, called the meeting to order at 5:50, and provided an overview of the agenda.

Proposed BBA Program - Team Presentation

Chuck Minken, Sally Mitzel, Judy Hunter, John Berg, Derek Barnes, Scott Hadley, and Mary Louise Noce provided an overview of each of the five BBA programs (Accounting, Finance, HR, Marketing, and SCM), core courses, electives, the three cross streams and program differentiators. They also provided an overview of the applied research elements, coop/internships, inductive teaching and learning approach, creative portfolio, and bridging and pathways.

Breakout Discussions – Detailed Program Maps

Jeremy Staples, Associate Dean with Faculty of Business, introduced the breakout session. He indicated that the discussions will encompass a high level review. The detailed program maps were developed based on consultations with the ad hoc PAC. The breakout tables were asked to comment on gaps and things missed. Below is an overview of feedback provided by ad hoc PAC.

Proposed BBA - SCM Program and Cross Streams Recommendations

- **Supply Chain Management** – Nothing stood out as a gap in the detailed program maps. Question was asked about FIIT. GBM program aligned with FITT to get designation by writing exam and through practical. **Action Step:** Scott to review FITT pathway.
- **Capstone course** - should be embedded/scaffolded in the program. Consider how to involve industry in terms of projects. Multi-disciplinary student teams on industry projects with representation from different programs would offer real value to students and clients.
- **Applied Research** – engage with organizations such as the RIC centre who can find companies for applied research and project opportunities. Give consideration to requirements of engaging corporate

community and how to mobilize. Ensure timing of applied research projects is well thought out and coordinated between programs to get away from one off projects.

- **Portfolio** – questioned whether this component will have resonance with employers. Developmental aspect which includes critical reflection will be an important part of Sheridan's focus as well as the end product representational notion. HRDC's 9 essential employability skills may be implemented into program as skills students will need. Portfolio could be a toolkit, which students can draw from their toolkit based on the employment opportunity. **Action Step:** View 9 essential skills to ensure they are covered in generic program level outcomes. Also ensure concept of the 9 embedded in the personal development planning of portfolio.
- **Project Management** – Flagged whether it will count toward PDU's for PMI. **Action Step:** Golnaz to check into this with Steve and Wael.
- **Entrepreneurship** – Investor ready business plan and feasibility component of value. Suggestion given to connect at the beginning of year with Enterprise Centres, RIC Centres, and other organizations for project opportunities.
- **Business in Developing Markets** – Reference to developing markets and lesser developed markets challenged. **Action Step:** Clarification of critical performance statement and learning outcomes that reference developing markets and LDC.
- **Leadership Development** – incorporate elements of neuroleadership and positive psychology. These will differentiate the course from other schools given.
- **Managing and Communicating Across Cultures** – Hard to teach this course without students experiencing it. **Action Step:** AISIEC is student run and brings people from other institutions here and vice versa (connects to all three cross streams). Also, institutionally offer placement opportunities through Sheridan's International Centre.
- **Business Statistics** – Ensure learning objective is complete as it looks like it is missing something. **Action Step:** Scott to ensure this learning outcome is corrected on all maps.

Proposed BBA - Accounting Program Recommendations

- Computer skills including Advanced Excel noted as gap – It was mentioned that they will be covered as part of modules for the Creative Portfolio.
- Suggested that students will need to learn an exam is all or nothing. Consider writing exam in large hall scenario and get students out of the classroom. **Action Step:** Committee to ensure academic rigour around examination.
- **Leadership Development** – Feedback challenged where students forced to take leadership role? Creative Portfolio will encompass leadership based activities integrated into specific courses as well as non credit modules that will deal with aspects of leadership. [There is a Leadership Development elective course within Innovation and Entrepreneurship stream available to all students.]
- **Fundamental Auditing** – External and internal auditing standards included. **Action Step:** Ensure standards included. Ensure drawing an opinion, conclude and report included. Computer auditing covered in their course.
- Any Internal auditing and controls should be Enterprise Risk Management and should include learning outcome frameworks such as COSO covering efficiencies and effectiveness on an enterprise wide basis.
- Ensure courses reconciled with each accreditation body to meet their requirements.
- Program looks good overall

Proposed BBA - Finance Program Recommendations

- **Business Calculus & Algebra** – Challenged that course seems very heavy. Specifically linear programming, quadratics etc. Ensure at right level for first year students.

- **Business Management 1 and 2** – where do we give students the macro view of the organizational structure, including governance (role of board)? **Action Step:** Ensure governance is covered in BM 1 and 2 or elsewhere in the program. Role of board, CEO, how governance gets implemented.
- **Supply Chains and Operations** – from finance perspective more interested in how we finance the supply chain. **Action Step:** Ensure different disciplines explore implications from different perspectives such as HR, Marketing. Consider operational versus financial aspects of managing supply chain.
- **Business Communications** – Good course. Doesn't deal specifically with presenting to different stakeholders such as Boards, community groups. **Action Steps:** Ensure audiences are elevated to include boards, community and lobbying groups etc.
- Ensure corporate finance and how to finance business is incorporated in one of the courses.
- **Investment Theory** - Notion of risk management and mitigation needs to be addressed in program. May put financial risk management in Investment Theory.
- **Business Information System** – focus should be more on managing information not necessarily building a relational database. **Action Steps:** Ensure all disciplines review course description and outline to ensure it meets their respective needs.
- **Business Law** – it is focused on Canadian Law. What hasn't been addressed is notion of regulation. **Action Step:** From finance standpoint securities law needs to be addressed here or in program somewhere.
- **Managing Across Cultures** – important for international business but equally so right here in Canada. We have elective on Communication and Managing across Cultures in International Business Cross Stream. **Action Step:** ensure elements incorporated into Business Communications course.
- **Business Innovation** – Feedback was given that notion of innovation must be addressed somewhere in the program. We have a Business Innovation elective in the Innovation and Entrepreneurship cross stream.
- **Financial Management and Finance Fundamentals** – Description of the elective is the same as the Finance Fundamentals course. **Action Step:** Ensure descriptions differentiated to match content of the courses.
- **Technical Analysis** – not sure why this course is an elective. This is a very narrow course and not as much value. **Action Step:** Consider replacing Technical Analysis with another course. Consider a course in financial theory, enterprise risk management or governance electives.
- Overall program is well designed and well rounded. Academic rigour is strong and core courses cover a broad base.

Proposed BBA – Human Resources Program Recommendations

- **Leadership Development** - was noted as a distinct gap in the program and coverage of leadership versus management. Leadership is embedded in a number of courses and is a standalone course under Innovation & Entrepreneurship Cross Stream. **Action Step:** Move Leadership Development Elective under Human Resources.
- It was questioned if Negotiation is an elective in SCM. In public sector, huge part of what procurement and purchasing team does included negotiations. All students will have the option of taking the HR Negotiations electives if they choose to and have the pre-requisites. Further a number of SCM courses will have a public sector element.
- **Strategic Management** – it was suggested that HR students should have Strategic HR Competencies and HR Metrics as pre-requisites to be able to fully engage in the course.
- Workplace investigation on Human Rights issue, mediation/dispute resolution of none IR nature should be covered in the program and built in via case-based learning in appropriate courses. Are we building enough competencies for HR to lead investigations? **Action Step:** Ensure these aspects

addressed in appropriate courses. It was suggested workplace investigations be put in Health & Safety.

- **HR metrics** – Fantastic course. Will be ahead of the curve with this course. Ensure course covers when to use lagging versus leading indicators. For example, cover leading indicators based on industry sector of the organization.
- **Change & Diversity Management** - Some discussion around what is change. It was clarified by PAC that change can be invited, disruptive or can happen to an organization. Distinction between change and transition. Change Management course is holistic and covered change and transition. It was noted that Diversity Management and Change Management are two different topics. Diversity is about inclusive culture, differentiation, cultural differences, diverse teams, etc. **Action Step:** Separate these into two different courses.
- Feedback was given that HR program is terrific and well designed. Allowing students to pick their path and customize their learning plan is a wonderful approach.

Proposed BBA - Marketing Management Program Recommendations

- **Marketing Fundamentals:** Significant focus on brands and branding. **Action Step:** Ensure even balance of business to business and business to consumer, products and services, and broad range of marketing principles covered.
- **Organizational Behaviour** – Feedback given to ensure course delves into corporate cultures of different types of organizations. How do you change culture, sustain, etc. Compare different types of organizations such as government, small business, large business, non profit, etc.
- **Marketing Innovation** – Initially, it was suggested a need to have a true business innovation course that deals with process, product etc. [Business Innovation course (product, process and business model) is offered as an elective in the Innovation & Entrepreneurship cross stream]. The PAC suggested that an innovation course customized to Marketing should go beyond new product development to focus on marketing thinking and strategy. **Action Step:** Revise Marketing Innovation to include strategic focus encompassing new product/service development as well as communications, pricing, and distribution.
- **Consumer Behaviour** – Course well liked by members. **Action Step:** Feedback given to enhance course with metrics, neuro-marketing (how brain works and how decisions get made), cultural anthropology (how you monitor behaviour).
- **Customer Relationship Management** – Feedback given that this is a dated term and overused. **Action Step:** Suggestion given to reconsider name to reflect a more current term. Course being named Relationship Marketing.
- **Internet and Digital Marketing Communications** - the name may be out of date quickly. **Action Step:** Suggestion given to revise course name. Course will be named Digital Marketing.
- **Sales Management** – Feedback given name dated. **Action Step:** Suggested to change course name to Sales Leadership.
- **Global Marketing** – Suggestions were made to cover the challenges and issues associated with marketing "local brands globally," and "global brands locally."
- **Cross Streams** – important component of the program. Can see most students selecting one of the cross streams to further focus their studies.
- Marketing program well received and liked by the PAC members.

Degree Level Motion of Support

Jeremy thanked the PAC for the valuable discussion. The college appreciates the efforts of the PAC for participating in the ad hoc three meetings and for responding to all the information that was given to them.

- A motion of support from the PAC was tabled to be able to take the program forward for external assessment.
- “The committee supports the proposed degree programs and recommends that it be submitted for college approvals.”

Motion to support the BBA program - Stephen Ellis. Second the Motion - Kevin Maynard.

All in favour.

Next steps

Bill thanked the PAC for their support. Next steps include:

- Review the feedback and make appropriate adjustments to course outlines, detailed program maps. Check for duplications across programs.
- Contact other ad hoc PAC members for their feedback.
- Conduct a Gap analysis by the end of June for the certificate and diploma programs at Sheridan and in Ontario to build the bridge needed to allow students to come into the BBA program at appropriate levels.
- Complete the Phase 2 report (an internal report that goes to the Deans’ Council, Executive Committee, President’s Council and Board of Governors).
- Acquire confirmed letters of support from professional bodies, employers and universities.
- Begin work on the PEQAB proposal in parallel with the above efforts.
- Once we complete our internal and external approval processes, we will be able to start marketing program.
- Bill reminded the Members of the PEQAB rules stating the details of the program must be kept confidential until it is approved

Wrap Up

- Ad hoc PAC consultations are officially complete. Once program approved will be forming formal PAC to look at ongoing maintenance. If any members interested in continuing were asked to let us know. Final reminder was given to maintain program as confidential according to PEQAB requirements.
- The meeting Adjourned at 8pm.

**Bachelor of Business Administration Degree Program (Proposed)
Ad Hoc Program Advisory Committee Meeting
Tuesday, April 5, 2011
5:30 – 8:00 pm**

Present:

Industry participants - Sarah Adams; Claude Balthazard; David Brennan; Andrew Boston; Bryan Dawson; Stephen Ellis, Elda Fares; Lori Ferguson; John Fisher; Paul Kretz; Robert Lynn; Beverly Myers; Ben Molfetta; Glen Mortimer; Nathalie Novak; Mary Olynik; Anne Marie Pagliacci; Janet Pierce; Allard Westra

Sheridan participants - John Berg; Cindy Gillett; Cathryn Glover; Golnaz Golnaraghi; Scott Hadley; John Hardisty; Bill Holmes; Chuck Minken; Sally Mitzel; Mary Louise Noce; Jeremy Staples; Marcie Theoret; Brenda Ciolfi; Karen Gingrich; Noorpreet Kaur; Krystin Noftall; Lesley Rumsby

Virtual Meetings

Pam Banks, Tania Carriere, and Mitch Joel.

Regrets:

Heidi Brown, Tania Carnegie; Catherine Chandler-Crichlow; Don Duval; Steven Fortney; Kevin Maynard; Louise Taylor Green.

1. Welcome and Introductions

Dr. Bill Holmes, Dean for the Faculty of Business, called the meeting to order at 5:50, and provided overview of agenda. Bill reminded the members that the Ministry does not allow us to announce any new program before it has actually been approved.

2. Environmental Scan – Overview

Bill presented an overview of the environmental scan conducted by Sheridan's Network for Innovation and Leadership in Education outlining demand forecasts and government funding for post secondary seats in Ontario, marketplace needs for graduate competencies and skills, and preliminary student interest indicators.

3. BBA Program Development Update

- Bill presented an update on the proposed BBA program development.
- An overview of the program map was provided covering mandatory/core courses that all students would be required to take throughout their studies.

4. Breakout Session #1 – Specialization Program Maps and Courses

Members were asked to provide their feedback on the revised program level and specialization level outcomes, specialization program maps, and course descriptions. They were asked to comment on core and elective courses identified, adequacy of course descriptions, gaps in offering, coop/internship options, and capstone courses.

Overview of Feedback:

a) Supply Chain Management

- Minor changes suggested with respect to learning outcomes.
- Revamp Operations Management 1 and give it more supply chain feel.
- Questioned if dual specialization in two concentrations possible (e.g. Supply Chain and Finance).

- Course descriptions for Financial Accounting and Financial Management seem to be similar and need review.
- Consider combining Demand Management and Sales & Operations Planning.
- A number of minor modifications were suggested to course descriptions.

b) Program Level Outcomes

- Minor changes suggested.
- Re-write critical performance statement – more succinct and active voice.
- Potential to combine a number of outcomes.

c) Accounting

- Reword last sentence of critical performance statement to offer broader focus.
- Minor changes suggested with respect to learning outcomes.
- Recommendation made to add Intermediate Managerial Accounting course as core and Advanced Managerial Accounting course as elective.
- Auditing 2 and 3 not required for CMA path.
- Public Sector Accounting course liked by committee. Recommended addition of Public Sector Auditing course.
- Suggested potential synergy between HR and OB.
- A number of minor modifications were suggested to core program level course descriptions.
- Recommendation made to move Business Communication earlier on the program map.
- Gaps noted in soft skills and workplace skills (group work, emotional intelligence, leadership, etc.)

d) Finance

- Minor changes suggested with respect to learning outcomes.
- Recommendation made to consider a technology and finance course.
- Wondered why HR offered in first year as opposed to OB.
- Course descriptions for Financial Accounting and Financial Management seem to be similar and need review.
- Gaps noted in soft skills and workplace skills (personal goal setting, emotional intelligence, interpersonal skills, group work, and personal brand management).

e) Human Resources

- Minor changes suggested with respect to learning outcomes.
- Electives were noted to be spot on offering interesting choice to students.
- Suggestions given to consider combining HRIS and HR Metrics and Health and Safety with Disability Management.
- Leadership noted as gap and separate course than OB in other degree programs.
- Ensure creativity and innovation offered in cross stream.

f) Marketing

- Suggested to include interpretation aspect of research into second learning outcome; consumer insights into third outcome; and growth plans for existing products and services into seventh outcome.
- Recommended to revise core/mandatory marketing courses to offer research, analytics/ROI, innovation, planning, IMC and Sales.
- Recommended that market research course address different types of surveys, how to uncover information needed, questions to ask, integrating with vendors, social media research tools,

qualitative research methods (ethnography etc.). It was deemed administration of survey not necessary.

- Suggested to add a second course in addition to research covering analytics/ROI and interpretation of research and analysis.
- Suggestions made to combine Integrated Marketing Communications with Promotion Strategy.
- Suggested to cover strategic planning earlier in the program before students take marketing planning.
- A number of minor modifications were suggested to core program level course descriptions.
- Recommendation made to move Business Communication earlier on the program map.
- Gaps noted in soft skills and workplace skills (leadership, self awareness, self assessments, strengths, negotiation, persuasion, team effectiveness, etc.)

g) Options (Innovation & Entrepreneurship; CSR & Sustainability; and International Business)

- International Business:
 - Core courses identified as Managing and Communicating Across Cultures, Business in Developing Markets. International Study Tour noted as good to have as option for students.
 - Suggestion made to remove Compliance in Financial Services Sector and sprinkle in appropriate courses.
 - Questioned if Strategic Partnerships enough of a course.
 - Global Entrepreneurship not deemed a core course.
- Innovation & Entrepreneurship:
 - Need to have Entrepreneurship course as pre-requisite to some of the electives listed under this option.
 - Entrepreneurship course must have solid finance module.
 - Key courses include Entrepreneurship, Project Management, Innovation in Business, Creativity course.
 - Opportunity to combine New Venture Marketing with New Product and Service Development.
- Corporate Social Responsibility & Sustainability:
 - Courses related to social entrepreneurship, sustainability marketing, sustainable supply chain, and ethics deemed important to offer.
- A number of minor modifications were suggested to core program level course descriptions.
- Recommendation made to move Business Communication earlier on the program map.
- Gaps noted in soft skills and workplace skills (leadership, self awareness/evaluation, group dynamics, stakeholder management)

h) Capstone

- Majority favoured option 1 (team oriented applied research project for a client) as most students would likely pursue employment after graduation.
- Enough evidence was provided to also offer option 2 (individual thesis project) for those pursuing an academic/research pathway after graduation.

i) Coop/Internship Options

- Internship requirement for graduation ideally offered after semesters 4 or 6.
- Students accepted into coop should start placement after first year (three teams in favour) and after semesters 3 or 4 (two teams in favour).
- All breakout teams supported the flexibility of having an eight month coop term.

5. Breakout #2 – Management Option

Based on feedback from Mar 8 ad hoc PAC meeting, members were asked to validate a potential fourth cross stream dedicated to management.

- Members indicated management is too broad and the addition of this stream would dilute program.
- It was recommended that notable topics/courses such as leadership development, performance management and project management should be reflected in the BBA program.

6. Wrap Up

Bill thanked the ad hoc PAC for their time and valuable contributions. He noted a date change for the third meeting due to internal approval requirements and meeting dates. Ad hoc members should remove May 31 from their calendars and replace with June 14 (5:30-8:00). At the June 14 meeting, final program maps and courses will be presented for vote of support.

7. Next Meeting

Next meeting will be on Tuesday, June 14, 2011 at 5:30-8:00 pm in the same room. Meeting adjourned at 8 p.m.

**Bachelor of Business Administration Degree Program (Proposed)
Ad Hoc Program Advisory Committee Meeting
Tuesday, March 8, 2011
5:30 – 8:00 pm**

Present:

Industry participants - Sarah Adams; Claude Balthazard; Pam Banks; Andrew Boston; Tania Carnegie; Catherine Chandler-Crichlow; Bryan Dawson; Don Duval; Elda Fares; Lori Ferguson; John Fisher; Steven Fortney; Paul Kretz; Robert Lynn; Kevin Maynard; Ben Molfetta; Mary Olynik; Anne Marie Pagliacci; Janet Pierce; Louise Taylor Green; Allard Westra

Sheridan participants - John Berg; Cindy Gillett; Cathryn Glover; Golnaz Golnaraghi; Scott Hadley; John Hardisty; Bill Holmes; Chuck Minken; Sally Mitzel; Mary Louise Noce; Jeremy Staples; Marcie Theoret; Brenda Ciolfi; Karen Gingrich; Noorpreet Kaur; Krystin Noftall; Lesley Rumsby

Regrets:

David Brennan, Heidi Brown, Tania Carriere, Mitch Joel, Glen Mortimer

1. Welcome and Introductions

Dr. Bill Holmes, Dean for the Faculty of Business, called the meeting to order at 5:45. Individual members introduced themselves.

2. Overview of BBA Program Development Process and Role of ad hoc PAC

Bill presented Sheridan's BBA proposed program vision and mission statements. An overview of the program strategy was provided. Sheridan's new program development process and the role of the ad hoc PAC were highlighted.

3. Overview of Breakout Sessions

- The first breakout looked at the BBA program overall and what all graduates of the program will need to do upon graduation.
- The second breakout focused on the five specialization-specific learning outcomes and looked at trends related to the options (Innovation & Entrepreneurship, CSR and Sustainability, and International Business).
- Members were asked to determine if information presented address industry trends 5 years out, and to suggest modifications to content.

Breakout Session #1 – Program Level

Overview of Feedback:

- General support given for program structure, five specializations and options.
- It was suggested that consideration be given to adding management as a fourth option in the cross themes.
- Most learning outcomes identified as being critical, including those related to communication, soft skills, teamwork, self leadership and problem solving skills.
- Ensure diversity is captured in collaboration and team work, including multi-disciplinary and cross cultural etc.
- Members questioned parts of the critical performance statement as being too ambitious and noted graduates need to show "promise" of value within 30-60 days of being hired.

- Ensure ability to use frameworks and tools to analyze, assess risk, and arrive at decisions/recommendations quickly is captured.
- Members noted the need for graduates to interpret complex data and information and narrow down to simplicity and answer the “so what?”
- Members agreed that ethics and corporate social responsibility is an important outcome including integrity, trust and honesty while developing people who are prepared to give back to the community.
- Self leadership was noted as important, including self awareness (assessments), personal appearance, work/life balance, career planning, personal effectiveness, accountability, and understanding of strengths.
- Some members noted leadership skills, analytical skills, management skills, and innovation and creativity were missing from the program level outcomes.
- Suggested adding courses related management including project management, strategic management, non-profit management, information technology management, knowledge management, performance management.

Breakout Session #2 – Specialization Level

Overview of Feedback:

Accounting

- Program must bridge theory to practice and application.
- Offer paths towards different certifications.
- Should expose students to different industries.
- Ensure students understand accounting’s strategic impact.
- Teach advanced excel skills to manipulate data.

Finance

- How Sheridan will differentiate its program and finance specialization.
- Technical skills must be enhanced by soft and interpersonal skills.
- Ensure globalization, diversity, cultural sensitivity, cross cultural communication are addressed.
- Ensure ethics, integrity, trust, and corporate governance are addressed.
- Critical thinking skills and ability to analyze and interpret (sense making) operational and financial data across sectors and types of organizations were noted as important.

Human Resources

- Critical performance statement reads as reactive as opposed to proactive.
- Quantitative, metrics and analytics focus an important one which could differentiate Sheridan’s HR program.
- A focus on being forward looking, forecasting trends was noted as important.
- Legislative and legal risk considerations were also identified as key given potential areas of risks.
- Diverse workforce and diversity management were noted as key as people resources become scarcer within a fast paced global environment.
- Talent management and change leadership more important than technical expertise.
- BBA versus B. HR were discussed, as latter allows for more technical HR content.

Marketing

- Critical performance statement sounds like technical wording similar to other business schools.
- A focus on marketing’s role on setting and measuring Return on Investment and other metrics important.

- Ensure program focuses on Business to Business and services marketing in addition to Business to Consumer and brand management.
- Ensure program develops strategic thinkers using consultancy approach. Must be able to interpret data and research to determine what it means and answer the “so what?”
- Ensure there is a sales component to the program.
- Students need to develop process and planning skills, using frameworks and tools.
- Ensure program addresses digital marketing and social media and impact on marketing communication.
- Ensure program addresses execution skills and ability to manage third party vendors.

Supply Chain Management

- Ensure graduates understand technology (mobile computing etc.) and its importance within domestic and global supply chain management and the implications including need for speed, accuracy and real time decision making.
- Ensure diversity, global issues and cultural affinity built into program given growth of emerging markets and impact on global supply chain management.
- Teach structured methodologies for risk assessment and ability to make decisions more quickly and assess impact of decisions.

Options (Innovation & Entrepreneurship; CSR & Sustainability; and International Business)

- Members agreed that the three options are the right ones.
- International Business was identified as a very important theme as Canadian companies are anticipated to continue entering global markets.
- Need to teach students about international issues, diversity/multiculturalism, cross cultural communication, language skills (non-traditional such as Mandarin), strategies for working in different markets, global finance/economics.
- “Just in time” curriculum was identified where current events are brought into the classroom to discuss global impacts and implications.
- International Business option must have social or CSR element including role of decisions and trade-offs.
- CSR will become more integrated within organizations, departments and the supply/value chain 5-10 years from now.
- Every company is seeking innovation be it products or practices.
- Innovation and entrepreneurship must include leadership, change management, new flexible forms of organizational structures and collaborative arrangements, creative thinking, policy/regulatory/governance compliance.
- Empowerment will become more important in the workplace. Need for autonomy will increase along with strategies to improve productivity and real measureable outcome based results.

4. Wrap Up

Bill thanked the ad hoc PAC for their time and valuable contributions. Bill noted that the structure of the ministry does not allow us to announce any new program before it has actually been approved. He asked the program be kept confidential. Bill also explained next steps and that the BBA committee would take tonight’s input to review program outcomes, develop program maps and course descriptions. These would be presented to the ad hoc PAC at the next meeting.

5. Next Meeting

Next meeting will be on Tuesday, April 5, 2011 at 5:30-8:00 pm in the same room. Meeting adjourned at 8 p.m.

4.2 Professional Accreditation

There are no designations conferred by a regulatory body that are relevant to graduates of the BBA SCM program. However, the Canadian Supply Chain Sector Council accredits education programs in the area of Supply Chain Management. Upon approval of the program we will seek this accreditation.

Furthermore, there are several professional organizations that offer well-recognized credentials in the industry. Generally speaking these organizations administer their own exams and other qualifying activities while giving minimal credit for supply chain specific academic activities covered within a post-secondary degree program. An exception is the Purchasing Management Association of Canada (PMAC) which grants some advanced standing to graduates of PMAC-accredited programs. We will pursue this accreditation upon approval of the program.

The courses in the proposed BBA will provide a firm basis on which graduates can prepare to write exams for a number of credentials including:

Credential	Industry Organization
Supply Chain Management Professional	Purchasing Management Association of Canada
Certified Supply Chain Professional	APICS – The Association for Operations Management
Certified Production and Inventory Management	APICS – The Association for Operations Management
CITT	Canadian Institute of Traffic and Transportation
P. Log.	The Logistics Institute
National Accreditation Program (NAP)	Canadian Supply Chain Sector Council

Several industry associations have provided letters of support for the program (see Section 7.3).

4.3 Learning Outcomes

Degree Level Outcomes

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
<i>Depth and Breadth of Knowledge</i>	
a. a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline	Required Courses Business Fundamentals Business Calculus and Algebra Microeconomics Marketing Fundamentals Business processes Financial Accounting Macroeconomics Organizational Behaviour Composition and Rhetoric Supply Chain and Operations Management Managerial Accounting Finance Fundamentals Business Statistics Business Communications Applied Research in Business
b. a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines	
c. a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline	
d. a developed, detailed knowledge of and experience in research in an area of the discipline	
e. developed critical thinking and analytical skills	

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
<p>inside and outside the discipline</p> <p>f. the ability to apply learning from one or more areas outside the discipline</p>	<p>Ethics, Sustainability & Corporate Social Responsibility Business Information Systems Global Business Environment Entrepreneurship Business Law Strategic Management Integrated Industry Project Research Thesis Operations Management 1 & 2 Global Sourcing and Purchasing management Demand Management & Sales and Operations Planning Value Chain Analysis Work experience through Internship or Co-op Creative Learning Portfolio</p> <p>SCM Elective Courses Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable supply Chains Supply Chain Finance</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Global Partnerships and Distribution Channels Creativity and Innovation in Business International Economics and Trade International Finance International Human Resources Introduction to Business Valuation New Venture Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income</p> <p>Breadth Electives</p>
<i>Conceptual and Methodological Awareness/Research and Scholarship</i>	
<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques</p> <p>b. devise and sustain arguments or solve problems using these methods</p> <p>c. describe and comment upon particular aspects of current research or equivalent advanced scholarship</p>	<p>Required Courses Microeconomics Financial Accounting Managerial Accounting Applied Research in Business Global Business Environment Supply Chain and Operations Management Business Information Systems Composition and Rhetoric Business Processes Entrepreneurship Strategic Management Integrated Industry Project Research Thesis Operations Management 1 & 2 Global Sourcing and Purchasing management</p>

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
	Demand Management & Sales and Operations Planning Value Chain Analysis SCM Elective Courses Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable Supply Chains Supply Chain Finance Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Creativity and Innovation in Business International Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income
<i>Communications Skills</i>	
The ability to communicate information, arguments, and analysis accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments and , where appropriate, informed by key concepts and techniques of the discipline.	Required Courses Marketing Fundamentals Finance Fundamentals Financial Accounting Business Communications Applied Research in Business Global Business Environment Entrepreneurship Strategic Management Integrated Industry Project Research Thesis Composition and Rhetoric Organizational Behaviour Global Transportation and Distribution Inventory and Warehouse Management Supply Chain Finance Work experience through Internship or Co-op Creative Learning Portfolio SCM Elective Courses Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable Supply Chains Supply Chain Finance Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Creativity and Innovation in Business International Economics and Trade Introduction to Business Valuation Managing and Communicating Across Cultures

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
	New Venture Finance Project Management
<i>Application of Knowledge</i>	
<p>a. The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"> i develop lines of argument ii make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study iii apply underlying concepts, principles and techniques of analysis, both within and outside the discipline iv where appropriate use this knowledge in the creative process <p>b. The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> i initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information ii propose solutions iii frame appropriate questions for the purpose of solving a problem iv solve a problem or create new work <p>c. The ability to make critical use of scholarly reviews and primary sources</p>	<p>Required Courses Microeconomics Business Processes Composition and Rhetoric Marketing Fundamentals Finance Fundamentals Financial Accounting Macroeconomics Organizational Behaviour Supply Chain and Operations Management Managerial Accounting Finance Fundamentals Business Communications Applied Research in Business Ethics, Sustainability & Corporate Social Responsibility Global Business Environment Entrepreneurship Business Law Strategic Management Integrated Industry Project Research Thesis Operations Management 1 Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis Work experience through Internship or Co-op Creative Learning Portfolio</p> <p>SCM Elective Courses Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable supply Chains Supply Chain Finance Operations Management 2</p> <p>Interdisciplinary Elective Courses Contemporary Issues in Business International Economics and Trade International Finance Introduction to Business Valuation New Venture Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income Sustainability Marketing</p>
<i>Professional Capacity/Autonomy</i>	
<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> i the exercise of initiative, personal responsibility 	<p>Required Courses Marketing Fundamentals Organizational Behaviour Business Communications</p>

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
<p>and accountability in both personal and group contexts</p> <p>ii working effectively with others</p> <p>iii decision-making in complex contexts</p> <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline, and to select an appropriate program of further study.</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>	<p>Applied Research in Business Ethics, Sustainability & Corporate Social Responsibility Entrepreneurship Strategic Management Integrated Industry Project Research Thesis Operations Management 1 Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis Work experience through Internship or Co-op Creative Learning Portfolio</p> <p>SCM Elective Courses Operations Management2 Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable Supply Chains Supply Chain Finance</p> <p>Interdisciplinary Elective Courses Diversity in the Workplace International Finance Leadership Development Managing & Communicating Across Cultures Project Management Social Entrepreneurship</p>
<p><i>Awareness of Limits of Knowledge</i></p> <p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.</p>	<p>Required Courses Microeconomics Macroeconomics Organizational Behaviour Applied Research in Business Ethics, Sustainability & Corporate Social Responsibility Global Business Environment Business Information Systems Entrepreneurship Business Law Strategic Management Integrated Industry Project Research Thesis Creative Learning Portfolio Operations Management 1 Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Contemporary Issues in Business Global Transportation and Distribution Inventory and Warehouse Management Sustainable supply Chains</p>

PEQAB Degree Level Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
	Supply Chain Finance Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Creativity and Innovation in Business International Finance International Human Resources Managing and Communicating Across Cultures New Venture Finance Security Analysis - Equity Security Analysis - Fixed Income Social Entrepreneurship Breadth Electives

Program Level Learning Outcomes

BBA Supply Chain Management Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization's supply chain.	SCM Required Courses Supply Chain & Operations Management Global Sourcing and Purchasing Management Demand Management and Sales & Operations Planning Value Chain Analysis SCM Elective Courses Global Transportation and Distribution Supply Chain Finance
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization's strategic plan.	SCM Required Courses Business Processes Supply Chain & Operations Management Operations Management 1 Global Sourcing and Purchasing Management Demand Management and Sales & Operations Planning Value Chain Analysis SCM Elective Courses Operations Management 2 Global Transportation and Distribution
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.	SCM Required Courses Business Processes Supply Chain & Operations Management Operations Management 1 Demand Management and Sales & Operations Planning Value Chain Analysis SCM Elective Courses Operations Management 2 Global Transportation and Distribution Supply Chain Finance
4. Optimize the value to customers, markets and other	SCM Required Courses

BBA Supply Chain Management Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.	<p>Business Processes Supply Chain & Operations Management Operations Management 1 Global Sourcing and Purchasing Management Demand Management and Sales & Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Contemporary Issues in Business</p>
5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.	<p>SCM Required Courses Business Processes Supply Chain & Operations Management Operations Management 1 Global Sourcing and Purchasing Management Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Sustainable Supply Chains</p>
6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.	<p>SCM Required Courses Supply Chain & Operations Management Global Sourcing and Purchasing Management Demand Management and Sales & Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Global Transportation and Distribution Supply Chain Finance Sustainable Supply Chains</p>
7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.	<p>SCM Required Courses Business Processes Supply Chain & Operations Management Demand Management and Sales & Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Global Transportation and Distribution Inventory and Warehouse Management Sustainable Supply Chains Contemporary Issues in Business</p>
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.	<p>SCM Required Courses Supply Chain & Operations Management Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Sustainable Supply Chains Contemporary Issues in Business</p>
9. Assess business plans and practices from the	SCM Required Courses

BBA Supply Chain Management Learning Outcomes	Course, course segments or workplace requirements that contribute to this outcome
viewpoint of sustainability.	Business Processes Supply Chain & Operations Management Global Sourcing and Purchasing Management Value Chain Analysis SCM Elective Courses Sustainable Supply Chains Contemporary Issues in Business
10. Assess the risk associated with various supply chain practices.	SCM Required Courses Supply Chain & Operations Management Global Sourcing and Purchasing Management Demand Management and Sales & Operations Planning Value Chain Analysis SCM Elective Courses Global Transportation and Distribution Inventory and Warehouse Management Contemporary Issues in Business

Supply chain specific courses are complemented by a strong general business management foundation and exposure to the liberal arts and sciences. BBA Program Learning Outcomes were crafted with the complete development of the individual student and are common to all five proposed BBA programs.

BBA Learning Outcomes (common to all proposed BBA programs)	Course, course segments or workplace requirements that contribute to this outcome
11. Communicate effectively in a variety of organizational settings.	Required Courses Applied Research in Business Composition and Rhetoric Business Communication Entrepreneurship Ethics, Sustainability & Corporate Social Responsibility Finance Fundamentals Global Business Environment Integrated Industry Project or Research Thesis Marketing Fundamentals Organizational Behaviour Strategic Management Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis Work experience through Internship or Co-op Creative Learning Portfolio SCM Elective Courses Sustainable Supply Chains Interdisciplinary Elective Courses Change Management Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels Creativity and Innovation in Business

	<p>International Economics and Trade International Human Resources Introduction to Business Valuation Leadership Development Managing and Communicating Across Cultures Marketing Innovation New Venture finance Project Management Sustainable Marketing</p> <p>Breadth Electives</p>
<p>12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.</p>	<p>Required Courses Applied Research in Business Business Calculus and Algebra Business Statistics Entrepreneurship Finance Fundamentals Financial Accounting Integrated Industry Project or Research Thesis Macroeconomics Managerial Accounting Microeconomics Business Processes Strategic Management Supply Chain and Operations Management Operations Management 1 Demand Management & Sales Operations Planning</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Supply Chain Finance Sustainable Supply Chains Contemporary Issues in Business</p> <p>Interdisciplinary Elective Courses Contemporary Issues in Business Global Marketing Management Global Partnerships & Distribution Channels International Economics and Trade International Finance Introduction to Business Valuation Marketing Innovation New Venture Finance Project Management Security Analysis - Fixed Income Security Analysis - Equity Social Entrepreneurship</p>
<p>13. Develop comprehensive strategic and tactical plans for an organization.</p>	<p>Required Courses Business Information Systems Entrepreneurship Ethics, Sustainability, & Corporate Social Responsibility Global Business Environment Integrated Industry Project or Research Thesis Managerial Accounting</p>

	<p>Marketing Fundamentals Strategic Management Supply Chain and Operations Management Operations Management 1 Demand Management & Sales Operations Planning</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Supply Chain Finance Sustainable Supply Chains</p> <p>Interdisciplinary Elective Courses Change Management Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels Creativity and Innovation in Business International Finance International Human Resources Introduction to Business Valuation New Venture Finance Project Management Security Analysis - Fixed Income Security Analysis - Equity Social Entrepreneurship Sustainability Marketing</p>
<p>14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.</p>	<p>Required Courses Applied Research in Business Business Communication Business Processes Ethics, Sustainability & Corporate Social Responsibility Global Business Environment Integrated Industry Project or Research Thesis Marketing Fundamentals Strategic Management Work experience through Internship or Co-op Creative Learning Portfolio</p> <p>SCM Elective Courses Contemporary Issues in Business</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels International Human Resources Introduction to Business Valuation Leadership Development Managing and Communicating Across Cultures Marketing Innovation</p>

	<p>Project Management Social Entrepreneurship Sustainability Marketing</p> <p>Breadth Electives</p>
<p>15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.</p>	<p>Required Courses Applied Research in Business Business Communication Business Information Systems Business Law Business Processes Business Statistics Entrepreneurship Ethics, Sustainability & Corporate Social Responsibility Finance Fundamentals Financial Accounting Global Business Environment Integrated Industry Project or Research Thesis Macroeconomics Managerial Accounting Marketing Fundamentals Microeconomics Organizational Behaviour Strategic Management Supply Chain and Operations Management Operations Management 1 Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis Creative Learning Portfolio</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Supply Chain Finance</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels Creativity and Innovation in Business International Economics and Trade International Finance International Human Resources Introduction to Business Valuation Leadership Development Managing Communication Across Cultures Marketing Innovation New Venture Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income</p>

	Social Entrepreneurship Sustainability Marketing Breadth Electives
16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.	Required Courses Applied Research in Business Business Calculus & Algebra Business Information Systems Business Law Business Statistics Entrepreneurship Ethics, Sustainability & Corporate Social Responsibility Finance Fundamentals Global Business Environment Integrated Industry Project or Research Thesis Managerial Accounting Marketing Fundamentals Strategic Management Supply Chain and Operations Management Operations Management 1 Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Supply Chain Finance Sustainable Supply Chains Contemporary Issues in Business Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels Creativity and Innovation in Business International Economics and Trade International Finance International Human Resources Introduction to Business Valuation Leadership Development Marketing Innovation New Venture Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income Social Entrepreneurship Sustainability Marketing Breadth Electives
17. Demonstrate ethical and socially responsible behaviour.	Required Courses Applied Research in Business

	<p>Business Communication Business Fundamentals Business Law Ethics, Sustainability & Corporate Social Responsibility Finance Fundamentals Financial Accounting Integrated Industry Project or Research Thesis Marketing Fundamentals Strategic Management Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis Work experience through Internship or Co-op</p> <p>SCM Elective Courses Operations Management 2 Supply Chain Finance Sustainable Supply Chains</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Global Marketing Management International Human Resources Introduction to Business Valuation Leadership Development Managing and Communicating Across Cultures Social Entrepreneurship Sustainability Marketing</p> <p>Breadth Electives</p>
<p>18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.</p>	<p>Required Courses Business Information Systems Business Processes Business Statistics Integrated Industry Project or Research Thesis Management Accounting Strategic Management Demand Management & Sales Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Inventory and Warehouse Management Global Transportation and Distribution Supply Chain Finance</p> <p>Interdisciplinary Elective Courses Introduction to Business Valuation Project Management</p>
<p>19. Build effective internal and external relationships using influencing, communication and consultative skills.</p>	<p>Required Courses Business Communication Entrepreneurship Global Business Environment Integrated Industry Project or Research Thesis</p>

	<p>Strategic Management Work experience through Internship or Co-op</p> <p>Interdisciplinary Elective Courses Change Management Diversity in the Workplace Entrepreneurship Global Marketing Management Global Partnerships & Distribution Channels International Human Resources Leadership Development Managing and Communicating Across Cultures Project Management Sustainability Marketing</p> <p>Breadth Electives</p>
<p>20. Evaluate the dynamic of the global business environment from a competitive and economic perspective.</p>	<p>Required Courses Business Fundamentals Ethics, Sustainability & Corporate Social Responsibility Global Business Environment Integrated Industry Project or Research Thesis Macroeconomics Marketing Fundamentals Microeconomics Strategic Management Supply Chain and Operations Management Global Sourcing and Purchasing Management Demand Management & Sales Operations Planning Value Chain Analysis</p> <p>SCM Elective Courses Global Transportation and Distribution Supply Chain Finance Sustainable Supply Chains Contemporary Issues in Business</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Global Marketing Management Global Partnerships & Distribution Channels International Economics and Trade International Finance Introduction to Business Valuation Leadership Development Managing and Communicating Across Cultures Project Management Security Analysis - Equity Security Analysis - Fixed Income Social Entrepreneurship Sustainability Marketing</p>
<p>21. Develop self leadership strategies to enhance personal and professional effectiveness.</p>	<p>Required Courses Business Fundamentals Entrepreneurship Integrated Industry Project or Research Thesis</p>

	<p>Strategic Management Work experience through Internship or Co-op Creative Learning Portfolio</p> <p>Interdisciplinary Elective Courses Change Management Diversity in the Workplace Entrepreneurship Leadership Development Global Marketing Management Global Partnerships & Distribution Channels Introduction to Business Valuation</p> <p>Breadth Electives</p>
<p>22. Assess business processes relative to organizational goals.</p>	<p>Required Courses Business Information Systems Business Processes Ethics, Sustainability & Corporate Social Responsibility Integrated Industry Project or Research Thesis Managerial Accounting Strategic Management Supply Chain and Operations Management Operations Management 1 Value Chain Analysis</p> <p>SCM Elective Courses Operations Management 2 Global Transportation and Distribution Inventory and Warehouse Management Sustainable Supply Chains</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Diversity in the Workplace Global Partnerships and Distribution Channels Creativity and Innovation in Business International Human Resources Introduction to Business Valuation Leadership Development Marketing Innovation New Venture Finance Project Management Security Analysis - Equity Security Analysis - Fixed Income Social Entrepreneurship Sustainability Marketing</p>
<p>23. Perform robust research through the application of accepted applied research methodologies.</p>	<p>Required Courses Applied Research in Business Business Processes Ethics, Sustainability & Corporate Social Responsibility Integrated Industry Project or Research Thesis Strategic Management Demand Management & Sales Operations Planning Value Chain Analysis Work experience through Internship or Co-op</p>

	<p>SCM Elective Courses Operations Management 2 Supply Chain Finance Contemporary Issues in Business</p> <p>Interdisciplinary Elective Courses Change Management Contemporary Issues in Business Global Marketing Management International Human Resources Marketing Innovation Security Analysis - Equity Security Analysis - Fixed Income</p> <p>Breadth Electives</p>
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See Section 15.6 for a list of program level outcomes.

Breadth Level Learning Outcomes

Program Level Learning Outcomes Breadth	Course, course segments or workplace requirements that contribute to this outcome
1. The development of critical thinking, quantitative reasoning, written, and oral communication.	Composition and Rhetoric Work experience through Internship or Co-op
2. More than introductory knowledge in the humanities, sciences, social sciences, global cultures, and/or mathematics.	Elective breadth courses taken beyond the introductory level.
3. Knowledge of society and culture, and skills relevant to civic engagement.	Breadth courses.
4. More than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core field(s) of study.	Elective breadth courses taken beyond the introductory level.

4.4 Course Descriptions

The BBA SCM course descriptions presented below follow the structure of the course schedule. Course descriptions are listed by level, from 1000 to 4000. See introductory narrative to Section 4.5 for a description of how levels typically align with years and semesters.

Core Required Courses

Course Title (Core)	Calendar Course Description
<i>1000 Level</i>	
Business Calculus and Algebra	Students apply mathematical techniques from the disciplines of calculus and linear algebra. Topics include: linear, quadratic, exponential and logarithmic functions, matrix operations, rules of differentiation and integration, extrema, and convexity.
Business Communications	Students develop business communication skills through researching, writing and presenting to create value within the business context. Students choose channels of communication, identify and apply business

Course Title (Core)	Calendar Course Description
	writing formats, and use communication strategies appropriate to their audience and purpose.
Business Fundamentals	Students examine the fundamentals of today's business world from a Canadian and international perspective. Topics include current trends in information and communication technology and domestic and international operations.
Business Processes	Students examine the core business processes that are integral to the activities of a business. Topics include: Enterprise Resource Planning systems, the integration of transaction level processes, the "Order-to-Cash", "Procure-to-Pay", and the "Production" processes. Financial and Controlling processes as well as Human Resource processes are also examined.
Financial Accounting	Students prepare financial statements that summarize an entity's economic events through the use of generally accepted accounting principles. The complexity of the global business environment requires students to identify and distinguish international differences in accounting reporting and financial statement analysis. Students critically examine and interpret financial statements including the balance sheet, income statement, statement of retained earnings and cash flow statement.
Macroeconomics	Students examine the economic principles that govern the behaviour of the nation's economy. Students define and measure aggregate economic variables, and analyze government's economic policies that are designed to maintain fiscal and monetary balance in the economy.
Microeconomics	Students examine microeconomics principles with a view to fostering their ability to analyze and apply those principles to practical business issues and economic policies. Students develop abilities to formulate formal economic models, and to determine what concepts or models best suit any given economic situation.
Marketing Fundamentals	Students examine the managerial challenges involved in formulating and implementing marketing plans. Understanding external environmental factors, competitive pressures and buying behaviours when making marketing decisions are emphasized. Each element of the marketing mix is examined. Students develop a basic marketing plan for a brand, based on the analysis of secondary research.
Organizational Behaviour	Students examine individual, team, and organizational-level factors influencing behaviour within the workplace and organizational performance. Topics include perception, personality, values, attitudes, motivation, stress, teams, communication, power and politics, conflict, leadership and decision making. Organizational structure, culture, and change are examined to enhance the understanding of workplace behavior.
2000 Level	
Applied Research in Business	Students examine the various components of the research process and how they relate to the development of supportable business conclusions, the generation of new ideas and the reliability of research findings.
Business Information Systems	Students examine the integration of information systems and electronic communication into business processes, how it is achieved and its benefits and challenges. Using a case-based approach, students consider information technology's impact on organizational decision-making and competitive advantage in the context of the cultural and ethical issues facing managers.
Business Law	Students examine important and current legal issues applicable to Canadian business. On completion of this course, students have the basic legal literacy needed by business professionals to effectively manage legal risks and identify business opportunities arising from the legal

Course Title (Core)	Calendar Course Description
	environment.
Business Statistics	Students analyze business problems through the application of statistical concepts and techniques. Topics include: descriptive statistics, probability, decision analysis, sampling distributions, sampling and risk analysis applications, estimation and hypothesis testing, regression and correlation, analysis of variance, time series, index numbers, Bayes' rule, and an introduction to linear programming.
Finance Fundamentals	Students examine the financial concepts and analytical techniques applicable for identifying and solving financial management problems. Students learn how marketing and operational decisions affect business goals, and how to assess the profit potential of marketing and operations decisions.
Managerial Accounting	Students examine the reports, statements and analytical tools used by management, and the manner in which these are applied in planning, controlling, decision-making and performance evaluation.
Supply Chain and Operations Management	Students explore the relationships among the elements of supply chain management and operations management. Students' level of expertise is extended to incorporate a process-oriented view of operations and the supply chain, from the sourcing of raw materials or components to product/service delivery to customers.
3000 Level	
Entrepreneurship	Students develop an investor-ready business plan for an entrepreneurial venture. Components of the business plan include environmental scan, market assessment, marketing strategy, financial statements, financing, human resources and operations plan.
Ethics, Sustainability & Corporate Social Responsibility	Students examine the theoretical basis for ethical conduct as it relates to business and their study of corporate practice in the areas of sustainability and corporate social responsibility (CSR). They examine the evolution of sustainability and CSR and identify the challenges facing Canadian industry as it attempts to balance acceptable levels of compliance with current best practices in both these disciplines.
Global Business Environment	Students examine the broad dynamics of the global environment from a business perspective. They analyze the impact of economic, legal, political, cultural and social differences between countries and global regions. Ethical issues in the global environment and how the actions of multinational enterprises (MNE) impact on the rest of the world are assessed.
4000 Level	
Strategic Management	Students apply a strategic planning framework and tools to develop a proposal that aligns with a specific organization's objectives. This framework encompasses mission and vision statements, core values, external and internal environmental scans, medium to long term strategic objectives, strategic priorities, action plans, scorecards, performance drivers, strategy maps, financial planning, strategic communications and monitoring of the plan's implementation.
Integrated Industry Project	Students develop a relevant comprehensive plan for a real firm through the application of theoretical and applied learning gained throughout the program. In small interdisciplinary teams, students will assess the current state of the firm, identify opportunities for improvement, and justify a recommended future state.
Research Thesis	Students conduct a research project in their area of concentration. Topics include: literature search, dissemination of research, peer review process, and the presentation of research findings.

The table below details course descriptions for required and elective SCM courses.

SCM Required and Elective Courses	
3000 Level	
Operations Management 1 (Required)	Students model and apply qualitative and quantitative techniques that are relevant to operations in either manufacturing or service industries. Topics include: facility location and layout, demand management, inventory management, quality, and project management.
Global Sourcing and Purchasing Management (Required)	Students apply an integrated framework to global sourcing and purchasing management, drawing on the many disciplines relevant to supply, sourcing, and strategy that contribute to an understanding of purchasing practice and techniques.
Global Transportation and Distribution	Students explore opportunities to align the management of transportation and distribution operations with a company's global strategic plans. They apply an integrated approach to selecting, organizing, and monitoring the performance of distribution partners, third-party service providers and associated internal functions.
Inventory and Warehouse Management	Students apply an integrated approach to warehousing and inventory management issues in the value chain. They draw on many relevant disciplines such as information, work, and materials flow analysis to plan and evaluate inventory and warehouse operations.
4000 Level	
Demand Management & Sales Operations Planning (Required)	Students assess the overall supply chain planning process, including operational and financial implications of planning decisions. Topics include: strategic capacity management, demand forecasting, collaborative planning, aggregate planning, sales and operations planning, and linear programming planning models.
Operations Management 2	Students model and apply qualitative and quantitative techniques that are relevant to operations in either manufacturing or service industries. Topics include: SCOR, Theory of Constraints, Lean/Six Sigma (DMAIC), Linear Programming, Dynamic Programming, and Decision Trees.
Supply Chain Finance	Students develop the supply chain trade finance aspects of transactions emphasizing the risk management requirement of international trade. The course focuses on understanding the international payments system, assessing commercial, country and currency risks, identifying sources of import and export financing, and interpreting the language of trade finance including INCOTERMS, Bills of Exchange and Letters of Credit.
Sustainable Supply Chains	Students assess supply chain activities from the perspective of sustainability. Topics include: sustainability measures, reverse logistics, product design, closed-loop supply chains, remanufacturing, and disassembly. This course provides students with the opportunity to apply learning from the breadth of the entire program to develop an appreciation of the impact of supply chain activities on the environment and broader social issues.
Value Chain Analysis (Required)	Students critically assess and communicate the overall financial and operations impacts of supply chain initiatives to key stakeholders and decision makers in an organization. Topics include: competitive strategy, Porter's Value Chain model, interdependence of financial and operational metrics, financial statement analysis, and initiative assessment. Students analyze overall business implications of global value chain decisions and how they support an enterprise's overall competitive strategy.

The following electives from the other four BBA programs are also available to BBA SCM students subject to pre-requisites and co-requisites.

Accounting Courses	
3000 Level	
Intermediate Accounting 1	Students examine the financial accounting theory which forms the basis for current financial accounting standards and its application to specific financial statement components.
Intermediate Managerial Accounting	Students further develop the tools and techniques introduced in the introductory Managerial Accounting course with an in-depth study of such topics as variance analysis, budgeting, costing and pricing as well as advanced topics such as decision making under uncertainty.
Advanced Corporate Finance	Students examine a variety of advanced finance issues and the tools used by financial managers in decision making. Topics include financial markets and portfolio risk, capital budgeting, long-term sources of funds, capital structure and dividend policy, treasury risk management, financial planning, and long-term planning and strategic issues in finance.
Financial Statement Analysis	Students interpret financial reports, construct measures of financial performance and analyze the reporting choices made by companies. Students analyze the effects of accounting choices on earnings management.
Fundamental Auditing	Students develop a solid understanding of the principles and procedures of external auditing. Students examine key topics within auditing, including reporting; professional standards and ethics, legal liability, audit objectives, evidence and documentation, planning and analysis, materiality and risk, internal control, audit sampling, and computer auditing.
Information Systems Strategies	Students enhance their knowledge and analysis of information systems with a view to supporting business transformation for competitive advantage. Students apply concepts and skills, developed in the course, to real world cases and design information systems to meet business challenges that reflect ethical and secure practices.
Intermediate Accounting 2	Students examine the financial accounting theory which forms the basis for current financial accounting standards and its application to specific financial statement components using generally accepted accounting principles with a focus on the liability and shareholders' equity components of the balance sheet.
Public Sector Accounting	Students examine accounting and managing processes for governments and other not-for-profit organizations. Topics include the institutional setting, accounting standards, financial statements, cost control and risk management.
Taxation	Students examine Canadian federal income tax legislation to determine income and taxes payable for individuals. Related rules from the Goods and Services Act are also reviewed. Students develop the techniques and skills required to apply this tax knowledge to various situations. Topics include liability for tax; income from employment, business, property, other income and capital gains; taxable income, taxes payable; and the rights and obligations of taxpayers.
4000 Level	
Accounting Theory and Contemporary Issues	Students examine a variety of contemporary issues in the field of financial accounting. By researching academic and professional accounting literature, students develop their professional judgment as it relates to emerging issues. Students explore the contributions of finance and economics to accounting theory.
Advanced Auditing	Students examine advanced principles and procedures of external auditing, building on the knowledge acquired in Fundamental Auditing. Topics include engagement planning, audit sampling, substantive testing, professional, legal and ethical environment of analyzing and assessing risk

Accounting Courses	
	factors, interpreting and documenting results.
Advanced Managerial Accounting	Students use management accounting information to design reports for decision making. Using a case-based approach, students perform analyses to support managerial decisions, design and implement effective management control systems, and take into account the ethical responsibilities of a management accountant. Topics include cost control tools and techniques, management incentives and performance measures, budgeting and transfer pricing.
Advanced Taxation	Students examine more advanced aspects of tax law which will serve to strengthen their tax planning and problem solving skills within the framework of professional practice.
Consolidations and Advanced Accounting Topics	Students examine the mechanics of accounting for complex financial accounting transactions. Topics include financial instruments and their tax allocation, inter-corporate investments, consolidations, joint ventures, foreign currency translation, and hedge accounting.
Internal Auditing and Controls	Students examine the role, practice and value of internal auditing in the profit and public sectors. Students investigate the importance and benefits of the value-for-money audit and learn to identify cost-effective controls within the functional areas of a business.

Finance Courses	
3000 Level	
Essentials in Wealth Management	Students critically analyze prototype client profiles based on various stages of life, different objectives and net worth and then develop and recommend a financial plan to the client for subsequent implementation and monitoring. The course includes the six fundamental areas of planning: financial planning, tax planning, disability planning, estate planning, insurance planning and family law issues.
Financing and the Capital Markets	Students examine the challenges and opportunities facing Canadian corporations seeking company and project financing through brokered and private placements in the domestic and international capital markets.
Fundamental Security Analysis	Students use information provided in financial statements to analyze a company's performance by calculating and interpreting common financial ratios and other metrics. Topics include interpretation of income statements, balance sheets and cash flow statements. Students learn how to calculate and interpret common financial ratios and make decisions using the results.
International Finance	Students analyze and design effective hedging programs to manage corporations' international risks. Students also learn how to select the most appropriate forms of financing for international trade. This includes foreign exchange management, swaps, futures, and options as well as finance and the Eurobond market.
Introduction to Business Valuation	Students examine the principles of business valuation and valuation methodologies using financial statements.
Technical Analysis	Students examine the tools, theories and best practices employed in technical analysis of securities and the manner in which these are applied to help investment decision-making. The major areas include technical analysis terminology, chart analysis, trend analysis, cycle and market sentiment theories, oscillators and a critical differentiation of fundamental and technical analysis.
4000 Level	
Contemporary Issues in Financial Management	Students examine a variety of contemporary issues facing professionals in the field of financial management. By researching academic and

<i>Finance Courses</i>	
	professional finance literature, students develop their professional judgment as it relates to emerging issues.
Derivatives	Students examine various derivative instruments like forwards, futures, options and swaps. Students learn how these products are structured, priced and used by the market participants to enhance return on investment and manage portfolio risk.
Financial Performance Management	Students critically analyze the performance of companies and internal businesses. The analysis must consider the size of the investments made, inherent risks of the business, full inclusion of all revenues and costs together with global tax considerations. Specific topics include economic value added, balanced score cards and customer profitability.
Investment Theory	Students examine investment market theories and their implications for investment decision-making. The focus of this course is on financial theory and empirical evidence for making investment decisions. Topics include: portfolio theory; equilibrium models of security prices (including the capital asset pricing model and the arbitrage pricing theory); the empirical behaviour of security prices; market efficiency; performance evaluation; and behavioral finance.
New Venture Finance	Students explore how the new venture financing process works by actively developing a business plan of their own. Topics include sources of capital, the North American venture capital industry, forecasting cash flows, valuation of new ventures, and exit strategies.
Portfolio Management	Students examine the process of constructing and managing basic investment portfolios for individual and institutional clients. They explore tools of portfolio management, different portfolio management styles, investment objectives and constraints, asset allocation strategies, and performance measurement techniques. Students formulate a plan to manage client relationship and conduct ethical business practices.
Security Analysis – Equity	Students examine the principles, methods, and measurement of equity valuation. Students research a performance attribution model and demonstrate how it can be applied under current economic conditions.
Security Analysis – Fixed Income	Students examine the characteristics, function, and behaviour of the domestic and international debt market and research best practices around the management of a bond portfolio. Alternative fixed income products such as mortgage and asset-backed securities, and interest rate derivatives are introduced. Students research a performance attribution model and demonstrate how it can be applied in the current economic and political environment.

<i>Human Resources Management Courses</i>	
<i>2000 Level</i>	
Human Resources Management	Students examine the critical function of human resources including developing, coordinating and enforcing policies and procedures within organizations to provide a competitive advantage through its employees. Emphasis is placed on HR's strategic role as a business partner and on the legal framework in which human resources management operates.
<i>3000 Level</i>	
Diversity in the Workplace	Students critically examine the opportunities, issues and challenges of workplace diversity. Emphasis is placed on categories of diversity, legal frameworks, strategies for valuing diversity and establishing a systemic approach to diversity programs, policies and practices in the workplace.
HRIS	Students examine essential computing concepts to develop a computerized human resources information system (HRIS). Students identify the HRIS

Human Resources Management Courses	
	acquisition process within an organization and the value-added to all HR functions through HRIS operations systems to enhance HR as a strategic partner. Students use a variety of Human Resources Information Systems software to support Human Resources decisions made within an organization.
Industrial Relations	Students critically examine the concepts, legal framework and procedures underlying the formation, structure, and operation of unions. Students explore the process of negotiating collective agreements and the handling of grievances and grievance arbitration. The role of the human resources industrial relations professional and key issues facing these professionals are examined.
International Human Resources	Students critically examine international human resources practices of organizations transferring valued employees to various global locations. Different approaches to international HRM practices such as staffing, compensation, training and performance management that can create and sustain a competitive advantage for the organization are explored. Students examine various factors that will prompt international operations and focus on the vital role played by human resources management supporting global organizational success.
Learning and Development	Students analyze the strategic importance of effective learning and development initiatives within the organizational context. Students develop the ability to analyze training needs, write learning objectives and plans to achieve them, create or source training programs, facilitate and evaluate training activities.
Negotiation Fundamentals	Students examine the strategy and tactics of both distributive bargaining and integrative negotiations. Practical applications and participation in negotiation exercises lay the solid foundation for modern business negotiations. Influences such as third party assistance, international and cross cultural aspects are introduced.
Occupational Health and Safety	Students examine the health and safety legislation primarily focusing on Ontario Acts and Regulations including OHSA, WHMIS, and the WSIA and its impact on the organization. Students demonstrate the requirements necessary for legal compliance and social responsibility within the health and safety field.
Talent Acquisition	Students critically examine current recruiting and selection practices and have the opportunity to practice and develop the skills required for this key talent management specialty. The dynamic legislative environment and the impact of the employment function of an organization will be examined in depth.
4000 Level	
Change Management	Students critically examine the internal and external forces that necessitate organizational changes in order to sustain their viability. Students explore various phases of change management that will ensure acceptance and success of the transition. Students examine barriers to change and possible solutions in order to move forward.
Disability Management	Students examine the interdisciplinary approach to the concepts and practices of disability management. The process of minimizing the impact of an employee's impairment on their ability to effectively function in the workplace is not only a legal consideration but also a corporate social responsibility for the organization.
Employment Law	Students examine legal issues relevant to human resource management. Students gain practical insight into the legal aspects of work environments, in particular, non-unionized workplaces. The legal issues and considerations arising from the hiring of employees, ongoing

<i>Human Resources Management Courses</i>	
	employment relationships and the termination of employees are examined. As well, students review legislation concerning employment standards, human rights, occupational health and safety, workers compensation, and employment and pay equity.
Human Resources Metrics	Students critically examine analytical frameworks and tools used to measure the contribution of HR management practices in organizations. Measurement tools are used to analyze performance problems, support recommended solutions and evaluate their effectiveness. Students discover how to link HR initiatives to financial results and to effectively communicate these to management.
Human Resources Planning	Students critically examine the function of HR planning anticipating worker supply and demand relative to changing internal and external conditions of an organization. HR planning is analyzed in relation to the corporate strategic planning process and its execution at business levels. Topics include business planning, the nature and scope of HRP activities, evaluation/auditing of HRP activities, the use of Human Resource Information Systems (HRIS) in implementing HRP strategies, introducing and implementing an HRP program and assessing and forecasting HR needs.
Leadership Development	Students acquire the knowledge and skills required to support the development of their leadership potential. Students explore elements of effective leadership, evolution of leadership theories, methods for developing leaders and develop an appreciation of their own leadership style and potential.
Organizational Performance Management	Students examine processes used by management and human resource professionals to ensure employee behaviour supports the goals of the organization. Students reinforce skills and concepts related to strategic planning, motivation, communication, organizational behaviour, competencies, compensation design and implementation, performance measurement and appraisal.
Strategic Human Resources Competencies	Students critically examine the specific competencies employed by HR professionals that are most likely to result in individual and organization success. This capstone course provides the opportunity for students to develop the analytical frameworks and skills to effectively contribute their technical HR expertise to the strategic operation of the organization. Students build on technical expertise in the traditional human resource disciplines, as well as, master an additional group of human resource competencies that enable them to support and be seen to support the strategic imperatives of their organization.
Total Rewards Management	Students critically examine various compensation methods utilized within an organization. Students differentiate between compensation and non-compensation elements within a reward system. Students assess company design reward systems to attract, retain and motivate employees while assuring equity within organizations and adherence to legal requirements. Topics include employee benefits, the use of pay-for-performance programs, and the application of pay equity procedures in the workplace.

Marketing Management Courses	
3000 Level	
Global Marketing Management	Students develop marketing plans appropriate to the global marketplace. Emphasis is placed on the assessment of marketing opportunities in international markets. Students develop market entry strategies, distribution structures, marketing mix, product planning, pricing, and promotion decisions.
Integrated Marketing Communications	Students develop an integrated marketing communications plan for a brand. Communications strategies are developed within the context of a brand's overall marketing mix. The plan includes an environmental scan, and a detailed communications plan with advertising, promotion and public relations recommendations and rationale.
Marketing Analysis	Students examine advanced marketing theory relating to competitive and macro-environment analysis, forecasting and demand measurement, market segmentation, target marketing, positioning, and marketing planning. Students prepare a detailed environmental scan for a client business using secondary research sources.
Marketing of Services	Students examine marketing strategies for a range of service categories and industries using appropriate principles, frameworks, and tools. Emphasis is placed on understanding the market, competitors and customer needs and behaviours in service encounters. Strategies to create profitable and loyal customer relationships are examined.
Sales Strategies & Methods	Students examine relationship selling strategies and techniques as they research, plan, prepare, and deliver a total sales solution. They explore the entire selling process from prospecting to follow-up and develop competencies in effective sales account management, account prioritizing, forecasting, and customer relationship management.
Sustainability Marketing	Students evaluate markets from a holistic perspective that includes the full impact of products and services from purchasing to consumption and post-consumption on the global socio-economic system. Accepted marketing practices are tested against society's increased awareness of environmental, economic and sustainability principles.
4000 Level	
Consumer Behaviour	Students examine the consumer decision making process. Purchasing patterns are analyzed by looking at internal and external factors that determine changing consumer trends. Students explore the complexity of consumer behaviour, attitudes, responses, and preferences. Students assess different consumer behaviour approaches, and the economic, social, cultural and physiological factors that affect consumption trends in the marketplace. Emphasis is placed on internal and external factors to analyze consumer behaviour theory to create appropriate marketing strategies.
Digital Marketing	Students develop a strategic digital communications plan for an existing business. Emphasis throughout the course will focus on creating campaigns using new media while justifying the strategic rationale for campaigns. Students explore the environment of the Internet and digital media including consumer digital behaviour and legal/ethical issues. A special emphasis is placed on the importance of deriving the business value of digital media campaigns and developing metrics to measure performance.
Global Partnerships & Distribution Channels	Students create strategies to address complex global business situations involving market entry options, distribution channels, and strategic alliances. They minimize market entry risk through the identification of the challenges to companies when considering entry into developed and

Marketing Management Courses	
	developing countries.
Marketing Innovation	Students develop innovative marketing strategies, including new product development, product improvements, innovative distribution, pricing, communications strategies, and global marketing initiatives. Attracting non-users, identifying new uses for existing products, and increasing usage rates are some of the marketing objectives that are examined.
Marketing Planning	Students develop a marketing plan based on the environmental scan completed for a client in the Marketing Analysis course. Students use advanced positioning, branding, product, and pricing strategies to construct a professional plan for a client's business. The marketing plan includes strategic recommendations, a detailed action plan and budget based on a sound marketing rationale. At the end of the semester, the plan is submitted and presented to the client for feedback.
Marketing Research & Analysis	Students determine appropriate marketing research processes, identify research problems, analyze qualitative and quantitative research data, and interpret findings to support strategic marketing decision-making. The value of marketing research information is explored to enable students to support critical decisions about the future direction of organizations and investments.
Relationship Marketing	Students examine relationships between organizations and their customers. Emphasis is placed on studying the impact of social media on customer loyalty. Students research companies and develop profitable customer-centric strategies. They build skills in market segmentation, profiling, and database usage.
Sales Leadership	Students develop a strategic understanding of the sales management function in an organization. Through the project, students research and present a major sales leadership topic. Sample topics include: territory assignment, forecasting, compensation, disciplinary management, leadership & motivation, technology, ethical and legal issues, performance evaluation, and effective team development.

Interdisciplinary Courses	
3000 Level	
International Economics & Trade	Students evaluate the theoretical rationale for international trade and finance, and the policies emanating from it. Students further assess the tools that economists use to analyze international trade, thereby gaining understanding of the critical role that international trade and investment play in the global economy.
Managing and Communicating Across Cultures	Students develop a conceptual and practical understanding of cultural differences and their impact on international business interactions. Students explore appropriate avenues for conducting business in a global context by developing strategies to deal effectively with cultural differences in communications, management and intercultural venues. In addition, students learn how to deal effectively with cultural differences in a business context by developing and reinforcing cultural and self awareness.
Project Management	Students learn the major concepts, processes and tools of project management in business projects. They apply these processes and techniques to significantly improve the efficiency with which business goals can be successfully achieved. Students develop an appreciation for the fundamental principles of project management, and the tools and techniques at their disposal to help achieve goals.
4000 Level	

<i>Interdisciplinary Courses</i>	
Contemporary Issues in Business	Students examine contemporary and emerging issues and theories as they relate to practical application in business. This course is offered in the format of either a seminar class or an individual independent study.
Creativity & Innovation in Business	Students explore the creative process in innovation and develop collaborative problem solving skills. Students examine the role of creativity and innovation in organizations and how firms succeed or fail to build competitive differentiation through innovation in products, processes and business models.
Environmental Management	Students examine systems, processes, tools and strategies, risk management techniques and legal requirements enabling organizations to assess and manage environmental performance and preserve the natural environment.
Social Entrepreneurship	Students examine the role of social entrepreneurship, analyzing how such organizations are started, and sustained, and the various business models that are adopted to achieve their mission. Emphasis is placed on defining social entrepreneurship at the intersection of the private and non-profit sectors as well as exploring a grounding of theories in social entrepreneurship.

*Course level rationale:

Level 1000: Introductory courses: No level of previous learning required.

Level 2000: Intermediate: Some previous learning required (e.g. completion of specific Level 1000 courses)

Level 3000: Advanced: Significant content-specific previous learning required (e.g. completion of specific Level 1000 and 2000 courses, and/or specified number of credits).

Level 4000: Advanced: Significant broad-based previous learning required (e.g. completion of specific Level 1000, 2000, and 3000 courses, and/or specified number of credits).

Non-Core Courses

Sheridan’s Liberal Arts and Science curriculum for degree programs is designed to contribute to the development of critical thinking, quantitative reasoning, written and oral communication skills and to allow students to engage in more than introductory level knowledge of the distinctive assumptions and modes of analysis in the following fields of study:

- Humanities
- Social Science
- Global Culture
- Mathematics
- Science

Students are expected to successfully complete:

- An Introductory 1000 Level course in a minimum of three (3) of the five (5) above fields of study (if a course is related to the degree program of study, students will not be able to select that course)
- At least two (2) courses at the Intermediate 2000 Level
- At least one (1) course at the Advanced 3000 Level
- In addition to the above, every degree program will include Composition and Rhetoric from the English/Literature discipline of Humanities
- Elective breadth courses(s) to complete the requirement for the specific degree

(Reference: Sheridan Breadth Policy 2012)

Course Schedule 2

See Section 15.7 for a sample student program which depicts a semester-by-semester example within the BBA SCM program.

Course Level	Course Title	Core Hrs	Non-Core Hrs	Prerequisite	Highest Qualification earned and discipline of study
1000	Business Calculus and Algebra	42		N/A	Ph.D. (Applied Math) Ph.D. (Math) M.A (Math) M. Math/M.B.A.
1000	Business Communications	42		N/A	M.A. (History, English)
1000	Business Fundamentals	42		N/A	Ph.D. (Math) Ph.D. (Mgmt, Corp Strategy, Int'l Business) Ph.D. (Econ Dev; Corp Strategy) D.Sc. (Operations Mgmt, Innovation) M.B.A
1000	Business Processes	42		Business Fundamentals	Ph.D. (Sustainability, Supply Chain) Ph.D. (Math) D.Sc. (Operations Mgmt, Innovation) M.B.A. M. Math/M.B.A.
1000	Financial Accounting	42		N/A	Ph.D. (International Economics; Accounting; Finance) D.B.A. M.B.A.
1000	Macroeconomics	42		N/A	Ph.D. (Economics; Governance) Ph.D. (International Economics; Accounting; Finance) M.A. (International Relations) M.B.A/MA (Economics)
1000	Microeconomics	42		N/A	Ph.D. (Economics; Governance) Ph.D. (International Economics; Accounting; Finance) M.A. (International Relations) M.B.A/MA (Economics)
1000	Organizational Behaviour	42		N/A	Ph.D. (OB/HRM) Ph.D. (Econ Dev; Corp Strategy) M.B.A. M.Ed M.A. (Economics)
1000	Composition & Rhetoric		42	On file with PEQAB	M.A., Ph.D. preferred
1000	Breadth Elective		42		
1000	Marketing Fundamentals	42		N/A	Ph.D. (Marketing; Consumer Behaviour) Ph.D. (Marketing; Innovation) M.B.A.
2000	Applied Research in Business	42		Business Statistics	Ph.D. (Applied Math) Ph.D. (Math) Ph.D. (OB/HRM) Ph.D. (Econ Dev; Corp Strategy) Ph.D. (Marketing; Consumer Behaviour)

Sheridan College Institute of Technology and Advanced Learning

					Ph.D. (Sustainability, Supply Chain) M.A. (Math) M. Math/M.B.A.
2000	Business Information Systems	42		N/A	M.B.A.
2000	Business Law	42		N/A	Ph.D. (Law) LL.M.
2000	Business Statistics	42		Business Calculus & Algebra	Ph.D. (Applied Math) Ph.D. (Math) Ph.D. (Sustainability; Supply Chain) M.A. (Math) M. Math/M.B.A.
2000	Finance Fundamentals	42		Financial Accounting	D.B.A M.B.A. M.A. (Economics)
2000	Managerial Accounting	42		Financial Accounting	Ph.D. (International Economics; Accounting; Finance) D.B.A. M.B.A.
2000	Supply Chain and Operations Management	42		Business Processes	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) D.Sc. (Operations Mgmt, Innovation) M.B.A. M. Math
1000	Breadth Elective		42		
2000	Breadth Elective		42		
3000	Ethics, Sustainability & Corporate Social Responsibility	42		N/A	Ph.D. (Law) LL.M.
Complete one of the following two courses:					
3000	Global Business Environment Or	42		N/A	Ph.D. (Mgmt, Corp Strategy, Int'l Business) Ph.D. (Economics; Governance) Ph.D. (International Economics; Accounting; Finance) M.A. (International Relations) M.A. (Economics) M.B.A.
3000	Entrepreneurship			N/A	Ph.D. (Econ Dev; Cop Strategy) M.B.A
3000	Global Sourcing and Purchasing Management	42		Supply Chain and Operations Management	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) D.Sc. (Operations Mgmt; Innovation) M.B.A. M. Math
3000	Operations Management 1	42		Supply Chain and Operations Management; Business Statistics	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) D.Sc. (Operations Mgmt; Innovation) M.B.A. M. Math
4000	Demand Management & Sales Operations	42		Operations Management 1; Managerial	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) M.B.A.

Sheridan College Institute of Technology and Advanced Learning

	Planning			Accounting	M. Math
4000	Strategic Management	42		Students must complete 70 credits prior to completing this course including Applied Research in Business	Ph.D. (Math) Ph.D. (Mgmt; Corp Strategy; Int'l Mgmt) Ph.D. (Econ Dev; Corp Strategy) Ph.D. (Marketing; Innovation) Ph.D. (International Economics; Accounting; Finance) D.Sc. (Operations Mgmt; Innovation) M.B.A M. Math
4000	Value Chain Analysis	42		Operations Management 1; Managerial Accounting	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) M. Math M.B.A.
Complete 2 of the following 4 BBA SCM courses					
3000	Inventory and Warehouse Management	42		Operations Management 1	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) M. Math M.B.A.
3000	Global Transportation and Distribution			Operations Management 1	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) M. Math M.B.A.
4000	Operations Management 2			Operations Management 1; Business Statistics	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) D.Sc. (Operations Mgmt; Innovation) M. Math M.B.A.
4000	Supply Chain Finance			Supply chain & Operations Management; Finance Fundamentals	Ph.D. (Sustainability; Supply Chain) Ph.D. (Math) M. Math M.B.A. M.A. (International Relations)
Complete one of the following two courses:					
4000	Integrated Industry Project Or	42		Strategic Management	Ph.D. (Math) Ph.D. (Mgmt; Corp Strategy; Int'l Business) Ph.D. (Econ Dev; Corp Strategy) Ph.D. (Marketing; Innovation) D.Sc. (Operations Mgmt; Innovation) M.B.A M. Math
4000	Research Thesis			Strategic Management	Ph.D. (Math) Ph.D. (Mgmt, Corp Strategy; Int'l Business) Ph.D. (Econ Dev; Corp Strategy) Ph.D. (Marketing; Innovation) Ph.D. (Marketing; Consumer Behaviour) Ph.D. (Sustainability; Supply Chain) Ph.D. (International Economics; Accounting; Finance)
3000 or 4000	Business Elective	42			Masters, Ph.D. Preferred
3000 or 4000	Business Elective	42			

Sheridan College Institute of Technology and Advanced Learning

3000 or 4000	Business Elective	42			
3000 or 4000	Business Elective	42			
3000 or 4000	Business Elective	42			
3000 or 4000	Business Elective	42			
2000	Breadth Elective		42		
3000	Breadth Elective		42		
Any level	Breadth Elective		42		
Any level	Breadth Elective		42		
Subtotal Course Hours		1,344	336		
Total Program Hours		1,680	Note: total non-core hours divided by total program hours = 20%. Therefore, non-core curriculum component meets PEQAB requirements.		

4.6 Work Experience

Sheridan College has a successful program of providing students with career education curriculum and of facilitating work experiences for students through our well-established Co-operative Education and Internship Office (CEIO). The CEIO employs over 24 staff and partners with over 12,000 employers to provide curriculum related work experience for students. CEIO's dedicated personnel work diligently to educate certificate, diploma and degree students on job search and career management strategies that will serve them in securing Co-op work term opportunities and internship positions and maximizing learning during the work term.

The CEIO advisors are very experienced and are thoroughly familiar with the scope and requirements of these opportunities. In addition, the Faculty of Business is increasingly dedicated to facilitating partnerships with industry practitioners who may want to avail themselves of our state-of-the-art facilities, with access to students during their co-op terms to work on projects at Sheridan. Such partnerships can be extremely attractive to industry, and have great benefit to our students as additional work experiences.

The Co-operative Education/Internship Model

The Co-op/Internship model is based on the principle that an academic program combined with work experience is relevant to and desirable for effective employment preparation. Work term employment, which varies from sector to sector, allows students to acquire experience in their areas of career interest, while academic terms are devoted primarily to fundamental and theoretical studies. These practical experiences and academic studies complement one another.

The motivation, responsibility, and opportunity for insight gained through Co-operative education/internship can be of significant value to the student's future. The concept enables those with a career orientation to become full-time students of their subject, both during the academic terms and during the related work terms, within a structure of organized purpose and serious study.

The CEIO at Sheridan uses a competitive employment process model. While the CEIO makes every effort to assist students in gaining employment, there is no guarantee that every student will become employed through the Co-op/Internship employment process. The CEIO is responsible for the review and approval of Co-op /Internship job postings, but the CEIO does not assume responsibility for endorsing the companies.

Co-operative Education/Internship for BBA SCM Students

Students must complete a mandatory 14-week internship to qualify for graduation. Students must have completed 90 credits and must be in good standing to be eligible to participate in the internship.

Students may also apply to enter the Co-op option in the program through a competitive application process. This option allows those students accepted to complete up to four co-op work terms. Students in the Co-op option will be eligible for the first work term after the successful completion of 45 academic credits and meeting minimum 3.0 GPA requirements. The work term experiences will draw upon many of the program learning outcomes with the intent of preparing graduates for employment in their field. Specifically, it will expose students to business structure and function, management and leadership styles, implementation of business strategies, group dynamics and effective communication strategies in the workforce. In the co-op work terms and internship, students will have the opportunity to apply learning from their program of study.

Nature of Work Terms

Students in the program will participate in a variety of internship, Co-op and employment areas, in different industries as well as public, private, government, and non-profit organizations. Positions in the supply chain and logistics professions may be operational, technical or management focused. Work term and employment opportunities will have numerous diverse aspects that will assist students in meeting program learning outcomes.

A list of employers were contacted and surveyed for their interest in accepting BBA students for work term opportunities. See Section 7.2 for letters of support.

Students can be expected to undertake different types of positions as follows:

- Supply Chain Assistant
- Procurement Assistant
- Inventory and Process Control
- Logistics/Transportation Assistant
- Forecasting
- Materials Management support
- Warehouse Assistant
- Operations Assistant
- Facilities Operations

Support for Work Experience

There are four partners in the Cooperative Education and Internship Programs at Sheridan: the CEIO, Students, Employers, and Academic Departments. The success of the program relies upon all parties understanding their responsibilities.

The Co-operative Education and Internship Office

Currently, the CEIO supports 26 Co-op programs at Sheridan, with students enrolled in a wide range of programs including: arts and animation, business, health, applied computing and engineering sciences.

The CEIO mandate is to:

- Provide the delivery and evaluation of Co-op and Internship preparatory and work term curricula (e.g., career planning skills including self-assessment, résumé and cover letter preparation, job search techniques and effective interviewing skills)
- Develop job opportunities and secure potential employers
- Arrange recruiting interviews for Co-op and internship students
- Provide professional career guidance to students
- Maintain Co-op and internship student records
- Monitor Co-op and internship work terms by visiting and/or telephoning students and employers on the job
- Support students in Co-op/internship work term opportunities before, during and after their work terms to help maximize the students' whole education and career experience

The Student

Students must abide by all Co-op and internship policies and procedures. The responsibilities of the student include:

- Successful completion of Co-op/Internship preparatory course

- Maintain good academic standing
- Complete all Co-op work term assignments
- Exhibit professional conduct during job search and work term
- Relate classroom learning to the workplace – this benefits both student and employer
- Exercise ethical workplace conduct and represent Sheridan with a standard of conduct and performance which will further enhance the relationship between Sheridan and the employer
- Maintain employer confidentiality
- Abide by the policies and procedures of employer
- Accept constructive feedback, suggestions for improvement in a positive manner
- Resolve problems or issues that may arise in a prompt, professional manner
- Be a productive and responsible employee and take initiative as appropriate
- Advise the employer and Internship advisor of any concerns or problems with work assignments or environmental issues as soon as they arise
- Set realistic expectations and goals that will encourage self improvement and benefit the employer

The Employer

To increase the student’s productivity and facilitate learning, it is recommended that employers:

- Advise the students with regards to all issues of confidentiality in the workplace and ensure that any non-disclosure agreements are signed prior to the commencement of work
- Prepare the student’s co-workers and other staff for the arrival of the student
- Provide the student with an orientation to the workplace, including an overview of the organization (e.g. mission statement, products, etc.), physical layout, relevant personnel, safety practices, and the duties or tasks expected during the work term
- Provide a supervisor for the Co-op and internship student who will oversee the student’s work and discuss expectations for the work term with the student and, on a regular basis, give the student feedback on how he/she is doing, including areas of strength and areas which require improvement

The Academic School

The Academic Department is responsible for all academic components of the Co-op or Degree program. A CEIO Student Advisor works closely with each Academic Program Coordinator to ensure standards are established and relevant information is shared.

Work Experience Learning Outcomes

Work Experience Outcomes	How work experience puts into practice the program outcomes	Method of evaluating student during placement
<i>By the end of the work experience, students will have demonstrated the ability to:</i>	<i>During the work experience, students may perform some or all of the following types of tasks with support achievement of program learning outcomes:</i>	<i>E.g., question(s) on the Employer Evaluation as follows:</i>
Function effectively and professionally as part of a work team	Meet with other members of the team to develop strategic and operational plans. Collaborate with the team on resourcing, allocation of tasks, timetables and definition of success.	Interpersonal skills Collaboration Leadership and Followership

Work Experience Outcomes	How work experience puts into practice the program outcomes	Method of evaluating student during placement
	Supports BBA Supply Chain Management program outcomes: 1-10, 13, 14, 17, 21	
Exhibit adaptive and innovative responses to a variety of professional needs and situations	Collaborate with the team to find appropriate and innovative solutions to business challenges. Anticipate actions required to support and perform tasks. Identify workflow processes and areas that could be improved. Supports BBA Supply Chain Management program outcomes: 1, 3, 4, 5, 6, 7, 10, 14,15,16,22	Innovative Creativity Judgment Problem Solving abilities Initiative Communication
Exhibit knowledge of processes and requirements in the professional working environment	Participate in research to support the development of a concept or idea. Contribute to the iterative improvement of business processes. Supports BBA Supply Chain Management program outcomes:2, 6, 9, 10, 12, 18, 22	Technology Adaptation to Formal Organizational Rules & Policies Quantity of Work
Communicate clearly, concisely and correctly as appropriate to the requirements of the position	Communicate effectively with members of the business team. Participate in meetings. Use listening skills in order to correctly follow instructions from supervisor. Supports BBA Supply Chain Management program outcomes: 1, 4, 10, 11, 14, 19, 21	Communication, verbal and written
Manage the use of time and other resources to attain work goals within established timelines	Assist in the preparation and completion of assigned work on schedule. Identify resources require to attain work goals. Supports BBA Supply Chain Management program outcomes: 1-10, 14, 18, 21	Organization and Planning
Exhibit improvement after receiving constructive feedback and take responsibility for own actions and decisions	Reflect on performance of duties and make necessary adjustment to performance. Solicit and respond to supervisor feedback on performance. Supports BBA Supply Chain Management program outcomes: 4, 6, 11, 15, 17, 20	Response to Supervision
Identify combination of personal skills, work ethics, positive attitude and behaviours required to secure, maintain and advance on the job	Exhibit appropriate behaviours in the workplace. Discuss requirements of job and performance with supervisor. Identify and integrate behaviours that contribute to success in the profession. Supports BBA Supply Chain Management program outcomes: 4, 10, 11, 14, 17, 19, 21	Interest in Work Ability to Learn Prioritization of work Quality of Work Quantity of Work Dependability Attendance Punctuality
Evaluate the breadth and scope of the employment opportunities in the business field	Demonstrate a global awareness of business decision making and process Supports BBA Supply Chain Management program outcomes: 1-10, 12, 13, 15, 16, 20, 22,	Initiative Judgment

Work Experience Outcomes	How work experience puts into practice the program outcomes	Method of evaluating student during placement
	23	
Apply skills and theoretical knowledge of business courses and concepts	Provide value to organizations by applying skills and knowledge in their areas of concentration. Supports BBA Supply Chain Management program outcomes: 1-10, 12,13, 15, 16, 20, 22, 23	Analytical Skills Creativity Judgment Problem Solving Communication

Sheridan is a member of the World Association of Co-operative Education (WACE). Our Work Experience Outcomes are in line with WACE standards.

Methods of Evaluating Students During Work Terms

Grading of the work term is Pass/Fail. Evaluation of the work term is based on timely submission of following documentation:

- Confirmation of Employment Report
- Employer Evaluation of Co-op /Internship Student Report
- Work Term Report

The Confirmation of Employment Report is a written contract outlining the parameters of the Co-op/internship, including roles and responsibilities, start and end dates, who will be supervising the student, and expected learning outcomes. It represents an agreement among the employer, the student, and Sheridan.

The Employer Evaluation of Co-op /Internship Student Report is for the employer to report on the student’s performance on a range of dimensions (e.g., quality of work, ability to learn, attendance, punctuality, overall performance). The employer provides a written assessment of both areas of strength and areas of improvement for the student.

At the end of the internship, the student prepares a Work Term Report. This report provides information on the company, a synopsis of duties performed, and a full description of one technical and one transferable skill enhanced or developed while on the work term. This report illustrates the understanding and experience acquired during the co-op /internship and provides an opportunity to update the student’s résumé. Employer and student reports are reviewed by Sheridan faculty and staff and a final grade of pass or fail is assigned.



SHERIDAN INSTITUTE OF TECHNOLOGY AND
ADVANCED LEARNING



**EMPLOYER EVALUATION OF STUDENT INTERNSHIP
BBA Supply Chain Management**

Name **Student Number:** **Campus:**

Program/Option: **Academic Semester Completed:** **Work Term:**
1 2 3 4 5 6

Work Term Duration: (YY/MM/DD to YY/MM/DD) **Total # of hours worked:**

Company Name: **Address:**

Supervisor's Name: **Title:** **Phone Number:**

This evaluation form should be completed by the individual in the best position to provide a candid evaluation of the student's performance.

Each student will benefit from constructive criticism and would recommend this evaluation is discussed with the student. The student should also complete the designated section entitled "Student's Comments."

After completing this form, please provide the student with a copy and have the student forward the original to Sheridan's Co-op Office.

Students – Please note: Work term grading is based on submission of the following:

1. Confirmation of Co-op Employment form
2. Work Term Report
3. Employer Evaluation of Student Internship form

Grading System					
5 Points	4 Points	3 Points	2 Points	1 Point	Not Applicable
Interest in Work					
o High interest in job. Takes pride in doing job well.	o More than average amount of interest and enthusiasm for job	o Satisfactory interest and enthusiasm for job.	o General interest. Occasionally enthusiastic.	o Little interest or enthusiasm for job.	o Not applicable.
Initiative					
o Self-starter. Asks for new jobs and looks for work to do.	o Acts voluntarily in most matters.	o Acts voluntarily in routine matters.	o Relies on others. Must be told what to do.	o Always waits to be told what to do next.	o Not applicable.
Organization and Planning					
o Outstanding job of planning and organizing work and time.	o Usually organizes work and time effectively.	o Does normal amount of planning and organizing.	o More often than not fails to organize and plan work effectively.	o Consistently fails to organize and plan work effectively.	o Not applicable.
Ability to Learn					
o Excellent	o Quick to learn.	o Average.	o Slow to understand new information.	o Very slow in understanding new information.	o Not applicable.
Quality of Work					
o Very thorough in performing work.	o Usually thorough.	o Work usually passes review.	o More than average number of errors.	o Work usually done in careless manner.	o Not applicable.
Quantity of Work					
o Highly productive	o More than expected amount of productivity.	o Expected amount of productivity.	o Less productive than expected.	o Very low productivity.	o Not applicable.
Creativity					
o Continually seeks new and better ways of doing things; is extremely innovative.	o Frequently suggests new ways of doing things.	o Has average amount of imagination; has reasonable amount of new ideas.	o Occasionally comes up with a new idea.	o Rarely has a new idea; is not very imaginative.	o Not applicable.
Judgment					
o Exceptionally good. Decisions based on thorough analysis of problems.	o Uses good common sense. Usually makes good decisions.	o Judgment usually good in routine situations.	o Average judgment.	o Poor judgment. Jumps to conclusions without sufficient knowledge.	o Not applicable.
Dependability					
o Can be depended upon in any situation.	o Can usually be depended upon in most situations.	o Can be depended upon in routine situations.	o Average. Needs checking.	o Unreliable.	o Not applicable.
Interpersonal Skills					
o An excellent team player. Contributes to group relationships and effectiveness.	o Congenial and helpful. Works well with associates.	o Most relations with others are harmonious under normal circumstances.	o Average worker.	o Sometimes antagonizes others or tends to be overly quiet.	o Not applicable.
Response to Supervision					
o Expresses appreciation and takes prompt action on suggestions and criticism by supervisor.	o Willingly accepts suggestions and criticism by supervisor.	o Accepts suggestions and criticism by supervisor in satisfactory manner.	o Accepts suggestions and criticisms by supervisor. Sometimes fails to recognize own limitations.	o Resents suggestions and criticism by supervisor.	o Not applicable.

Grading System

5 Points	4 Points	3 Points	2 Points	1 Point	Not Applicable
----------	----------	----------	----------	---------	----------------

Communication, Written

- | | | | | | |
|--|--|--|--|---|---------------------------------------|
| <input type="radio"/> Always clear, well organized, concise, readable with few errors. | <input type="radio"/> Normally very clear, well organized and easily read. | <input type="radio"/> Usually clear and concise. | <input type="radio"/> Occasionally encounters difficulty in writing clearly and concisely. | <input type="radio"/> Not clear to the extent of causing confusion and interfering with work. | <input type="radio"/> Not applicable. |
|--|--|--|--|---|---------------------------------------|

Communication, Verbal

- | | | | | | |
|--|--|--|---|--|---------------------------------------|
| <input type="radio"/> Concise information in a clear, well organized and easily understood manner. | <input type="radio"/> Very clear and understandable. | <input type="radio"/> Usually clear and concise. | <input type="radio"/> Occasionally encounters difficulty in speaking clearly and concisely. | <input type="radio"/> Weak communication skills. | <input type="radio"/> Not applicable. |
|--|--|--|---|--|---------------------------------------|

Leadership Qualities

- | | | | | | |
|--|--------------------------------------|--------------------------------|--|---|---------------------------------------|
| <input type="radio"/> Excellent. Promotes enthusiasm. Can direct others. | <input type="radio"/> Above average. | <input type="radio"/> Average. | <input type="radio"/> Less than average. | <input type="radio"/> Does not show this skill. | <input type="radio"/> Not applicable. |
|--|--------------------------------------|--------------------------------|--|---|---------------------------------------|

Adaptation to Formal Organizations, Rules and Policies (including safety guidelines)

- | | | | | | |
|--|--------------------------------------|---------------------------------|---|-------------------------------------|---------------------------------------|
| <input type="radio"/> Excellent. Adapted to and recognized formal organizational structures, rules and policies. | <input type="radio"/> Above average. | <input type="radio"/> Adequate. | <input type="radio"/> Poor. Refused to recognize formal procedures and rules. | <input type="radio"/> Unacceptable. | <input type="radio"/> Not applicable. |
|--|--------------------------------------|---------------------------------|---|-------------------------------------|---------------------------------------|

Attendance

- | | |
|-------------------------------|---------------------------------|
| <input type="radio"/> Regular | <input type="radio"/> Irregular |
|-------------------------------|---------------------------------|

Punctuality

- | | |
|-------------------------------|---------------------------------|
| <input type="radio"/> Regular | <input type="radio"/> Irregular |
|-------------------------------|---------------------------------|

Problem Solving Abilities

- | | | |
|---------------------------------|-------------------------------|----------------------------|
| <input type="radio"/> Excellent | <input type="radio"/> Average | <input type="radio"/> Poor |
|---------------------------------|-------------------------------|----------------------------|

Overall Performance:

- | | | | | |
|---------------------------------|-------------------------------------|------------------------------------|--|--------------------------------------|
| <input type="radio"/> Excellent | <input type="radio"/> Above Average | <input type="radio"/> Satisfactory | <input type="radio"/> Needs improvement. | <input type="radio"/> Unsatisfactory |
|---------------------------------|-------------------------------------|------------------------------------|--|--------------------------------------|

USE OF TECHNOLOGY:

5 Points	4 Points	3 Points	2 Points	1 Point	Not Applicable
----------	----------	----------	----------	---------	----------------

The student is competent in creative technologies:

- | | | | | | |
|----------------------------------|--------------------------------------|------------------------------------|--------------------------------------|------------------------------------|---------------------------------------|
| <input type="radio"/> Excellent. | <input type="radio"/> Above average. | <input type="radio"/> Satisfactory | <input type="radio"/> Below average. | <input type="radio"/> Unacceptable | <input type="radio"/> Not applicable. |
|----------------------------------|--------------------------------------|------------------------------------|--------------------------------------|------------------------------------|---------------------------------------|

The student uses technologies appropriately to create creative concepts:

- | | | | | | |
|----------------------------------|--------------------------------------|------------------------------------|--------------------------------------|------------------------------------|---------------------------------------|
| <input type="radio"/> Excellent. | <input type="radio"/> Above average. | <input type="radio"/> Satisfactory | <input type="radio"/> Below average. | <input type="radio"/> Unacceptable | <input type="radio"/> Not applicable. |
|----------------------------------|--------------------------------------|------------------------------------|--------------------------------------|------------------------------------|---------------------------------------|

Areas of Strength:

1. _____
2. _____
3. _____

Areas for Improvement:

1. _____
2. _____
3. _____

Based on your experience this year, would you be interested in participating in our BBA, Supply Chain Management Internship Program next year:

- Yes
 No

Comments on Overall Performance:

Comment on the student as a potential candidate for permanent employment following graduation:

Student's Comments:

Supervisor's Signature:

Title:

Date:

Student's Signature:

Position:

Date:

4.8 Bridging

Sheridan has developed degree completion pathways for graduates from two and three-year diploma Ontario college graduates. There are no special bridging courses required.

4.8.1 Bridging Course Descriptions

Not applicable to this submission.

4.8.2 Bridging Course Outlines

Not applicable to this submission.

4.8.3 Gap analysis

The following analysis compares the proposed BBA degree program level outcomes against the relevant Ministry standard program outcomes (MTCU 62900/60200/60223/60201/50200) for both three and two year diplomas. The degree completion requirements follow the table for each program.

BBA Supply Chain Management and 3 year Business Administration - Marketing Advanced Diploma (MTCU62900)

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization's supply chain.	3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services. 9. Develop strategies to establish effective working relationships with clients, customers, consumers, co-workers, supervisors, and others.	The diploma lacks sufficient depth with regard to responsibilities and inter-relations of supply chain stakeholders.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization's strategic plan.	3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services. 9. Develop strategies to establish effective working relationships with clients, customers, consumers, co-workers, supervisors, and others.	The diploma lacks sufficient depth with regard to supply chain design and redesign.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.	3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services. 9. Develop strategies to establish effective working relationships with clients,	The diploma lacks sufficient depth with regard to the impacts of supply chain configuration, especially from a global perspective.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis • Business Law

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
	customers, consumers, co-workers, supervisors, and others. 15. Apply the principles of business ethics and corporate social responsibility.		
4. Optimize the value to customers, markets and other stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.	3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services.	The diploma lacks sufficient depth with regard to supply chain models and frameworks.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.	3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services. 9. Develop strategies to establish effective working relationships with clients, customers, consumers, co-workers, supervisors, and others.	The diploma lacks sufficient depth with regard to collaborative business processes.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Global Sourcing and Purchasing Management • Value Chain Analysis
6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.	6. Formulate and prepare a marketing plan including marketing objectives, marketing mix, marketing strategies, budgetary considerations, and evaluation criteria.	The diploma lacks sufficient depth with regard to how outsourcing impacts the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.		The diploma lacks sufficient depth with regard to the interdependence of metrics, particularly with those related to the supply chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.		The diploma lacks sufficient depth with regard to impact of technology on the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Value Chain Analysis • Global Business Environment

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
9. Assess business plans and practices from the viewpoint of sustainability.	15. Apply the principles of business ethics and corporate social responsibility.	The diploma lacks sufficient depth with regard to sustainability.	Students will be required to take: <ul style="list-style-type: none"> • Ethics, Sustainability & Corporate Social Responsibility • Supply Chain and Operations Management • Global Sourcing and Purchasing Management • Value Chain Analysis
10. Assess the risk associated with various supply chain practices.		The diploma lacks sufficient depth with regard to supply chain risk.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
11. Communicate effectively in a variety of organizational settings.	10. Communicate marketing information persuasively and accurately in oral, written, and graphic formats.	Diploma graduates will have the fundamentals of communication. However, the degree course places more emphasis on research and on structured and sustained written argument.	Students will be required to take: <ul style="list-style-type: none"> • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Internship • Creative Learning Portfolio
12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.	5. Evaluate results of marketing activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria. 12. Conduct primary and secondary market research to provide information needed to make marketing decisions.	Diploma graduates will have many of the required quantitative analysis skills to attain this outcome. However, the degree places a greater emphasis on research and also requires higher quantitative skills in calculus/algebra.	Students will be required to take: <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
13. Develop comprehensive strategic and tactical plans for an organization.	6. Formulate and prepare a marketing plan including marketing objectives, marketing mix, marketing strategies, budgetary considerations, and evaluation criteria.	Diploma graduates will have knowledge of key areas such as Human Resource Management, Marketing and Economics and in particular the use of managerial and financial accounting and corporate finance to analyze problems and formulate strategies. Gaps relate to the analysis of complex business situations that require tactical and strategic planning	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning
14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.	12. Develop personal professional development strategies and plans to enhance leadership, management skills, and marketing expertise	The diploma program encourages the development of these skills but further development is required . The diploma does not adequately address the multi and inter disciplinary components	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Internship
15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.	4. Determine strategies for developing new and modified products, concepts, goods, and services that respond to evolving market needs.	Diploma graduates will have started to develop their Creative and critical thinking skills. Further development is required	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
			Purchasing Management <ul style="list-style-type: none"> • Value Chain Analysis • Composition and Rhetoric
16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.	8. Address marketing problems and opportunities using a variety of strategies and tactics. 2. Develop pricing strategies which take into account perceived value, competitive pressures, corporate objectives, and cost analysis. 5. Evaluate results of marketing activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria.	The diploma does not adequately address problem solving requirement.	Students will be required to take: <ul style="list-style-type: none"> • Organizational Behaviour • Business Calculus and Algebra • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
17. Demonstrate ethical and socially responsible behaviour.	16. Apply the principles of business ethics and corporate social responsibility.	Diploma graduates will have begun to develop their ethical and social behaviour. More is required in the area of Corporate Social Responsibility	Students will be required to take: <ul style="list-style-type: none"> • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Organizational Behaviour • Creative Learning Portfolio • Internship
18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.	17. Adapt to and apply various and changing technologies, systems, and computer applications used in marketing environments.	Diploma graduates will have had an opportunity to integrate technology in business solutions.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Managerial Accounting • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
			Sales Operations Planning • Value Chain Analysis
19. Build effective internal and external relationships using influencing, communication and consultative skills.	9. Develop strategies to establish effective working relationships with clients, customers, consumers, co-workers, supervisors, and others.	Diploma graduates will have developing skills in this area.	Students will be required to take: • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Internship • Creative Learning Portfolio
20. Evaluate the dynamics of the global business environment from a competitive and economic perspective.		The Diploma does not adequately address the Global requirement	Students will be required to take: • Supply Chain and Operations Management • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Global Business Environment
21. Develop self leadership strategies to enhance personal and professional effectiveness.	12. Develop personal professional development strategies and plans to enhance leadership, management skills, and marketing expertise.	The Diploma does not adequately address the professional effectiveness skills.	Students will be required to take: • Strategic Management • Integrated Industry Project OR Research Thesis • Organizational Behaviour • Creative Learning Portfolio • Internship
22. Assess business processes relative to organizational goals.	5. Evaluate results of marketing activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria. 7. Project the impact of a marketing initiative using quantitative information.	The Diploma does not adequately address the assessment of business processes	Students will be required to take: • Business Processes • Supply Chain and Operations Management • Organizational Behaviour • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis Operations Management 1 • Value Chain Analysis
23. Perform robust research through the application of accepted applied	12. Conduct primary and secondary market research to provide information needed to make marketing	The Diploma does not adequately address the requirement of	Students will be required to take: • Business Processes • Applied Research in Business • Ethics, Sustainability and

BBA SCM Program Learning Outcomes	MTCU62900 Program Learning Outcomes	GAP identified	Gap remediation
research methodologies.	decisions.	applied research skills	Corporate Social Responsibility <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis

3 year Ontario College Business Administration - Marketing Advanced Diploma Learning Outcomes (MTCU62900)

1. Develop an integrated marketing communication strategy for marketing products, concepts, goods, or services based on an identified target market.
2. Develop pricing strategies which take into account perceived value, competitive pressures, corporate objectives, and cost analysis.
3. Develop strategies for the efficient and effective distribution of products, concepts, goods, and services.
4. Determine strategies for developing new and modified products, concepts, goods, and services that respond to evolving market needs.
5. Evaluate results of marketing activities using criteria related to budgeted sales, costs, profits, and other appropriate criteria.
6. Formulate and prepare a marketing plan including marketing objectives, marketing mix, marketing strategies, budgetary considerations, and evaluation criteria.
7. Project the impact of a marketing initiative using quantitative information.
8. Address marketing problems and opportunities using a variety of strategies and tactics.
9. Develop strategies to establish effective working relationships with clients, customers, consumers, co-workers, supervisors, and others.
10. Communicate marketing information persuasively and accurately in oral, written, and graphic formats.
11. Evaluate the viability of marketing products, concepts, goods, or services in an international market or markets.
12. Conduct primary and secondary market research to provide information needed to make marketing decisions.
13. Develop personal professional development strategies and plans to enhance leadership, management skills, and marketing expertise.
14. Assist in the development of a business plan.
15. Apply the principles of business ethics and corporate social responsibility.
16. Use professional sales techniques to make a sale.
17. Adapt to and apply various and changing technologies, systems, and computer applications used in marketing environments.

Diploma to Degree Completion from 3 Year Business Administration - Marketing Advanced Diploma

Based on the gap analysis students will need to complete 23 courses to fulfill the degree completion requirements. Please see the exhibits below for the required courses and exemptions.

Required Courses

# courses	Course Names
23	<p>16 Required courses</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Business Law • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis <p>Two of the following electives</p> <ul style="list-style-type: none"> • Global Transportation and Distribution • Operations Management 2 • Inventory and Warehouse Management • Supply Chain Finance <p>5 Breadth requirement and electives</p> <ul style="list-style-type: none"> • Composition & Rhetoric • 4 Breadth Electives

Exempted courses

# courses	Course Names
18	<ul style="list-style-type: none"> • Business Fundamentals • Microeconomics • Macroeconomics • Marketing Fundamentals • Financial Accounting • Finance Fundamentals • Business Communications • Business Statistics • 3 Breadth Electives (Subject to the Breadth Policy requirements) • 7 Business Electives

BBA Supply Chain Management and 3 year General Business Administration Advanced Diploma (MTCU60200)

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization's supply chain.	10. Take into account the interrelationship among the functional areas of a business. 19. Develop a business plan in collaboration with others.	The diploma lacks sufficient depth with regard to responsibilities and inter-relations of supply chain stakeholders.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization's strategic plan.	10. Take into account the interrelationship among the functional areas of a business.	The diploma lacks sufficient depth with regard to supply chain design and redesign.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.	19. Develop a business plan in collaboration with others.	The diploma lacks sufficient depth with regard to the impacts of supply chain configuration, especially from a global perspective.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis • Global Business Environment
4. Optimize the value to customers, markets and other stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.	10. Take into account the interrelationship among the functional areas of a business. 12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources. 13. Apply creative problem-solving skills to address business problems and opportunities.	The diploma lacks sufficient depth with regard to supply chain models and frameworks.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
<p>5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.</p>	<p>10. Take into account the interrelationship among the functional areas of a business.</p>	<p>The diploma lacks sufficient depth with regard to collaborative business processes.</p>	<ul style="list-style-type: none"> • Value Chain Analysis <p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.</p>	<p>16. Take into account the impact of the economic, social, political, and cultural variables which affect a business operation. 19. Develop a business plan in collaboration with others.</p>	<p>The diploma lacks sufficient depth with regard to how outsourcing impacts the value chain.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Global Business Environment
<p>7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.</p>	<p>5. Apply knowledge of the human resources function to the management of an organization. 6. Apply knowledge of the marketing function to the management of an organization. 7. Apply accounting and financial knowledge to the management of an organization. 8. Apply knowledge of operations management to the management of an organization. 9. Apply computer skills and knowledge of information technology to support the management of an organization. 10. Take into account the interrelationship among the functional areas of a business.</p>	<p>The diploma lacks sufficient depth with regard to the interdependence of metrics, particularly with those related to the supply chain.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.	10. Take into account the interrelationship among the functional areas of a business.	The diploma lacks sufficient depth with regard to impact of technology on the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Value Chain Analysis • Global Business Environment
9. Assess business plans and practices from the viewpoint of sustainability.	2. Work in a manner consistent with law and professional standards, practices, and protocols.	The diploma lacks sufficient depth with regard to sustainability.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Global Sourcing and Purchasing Management • Value Chain Analysis
10. Assess the risk associated with various supply chain practices.		The diploma lacks sufficient depth with regard to supply chain risk.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Global Business Environment
11. Communicate effectively in a variety of organizational settings.	1. Communicate Business related information persuasively and accurately in oral, written, and graphic formats. 11. Work effectively with co-workers, supervisors, and others. 18. Plan, prepare, and deliver a variety of presentations.	Diploma graduates will have the fundamentals of communication. However, the degree course places more emphasis on research and on structured and sustained written argument.	Students will be required to take: <ul style="list-style-type: none"> • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
			<ul style="list-style-type: none"> • Internship • Creative Learning Portfolio
<p>12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.</p>	<p>7. Apply accounting and financial knowledge to the management of an organization.</p>	<p>Diploma graduates will have many of the required quantitative analysis skills to attain this outcome.</p> <p>However, the degree places a greater emphasis on research and also requires higher quantitative skills in calculus/algebra.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Value Chain Analysis
<p>13. Develop comprehensive strategic and tactical plans for an organization.</p>	<p>10. Take into account the interrelationship among the functional areas of a business.</p> <p>19. Develop a business plan in collaboration with others.</p>	<p>Diploma graduates will have knowledge of key areas such as Human Resource Management, Marketing and Economics and in particular the use of managerial and financial accounting and corporate finance to analyze problems and formulate strategies.</p> <p>Gaps relate to the analysis of complex business situations that require tactical and strategic planning</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning
<p>14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.</p>	<p>1. Communicate business-related information persuasively and accurately in oral, written, and graphic formats.</p> <p>11. Work effectively with co-workers, supervisors, and others.</p>	<p>The diploma program encourages the development of these skills but further development is required.</p> <p>The diploma does not adequately address the</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
	17. Apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization.	multi and inter disciplinary components	<ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Internship
15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.	10. Take into account the interrelationship among the functional areas of a business. 12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources. 13. Apply creative problem-solving skills to address business problems and opportunities. 14. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.	Diploma graduates will have started to develop their creative and critical thinking skills. Further development is required	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.	4. Apply strategies to creatively organize, lead, and assume the risks of an organization. 5. Apply knowledge of the human resources function to the management of an organization. 6. Apply knowledge of the marketing function to the management of an organization. 7. Apply accounting and financial knowledge to the management of an organization.	The diploma does not adequately address problem solving requirement.	Students will be required to take: <ul style="list-style-type: none"> • Business Calculus and Algebra • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
	<p>8. Apply knowledge of operations management to the management of an organization.</p> <p>12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources.</p> <p>13. Apply creative problem-solving skills to address business problems and opportunities.</p>		<ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>17. Demonstrate ethical and socially responsible behaviour.</p>	<p>2. Work in a manner consistent with law and professional standards, practices, and protocols.</p>	<p>Diploma graduates will have begun to develop their ethical and social behaviour.</p> <p>More is required in the area of Corporate Social Responsibility</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Organizational Behaviour • Creative Learning Portfolio
<p>18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.</p>	<p>9. Apply computer skills and knowledge of information technology to support the management of an organization.</p>	<p>Diploma graduates will have had an opportunity to integrate technology in business solutions.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Managerial Accounting • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis
<p>19. Build effective internal and external relationships using</p>	<p>11. Work effectively with co-workers, supervisors, and others.</p>	<p>Diploma graduates will have developing skills in this area.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Global Business

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
influencing, communication and consultative skills.	15. Apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.		Environment <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis
20. Evaluate the dynamics of the global business environment from a competitive and economic perspective.	16. Take into account the impact of the economic, social, political, and cultural variables which affect a business operation. 19. Develop a business plan in collaboration with others.	The Diploma does not adequately address the Global requirement	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Global Business Environment
21. Develop self leadership strategies to enhance personal and professional effectiveness.	14. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.	The Diploma does not adequately address the professional effectiveness skills.	Students will be required to take: <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Organizational Behaviour • Creative Learning Portfolio • Internship
22. Assess business processes relative to organizational goals.	12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources. 13. Apply creative problem-solving skills to address business problems and opportunities.	The Diploma does not adequately address the assessment of business processes	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability & Corporate Social Responsibility • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis

BBA SCM Program Learning Outcomes	MTCU60200 Program Learning Outcomes	GAP identified	Gap remediation
			<ul style="list-style-type: none"> • Operations Management 1 • Value Chain Analysis
23. Perform robust research through the application of accepted applied research methodologies	12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources.	The Diploma does not adequately address the requirement of applied research skills	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis

3 year General Business Administration Advanced Diploma Program Learning Outcomes (MTCU 60200)

1. Communicate business-related information persuasively and accurately in oral, written, and graphic formats.
2. Work in a manner consistent with law and professional standards, practices, and protocols.
3. Develop customer-service strategies to meet the needs of internal and external customers.
4. Apply strategies to creatively organize, lead, and assume the risks of an organization.
5. Apply knowledge of the human resources function to the management of an organization.
6. Apply knowledge of the marketing function to the management of an organization.
7. Apply accounting and financial knowledge to the management of an organization.
8. Apply knowledge of operations management to the management of an organization.
9. Apply computer skills and knowledge of information technology to support the management of an organization.
10. Take into account the interrelationship among the functional areas of a business.
11. Work effectively with co-workers, supervisors, and others.
12. Apply research skills to gather, interpret, analyze, and evaluate data from primary and secondary sources.
13. Apply creative problem-solving skills to address business problems and opportunities.
14. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.
15. Apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.
16. Take into account the impact of the economic, social, political, and cultural variables which affect a business operation.
17. Apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization.
18. Plan, prepare, and deliver a variety of presentations.
19. Develop a business plan in collaboration with others.

Diploma to Degree completion from 3 Year General Business Administration Advanced Diploma

Based on the gap analysis students will need to complete 22 courses to fulfill the degree completion requirements. Please see the exhibits below for the required courses and exemptions.

Required Courses

# courses	Course Names
22	<p>15 Required courses</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis <p>Two of the following electives</p> <ul style="list-style-type: none"> • Global Transportation and Distribution • Operations Management 2 • Inventory and Warehouse Management • Supply Chain Finance <p>5 Breadth requirement and electives</p> <ul style="list-style-type: none"> • Composition & Rhetoric • 4 Breadth Electives

Exempted courses

# courses	Course Names
18	<ul style="list-style-type: none"> • Business Fundamentals • Microeconomics • Macroeconomics • Marketing Fundamentals • Financial Accounting • Finance Fundamentals • Business Communications • Business Statistics • Business Law • 3 Breadth Electives (Subject to the Breadth Policy requirements) • 6 Business Electives

**BBA Supply Chain Management and 3 year Business Administration - Human Resources
Advanced Diploma (MTCU60223)**

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization's supply chain.	2. Administer and facilitate the performance management program.	The diploma lacks sufficient depth with regard to responsibilities and inter-relations of supply chain stakeholders.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization's strategic plan.	2. Administer and facilitate the performance management program.	The diploma lacks sufficient depth with regard to supply chain design and redesign.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.		The diploma lacks sufficient depth with regard to the impacts of supply chain configuration, especially from a global perspective.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis • Business Law
4. Optimize the value to customers, markets and other stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.		The diploma lacks sufficient depth with regard to supply chain models and frameworks.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.	11. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs.	The diploma lacks sufficient depth with regard to collaborative business processes.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Global Sourcing and Purchasing Management • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.		The diploma lacks sufficient depth with regard to how outsourcing impacts the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.		The diploma lacks sufficient depth with regard to the interdependence of metrics, particularly with those related to the supply chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.		The diploma lacks sufficient depth with regard to impact of technology on the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Value Chain Analysis • Global Business Environment
9. Assess business plans and practices from the viewpoint of sustainability.	11. Identify and communicate the human resources component of the organization's business plan.	The diploma lacks sufficient depth with regard to sustainability.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Global Sourcing and Purchasing Management • Value Chain Analysis
10. Assess the risk associated with various supply chain practices.		The diploma lacks sufficient depth with regard to supply chain risk	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
11. Communicate effectively in a variety of organizational settings.	8. Contribute to organizational development strategies aimed at promoting organizational effectiveness. 11. Identify and communicate the human resources component of the organization's business plan.	Diploma graduates will have the fundamentals of communication. However, the degree course places more emphasis on research and on structured and sustained written argument.	Students will be required to take: <ul style="list-style-type: none"> • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
			<ul style="list-style-type: none"> • Global Sourcing and Purchasing Management • Value Chain Analysis • Internship • Creative Learning Portfolio
<p>12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.</p>	<p>2. Administer and facilitate the performance management program. 7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function. 9. Present and evaluate communication messages and processes related to the human resources function of the organization.</p>	<p>Diploma graduates will have many of the required quantitative analysis skills to attain this outcome.</p> <p>However, the degree places a greater emphasis on research and also requires higher quantitative skills in calculus/algebra.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Value Chain Analysis
<p>13. Develop comprehensive strategic and tactical plans for an organization.</p>	<p>8. Contribute to organizational development strategies aimed at promoting organizational effectiveness. 11. Identify and communicate the human resources component of the organization's business plan.</p>	<p>Diploma graduates will have knowledge of key areas such as Human Resource Management, Marketing and Economics and in particular the use of managerial and financial accounting and corporate finance to analyze problems and formulate strategies. Gaps relate to the analysis of complex business situations that require tactical and strategic planning.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning
<p>14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.</p>	<p>5. Administer and Communicate the organization's total compensation plan. 6. Collaborate with others, in the implementation and monitoring of organizational health and safety policies and practices. 10. Develop, Implement and evaluate personal professional development plans to achieve ongoing</p>	<p>The diploma program encourages the development of these skills but further development is required.</p> <p>The diploma does not adequately address the multi and inter disciplinary components</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Internship

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
	competence in human resources professional practice.		
15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.	1. Contribute to the planning and implementation of employee recruitment, selection and retention strategies.	Diploma graduates will have started to develop their Creative and critical thinking skills. Further development is required	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.	2. Administer and facilitate the performance management program. 7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function. 9. Present and evaluate communication messages and processes related to the human resources function of the organization. 10. Develop, implement and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice. 12. Contribute to the collection, analysis, and utilization of human resources data.	The diploma does not adequately address problem solving requirement.	Students will be required to take: <ul style="list-style-type: none"> • Business Calculus and Algebra • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
17. Demonstrate ethical and socially responsible		This is not covered in the diploma program.	Students will be required to take: <ul style="list-style-type: none"> • Applied Research in Business • Ethics, Sustainability &

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
behaviour.			Corporate Social Responsibility <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Creative Learning Potfolio • Internship
18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.	7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function.	Diploma graduates will have had an opportunity to integrate technology in business solutions.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Managerial Accounting • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis
19. Build effective internal and external relationships using influencing, communication and consultative skills.	2. Administer and facilitate the performance management program. 3. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs. 4. Implement and support effective employee and labour relations strategies in both non-union and union environments. 5. Administer and communicate the organization's total compensation plan 6. Collaborate with others in the implementation and monitoring of organizational health and safety policies and practices 7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function. 8. Contribute to	Diploma graduates will have developing skills in this area.	Students will be required to take: <ul style="list-style-type: none"> • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Internship • Creative Learning Portfolio

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
	organizational development strategies aimed at promoting organizational effectiveness.		
20. Evaluate the dynamics of the global business environment from a competitive and economic perspective.	11. Identify and communicate the human resources component of the organization's business plan.	The Diploma does not adequately address the Global requirement	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
21. Develop self leadership strategies to enhance personal and professional effectiveness.	10. Develop, Implement and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice. 2. Administer and facilitate the performance management program. 3. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs.	The Diploma does not adequately address the professional effectiveness skills.	Students will be required to take: <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Organizational Behaviour • Creative Learning Portfolio • Internship
22. Assess business processes relative to organizational goals.	1. Contribute to the planning and implementation of employee recruitment, selection and retention strategies. 9. Present and evaluate communication messages and processes related to the human resources function of the organization. 11. Identify and communicate the human resources component of the organization's business plan.	The Diploma does not adequately address the assessment of Business processes	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Value Chain Analysis
23. Perform robust research through the application of accepted applied	12. Contribute to the collection, analysis, and utilization of human resources data.	The Diploma does not adequately address the requirement of	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability and

BBA SCM Program Learning Outcomes	MTCU60223 Program Learning Outcomes	GAP identified	Gap remediation
research methodologies.		applied research skills	Corporate Social Responsibility <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis • Internship

3 year Business Administration – Human Resources Advanced Diploma Program Learning Outcomes (MTCU60223)

1. Contribute to the planning and implementation of employee recruitment, selection and retention strategies
2. Administer and facilitate the performance management program
3. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs
4. Implement and support effective employee and labour relations strategies in both non-union and union environments
5. Administer and Communicate the organization’s total compensation plan
6. Collaborate with others, in the implementation and monitoring of organizational health and safety policies and practices
7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function
8. Contribute to organizational development strategies aimed at promoting organizational effectiveness
9. Present and evaluate communication messages and processes related to the human resources function of the organization
10. Develop, Implement and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice
11. Identify and communicate the human resources component of the organization’s business plan
12. Contribute to the collection, analysis, and utilization of human resources data

Diploma to Degree completion from 3 Year Business Administration – Human Resources Advanced Diploma

Based on the gap analysis students will need to complete 23 courses to fulfill the degree completion requirements. Please see the exhibits below for the required courses and exemptions.

Required Courses

# courses	Course Names
23	<p>16 Required courses</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Business Law • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis <p>Two of the following electives</p> <ul style="list-style-type: none"> • Global Transportation and Distribution • Operations Management 2 • Inventory and Warehouse Management • Supply Chain Finance <p>5 Breadth requirement and electives</p> <ul style="list-style-type: none"> • Composition & Rhetoric • 4 Breadth Electives

Exempted courses

# courses	Course Names
17	<ul style="list-style-type: none"> • Business Fundamentals • Microeconomics • Macroeconomics • Marketing Fundamentals • Financial Accounting • Finance Fundamentals • Business Communications • Business Statistics • 3 Breadth Electives (Subject to the Breadth Policy requirements) • 6 Business Electives

BBA Supply Chain Management and 3 year Business Administration - Finance Advanced Diploma (MTCU60201)

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization's supply chain.	4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.	The diploma lacks specific depth with regard to responsibilities and inter-relations of supply chain stakeholders.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization's strategic plan.	4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.	The diploma lacks specific depth with regard to supply chain design and redesign.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.		The diploma lacks depth with regard to the impacts of supply chain configuration, especially from a global perspective.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
4. Optimize the value to customers, markets and other stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.	4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.	The diploma lacks specific depth with regard to supply chain models and frameworks.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.	9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management	The diploma lacks specific depth with regard to collaborative business processes.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Global Sourcing and Purchasing Management

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
	principles.		<ul style="list-style-type: none"> • Value Chain Analysis
6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.		The diploma lacks content with regard to how outsourcing impacts the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.	3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics. 4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.	The diploma lacks specific depth with regard to the interdependence of metrics, particularly with those related to the supply chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.		The diploma lacks content depth with regard to geo-political and technological trends/developments and their impact on the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Value Chain Analysis • Global Business Environment
9. Assess business plans and practices from the viewpoint of sustainability.		The diploma lacks content with regard to sustainability.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Global Sourcing and Purchasing Management • Value Chain Analysis
10. Assess the risk associated with various supply chain practices.		The diploma lacks content with regard to supply chain risk	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
11. Communicate effectively in a variety of organizational settings.	5. Develop, implement, evaluate and co-ordinate marketing strategies to promote financial products and services and to enhance customer service.	Diploma graduates will have the fundamentals of communication. However, the degree course places more emphasis on research and on structured and sustained written	Students will be required to take: <ul style="list-style-type: none"> • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Global Business Environment • Strategic Management

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
		argument.	<ul style="list-style-type: none"> • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Internship • Creative Learning Portfolio
<p>12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.</p>	<p>3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics.</p> <p>4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.</p>	<p>Diploma graduates will have many of the required quantitative analysis skills to attain this outcome.</p> <p>However, the degree places a greater emphasis on research and also requires higher quantitative skills in calculus/algebra.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Value Chain Analysis
<p>13. Develop comprehensive strategic and tactical plans for an organization.</p>	<p>4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.</p>	<p>Diploma graduates will have knowledge of key areas such as Finance, Marketing and Economics and in particular the use of managerial and financial accounting and corporate finance to analyze problems and formulate strategies.</p> <p>Gaps relate to the analysis of complex business situations that require tactical and strategic planning</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning
<p>14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.</p>	<p>9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.</p>	<p>The diploma program encourages the development of these skills but further development is required</p> <p>The diploma does not adequately</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
		address the multi and inter disciplinary components	<ul style="list-style-type: none"> • Internship
<p>15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.</p>	<p>6. Develop, implement and evaluate strategies to establish and maintain professional networking and business relationships in the finance sector. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.</p>	<p>Diploma graduates will have started to develop their creative and critical thinking skills. Further development is required</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.</p>	<p>4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.</p>	<p>The diploma does not adequately address problem solving requirement.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>17. Demonstrate ethical and socially responsible behavior.</p>	<p>8. Develop, implement and evaluate ongoing strategies for personal and professional development,</p>	<p>This is not covered in the diploma program in sufficient depth.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Applied Research in Business • Ethics, Sustainability & Corporate Social

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
	highlighting ethics, values and standards in the finance sector.		Responsibility <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Creative Learning Portfolio • Internship
18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.	4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.	The diploma program does not sufficiently address this learning outcome.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Managerial Accounting • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis
19. Build effective internal and external relationships using influencing, communication and consultative skills.	6. Develop, implement and evaluate strategies to establish and maintain professional networking and business relationships in the finance sector. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.	Diploma graduates will have developing skills in this area.	Students will be required to take: <ul style="list-style-type: none"> • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Creative Learning Portfolio • Internship
20. Evaluate the dynamics of the global business environment from a competitive and economic perspective.	7. Analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technology and the environment on individuals' and/or organizations' operations.	The Diploma does not adequately address the Global requirement	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Global Business Environment

BBA SCM Program Learning Outcomes	MTCU60201 Program Learning Outcomes	GAP identified	Gap remediation
21. Develop self leadership strategies to enhance personal and professional effectiveness.	8. Develop, implement and evaluate ongoing strategies for personal and professional development, highlighting ethics, values and standards in the finance sector.	The Diploma does not adequately address the professional effectiveness skills.	Students will be required to take: <ul style="list-style-type: none"> • Strategic Management • Integrated Industry Project OR Research Thesis • Organizational Behaviour • Creative Learning Portfolio • Internship
22. Assess business processes relative to organizational goals.	3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics. 4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.	The Diploma does not adequately address the assessment of Business processes.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Managerial Accounting • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Value Chain Analysis
23. Perform robust research through the application of accepted applied research methodologies	3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics.	The Diploma does not adequately address the requirement of applied research skills	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis

3 Year Business Administration - Finance Advanced Diploma Learning Outcomes (MTCU60201)

1. Co-ordinate the processing and maintaining of financial records in compliance with relevant policies, procedures and regulations for individuals and/or organizations.
2. Co-ordinate the preparation and the presentation of financial information in compliance with relevant legislation and regulations for individuals and/or organizations.
3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics.
4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives.
5. Develop, implement, evaluate and co-ordinate marketing strategies to promote financial products and services and to enhance customer service.

6. Develop, implement and evaluate strategies to establish and maintain professional networking and business relationships in the finance sector.
7. Analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technology and the environment on individuals' and/or organizations' operations.
8. Develop, implement and evaluate ongoing strategies for personal and professional development, highlighting ethics, values and standards in the finance sector.
9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management principles.

Diploma to Degree Completion from 3 Year Business Administration - Finance Advanced Diploma

Based on the gap analysis students will need to complete 21 courses to fulfill the degree completion requirements. Please see the exhibits below for the required courses and exemptions.

Required Courses

# courses	Course Names
21	<p>14 Required courses</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis <p>Two of the following electives</p> <ul style="list-style-type: none"> • Global Transportation and Distribution • Operations Management 2 • Inventory and Warehouse Management • Supply Chain Finance <p>5 Breadth</p> <ul style="list-style-type: none"> • Composition & Rhetoric • 4 Breadth Electives

Exempted courses

# courses	Course Names
19	<ul style="list-style-type: none">• Business Fundamentals• Microeconomics• Macroeconomics• Marketing Fundamentals• Financial Accounting• Finance Fundamentals• Business Communications• Business Law• Business Statistics• Managerial Accounting• 3 Breadth Electives (Subject to the Breadth Policy requirements)• 6 Business Electives

BBA Supply Chain Management and 2 year General Business Diploma (MTCU50200)

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
1. Correlate the key responsibilities and inter-relationships of all stakeholders in an organization’s supply chain.	3. Develop customer-service strategies to meet the needs of internal and external customers. 9. Take into account the interrelationship among the functional areas of a business.	The diploma lacks sufficient depth with regard to responsibilities and inter-relations of supply chain stakeholders	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
2. Appraise the importance of the design and redesign of a supply chain as key components of an organization’s strategic plan.		The diploma lacks content with regard to supply chain design and redesign.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
3. Configure a supply chain for an organization from a global perspective that accounts for commercial, social and legal implications.		The diploma lacks content with regard to the impacts of supply chain configuration, especially from a global perspective.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
4. Optimize the value to customers, markets and other stakeholders through the application of standard frameworks and models which encompass supply chain process analysis and innovation.		The diploma lacks sufficient depth with regard to supply chain models and frameworks.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
5. Design coordinated and collaborative processes and activities among the business partners in a supply chain, leveraging current and emerging technologies.	3. Develop customer-service strategies to meet the needs of internal and external customers. 9. Take into account the interrelationship among the functional areas of a business.	The diploma lacks sufficient depth with regard to collaborative business processes and specifically within the supply chain.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Supply Chain and Operations Management • Operations Management 1 • Global Sourcing and Purchasing Management • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
6. Evaluate the implications of globalization and/or outsourcing components of the value chain of an enterprise.	15. Recognize the economic, social, political, and cultural variables which impact on a business.	The diploma lacks sufficient depth with regard to how outsourcing impacts the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
7. Appraise the interdependence between financial, non-financial and operational metrics used in value chain analysis and their impact on business management processes.	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.	The diploma lacks sufficient depth with regard to the interdependence of metrics, particularly with those related to the supply chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Value Chain Analysis
8. Discuss the impacts of geo-political and technological trends/developments on the value chain.	15. Recognize the economic, social, political, and cultural variables which impact on a business.	The diploma lacks sufficient depth with regard to impact of technology on the value chain.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Value Chain Analysis • Global Business Environment
9. Assess business plans and practices from the viewpoint of sustainability.		The diploma lacks content with regard to sustainability.	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Global Sourcing and Purchasing Management • Value Chain Analysis
10. Assess the risk associated with various supply chain practices.	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	The diploma lacks sufficient depth and content with regard to supply chain risk	Students will be required to take: <ul style="list-style-type: none"> • Supply Chain and Operations Management • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
	<p>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>11. Communicate effectively in a variety of organizational settings.</p>	<p>1. Communicate business-related information persuasively and accurately in oral, written, and graphic formats.</p> <p>10. Work effectively with co-workers, supervisors, and others.</p>	<p>Diploma graduates will have the fundamentals of communication. However, the degree course places more emphasis on research and on structured and sustained written argument.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Creative Learning Portfolio • Internship
<p>12. Evaluate complex qualitative and quantitative data to support strategic and operational decisions.</p>	<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>11. Apply research skills to gather and interpret available information.</p> <p>12. Apply creative problem-solving skills to address business problems and opportunities.</p>	<p>Diploma graduates will have many of the required quantitative analysis skills to attain this outcome.</p> <p>However, the degree places a greater emphasis on research and also requires higher quantitative skills in calculus/algebra.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Supply Chain and Operations Management • Applied Research in Business • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Value Chain Analysis
<p>13. Develop comprehensive strategic and tactical</p>	<p>3. Develop customer-service strategies to meet the needs of internal and</p>	<p>Diploma graduates will have knowledge of key areas such as</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Supply Chain and Operations Management

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
plans for an organization.	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. 8. Apply computer skills and knowledge of information technology to support the management of an organization. 9. Take into account the interrelationship among the functional areas of a business.	Human Resource Management, Marketing and Economics and in particular the use of managerial and financial accounting and corporate finance to analyze problems and formulate strategies. Gaps relate to the analysis of complex business situations that require tactical and strategic planning	<ul style="list-style-type: none"> • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning
14. Work independently and collaboratively in inter and/or multi-disciplinary and diverse environments.	10. Work effectively with co-workers, supervisors, and others. 13. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.	The diploma program encourages the development of these skills but further development is required . The diploma does not adequately address the multi and inter disciplinary components	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability & Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Internship
15. Use creative, critical and reflective thinking to address organizational opportunities and challenges.	11. Apply research skills to gather and interpret available information. 12. Apply creative problem-solving skills to address business problems and opportunities.	Diploma graduates will have started to develop their Creative and critical thinking skills. Further development is required	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
			<ul style="list-style-type: none"> • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>16. Apply problem solving and decision making frameworks that propose defensible solutions to organizational opportunities, challenges, change and risk.</p>	<p>11. Apply research skills to gather and interpret available information. 12. Apply creative problem-solving skills to address business problems and opportunities. 9. Take into account the interrelationship among the functional areas of a business.</p>	<p>The diploma does not adequately address problem solving requirement to the depth required at the degree level.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis
<p>17. Demonstrate ethical and socially responsible behaviour.</p>	<p>2. Work in a manner consistent with law and professional standards, practices, and protocols. 13. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.</p>	<p>Diploma graduates will have begun to develop their ethical and social behaviour. More is required in the area of Corporate Social Responsibility</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis • Creative Learning Portfolio • Internship
<p>18. Integrate appropriate technologies in developing solutions to business opportunities and challenges.</p>	<p>8. Apply computer skills and knowledge of information technology to support the management of an organization.</p>	<p>Diploma graduates will have had an opportunity to integrate technology in business solutions. More depth is required to meet the degree level.</p>	<p>Students will be required to take:</p> <ul style="list-style-type: none"> • Business Processes • Business Information Systems • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
			<ul style="list-style-type: none"> Value Chain Analysis
19. Build effective internal and external relationships using influencing, communication and consultative skills.	10. Work effectively with co-workers, supervisors, and others. 14. Apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.	Diploma graduates will have developing skills in this area.	Students will be required to take: <ul style="list-style-type: none"> Global Business Environment Strategic Management Integrated Industry Project OR Research Thesis Creative Learning Portfolio Internship
20. Evaluate the dynamics of the global business environment from a competitive and economic perspective.	15. Recognize the economic, social, political, and cultural variables which impact on a business.	Students will have developed an appreciation of the global business environment. Greater depth of knowledge is required to understand the impact and opportunities for supply chain management.	Students will be required to take the following courses that will address this further: <ul style="list-style-type: none"> Supply Chain and Operations Management Global Sourcing and Purchasing Management Students will be able to choose from a number of international business electives to further strengthen their knowledge.
21. Develop self leadership strategies to enhance personal and professional effectiveness.	13. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.	The Diploma does not adequately address the professional effectiveness skills.	Students will be required to take: <ul style="list-style-type: none"> Strategic Management Integrated Industry Project OR Research Thesis Organizational Behaviour Creative Learning Portfolio Internship
22. Assess business processes relative to organizational goals.	1. Co-ordinate the processing and maintaining of financial records in compliance with relevant policies, procedures and regulations for individuals and/or organizations. 4. Develop and evaluate a financial plan to meet individuals' and/or organizations' needs and objectives. 9. Co-ordinate the planning, implementation, management and evaluation of team projects by applying project management	The Diploma does not adequately address the assessment of business processes.	Students will be required to take: <ul style="list-style-type: none"> Business Processes Supply Chain and Operations Management Ethics, Sustainability and Corporate Social Responsibility Business Information Systems Strategic Management Integrated Industry Project OR Research Thesis Operations Management 1 Value Chain Analysis

BBA SCM Program Learning Outcomes	MTCU50200 Program Learning Outcomes	GAP identified	Gap remediation
	principles.		
23. Perform robust research through the application of accepted applied research methodologies	3. Analyze financial reports for individuals and/or organizations by applying financial mathematics and statistics. 7. Analyze and evaluate, within a Canadian context, the impact of economic variables, legislation, ethics, technology and the environment on individuals' and/or organizations' operations.	The Diploma does not adequately address the requirement of applied research skills.	Students will be required to take: <ul style="list-style-type: none"> • Business Processes • Applied Research in Business • Ethics, Sustainability and Corporate Social Responsibility • Strategic Management • Integrated Industry Project OR Research Thesis • Demand Management and Sales Operations Planning • Value Chain Analysis

2 year General Business Program Learning Outcomes (MTCU50200)

1. Communicate business-related information persuasively and accurately in oral, written, and graphic formats.
2. Work in a manner consistent with law and professional standards, practices, and protocols.
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.
8. Apply computer skills and knowledge of information technology to support the management of an organization.
9. Take into account the interrelationship among the functional areas of a business.
10. Work effectively with co-workers, supervisors, and others.
11. Apply research skills to gather and interpret available information.
12. Apply creative problem-solving skills to address business problems and opportunities.
13. Develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities.
14. Apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment.

Diploma to Degree Completion from a 2 Year General Business Diploma

Based on the gap analysis students will need to complete 29 courses to fulfill the degree completion requirements. Please see the exhibit below for the required courses and exemptions.

Required Courses

# courses	Course Names
29	<p>16 Required Courses</p> <ul style="list-style-type: none"> • Business Calculus and Algebra • Business Processes • Organizational Behaviour • Supply Chain and Operations Management • Managerial Accounting • Applied Research in Business • Business Statistics • Ethics, Sustainability and Corporate Social Responsibility • Business Information Systems • Global Business Environment • Strategic Management • Integrated Industry Project OR Research Thesis • Operations Management 1 • Demand Management and Sales Operations Planning • Global Sourcing and Purchasing Management • Value Chain Analysis <p>2 of the following electives</p> <ul style="list-style-type: none"> • Global Transportation and Distribution • Operations Management 2 • Inventory and Warehouse Management • Supply Chain Finance <p>6 Breadth</p> <ul style="list-style-type: none"> • Composition & Rhetoric • 5 Breadth elective Courses <p>Five Business Electives</p> <ul style="list-style-type: none"> • 5 Business electives

Exempted courses

# courses	Course Names
11	<ul style="list-style-type: none"> • Business Fundamentals • Microeconomics • Macroeconomics • Marketing Fundamentals • Financial Accounting • Finance Fundamentals • Business Communications • Business Law • 2 Breadth Electives (Subject to the Breadth Policy requirements) • 1 Business Electives

Section 5: Program Delivery

Sheridan assures quality of program delivery through new program development processes, faculty development programs for new full-time and part-time faculty, ongoing professional development opportunities for faculty, regular student feedback mechanisms and quality assurance processes. Additional information related to quality assurance of delivery can also be found in the Program Evaluation Standard Section 10.

5.1 New Program Development

New program development is a collaborative process involving faculty members in the Faculties, curriculum developers in the Network for Innovation and Leadership in Education at Sheridan (NILES), an ad hoc program advisory committee, senior management and representatives from the various service areas of the college. The development process ensures fit with college strategy and ministry standards, viability of the program in terms of student and employer support and college resources, rigor and relevance in the curriculum, and support from the various areas of the college.

Sheridan's culture invites creativity and innovation, welcoming input from the college community for the creation of new programs. Once an idea has been formulated, the next step is to examine the industrial and educational context for the proposed program, its competition, and industry trends. Input is solicited from industry through interviews and the creation of an ad hoc program advisory committee.

Once the research for the proposed program has been completed, a curriculum specialist from NILES works closely with the program development team from the Faculty to ensure degree level standards are met in outcomes, course content and evaluation methods. Requirements for vetting and/or approval by several internal bodies ensure proposals are scrutinized closely for both pedagogical strength and functional viability before the proposal is submitted to an external approval body.

5.2 Faculty Hiring and On-boarding Full-time

Faculty hiring ensures appropriate credentials and expertise, and teaching effectiveness. Both academic and professional credentials are required. Faculty teaching in applied degree programs have a minimum of a Master's degree in a field of study related to the subjects to be taught; many have their doctorates. In applied discipline-related courses, faculty also have appropriate experience related to the subject matter. The hiring process takes at least three steps: team interviews, thorough checking of credentials and references, and a teaching demonstration.

Once hired, all full-time faculty are required to complete a professional development program designed to build strong learning partnerships with colleagues and develop an understanding of the culture and policies specifically related to Sheridan. The Teaching and Learning Academies (TLA) create an environment for educators to discuss and share teaching and learning experience and to practice enhancing their teaching skills. TLA consists of several intensive short-term modules and ongoing weekly support sessions during the first two years of employment. The aim is to ensure teacher readiness and effectiveness in the classroom.

During the probationary period new hires are monitored regularly. Faculty are observed teaching and provided feedback by their supervisor.

5.3 Faculty Hiring and On-boarding Part-time

Part-time faculty members are required to have completed or be registered in a faculty development program called Fundamentals of Teaching and Learning (FTL) by his/her third semester of teaching at Sheridan. FTL is a comprehensive foundational program for those new to teaching and a refresher for those with prior teaching experience. It is a forum provided to all faculty (full-time, part-time, partial load and sessional) so they can engage in discussion regarding classroom teaching and applied learning at Sheridan College. Fundamentals of Teaching and Learning encourages participants to engage in dialogue across disciplines and with an emphasis on exploring and understanding current best practices. It is also an opportunity for part-time faculty members to connect with other part-time faculty and staff across the College, thereby increasing their engagement with the broader Sheridan community.

5.4 Ongoing Professional Development

The faculty are provided the opportunity to participate in professional development opportunities organized by the College. During the May-June semester, several of the Teaching and Learning Academy workshops are also opened to experienced faculty. A peer coaching program links college faculty interested in developing aspects of their teaching with peers who offer feedback that is voluntary, timely, confidential and non-evaluative.

Individuals are also encouraged to organize their own professional training and development opportunities and supported in this endeavour through professional development funding up to \$800 per year, sabbatical leaves, and tuition reimbursement (up to \$15,000 for doctoral degree programs).

5.5 Student Feedback

As student feedback on their learning experiences is an essential component in the process of supporting and improving student learning, Sheridan gathers feedback from all students for each course in every program and uses the information in confirming, improving, rewarding and enhancing the learning experiences of students and faculty. The survey used in this process was developed over a number of years with faculty, administrators and students. All responses are confidential and all data including comments are compiled by an outside company. Surveying is done using a paper survey in some programs or electronically through the external company's website. Results are tabulated off-campus by the third party company and returned to the individual faculty and their supervisors in a timely way. Issues are flagged and addressed, and recognition is offered for strong results.

Key Performance Indicators on student satisfaction, graduate satisfaction, employer satisfaction and employment rates after six months are collected annually for each program.

5.6 Quality Assurance of Delivery

Sheridan uses technology extensively to enhance teaching and learning. As electronic resources are an inevitable component in most professions today, it is essential to prepare students to be effective and efficient in using those resources.

Sheridan uses technology for learning in various ways:

- technology-based learning resources in the classroom, the lab or studio, the library and the Learning Commons;
- web-based resources are used by students and faculty for reference, communication, collaboration and research; and

- online learning, either as a course component (blended and/or hybrid course) or for an entire course.

In the BBA SCM core curriculum, technology is an integral part of the learning experience. Consistent with the college open learning direction, up to 20% of the courses can be delivered in hybrid format and several courses within the pool of breadth electives are taught online. Hybrid means that portions of the learning activity are delivered in an online teaching and learning environment (e.g. self-testing activities, online collaborative group discussions, and tutorials). Face-to-face classroom time continues to enhance the Sheridan hybrid model.

The following sections describe the depth and breadth of support for the use of information technology at Sheridan, including the IT structure, wireless connectivity, infrastructure and staff, the Learning Commons, library online resources and the learning management system.

Information Technology Structure

The Information Technology (IT) department is the hub for technology-based services at Sheridan. IT supports and enriches the experience of all users – students, faculty and staff – by providing the technology resources and infrastructure necessary to connect the community to their goals. Fostering the spirit of innovation through technology, Sheridan's IT department has been, and will continue to be, at the forefront of many technological initiatives and achievements, including pioneering the integration of mobile computing technology into the teaching environment and optimizing the teaching environment for the delivery of new technologies.

Sheridan's Information Technology department is comprised of five functional units.

1. Administrative Systems Unit (ASU)

ASU provides administrative support for the Information Technology (IT) department and for the Sheridan community and is responsible for the business operations of the technology unit, including contract and lease management (hardware and software), software distribution, inventory management, human resources management, coordinating technology unit training, providing administrative support to the Chief Information Officer, and managing IT components for College-wide projects and initiatives.

2. Academic Technology Empowerment (ATE)

ATE provides front-line support and technology distribution for faculty, staff and students. They are also responsible for Sheridan's administrative and academic end-user computing environment, including: desktop and laptop computers, printers, classroom technology and other end-user devices and technologies.

3. Enterprise Systems Services (ESS)

ESS is responsible for the development, implementation, maintenance and evolution of Sheridan's enterprise systems that support administrative and academic computing at Sheridan. From prospect through graduation, paychecks to web payments, our systems and services provide the foundation for administrative and academic operations at Sheridan.

4. Information & Communication Technology (ICT)

ICT is responsible for the management, development, operations and support of Sheridan's core technical infrastructure, including network services, datacenters and closets throughout Sheridan facilities, corporate servers, telecom and network connectivity services, and collaborative technology and services.

5. Information Security & Compliance (ISC)

ISC is responsible for the management, development, operations and support of Sheridan's information security and managing corporate records (paper and electronic).

The IT department has several support mechanisms in place to help students, staff and faculty find solutions and resources to address their technology challenges:

- Self Help Desk is an online resource that helps with a broad range of technology topics, including: accounts, email, printing, security; network and telecom and Sheridan's enterprise systems.
- Instructional Technology Support Centre (ITSC) provides walk-in support to students and faculty who use laptops or hardware, and software located on campus. The technical staff based in the ITSC at Davis and Trafalgar Road Campuses provide walk-in support to students in mobile computing programs and to faculty and staff who use technology in Sheridan's teaching and learning environment. Equipment loans and maintenance of the open access computing labs are some of the additional functions they perform. Classroom support for technology related issues is also available through the ITSC for evenings and weekends.
- The IT Help Desk provides telephone and email support and is a central point of contact for the analysis and the resolution of problems and queries relating to information technologies at Sheridan. The Help Desk typically resolves the majority of calls it receives on first contact. If there are issues they can't resolve directly, they are passed on to second line technical specialists.

Wireless versus Wired Connectivity

Sheridan offers wireless access points at all campuses that provide laptop users with convenient and easy access to the campus data network and the internet. Wireless nodes, or hotspots, have been set up to cover hallways and other public gathering areas. Coverage also reaches beyond the walls of Sheridan's buildings and you may sit outside with your laptop using wireless in many areas.

Information Technology Infrastructure and Staff

The infrastructure of the IT unit consists of the following:

- 400+ production servers
- 300+ technology enabled classrooms
- over 250 Terra Byte storage utilized
- dedicated fiber connections between 4 campuses
- connected for research: ORION, SHARCNET, Internet

Systems

- ERP/SIS - Oracle/PeopleSoft Environment
- LMS One of the Largest Utilized Blackboard WebCT Vista LMS implementations for a Higher Ed Institution
- 130+ Applications used in Mobile Programs
- Approximately 7000+ students participate in mobile programs

The IT department at Sheridan has 75 full-time and 45 part-time team members with a combined experience of 663 years.

Learning Commons at Davis, Trafalgar and Hazel McCallion Campuses

The Learning Commons are state-of-the-art study support environments designed with students' comfort, convenience and stimulation in mind. Created in response to student demands for enhanced access to space, equipment and personal assistance to support their studies, the Learning Commons are dynamic, collaborative, student-centred spaces, both physical and online, with a primary purpose of enabling and enriching learning.

As an integral component of Sheridan's educational offerings, each Learning Commons supports and enhances teaching and learning by providing one-stop assistance to all students with their information and research needs. It is a learning environment designed to help all students, including those with special needs. In the Learning Commons, you will find:

- computer workstations (PC & Mac), multiple power connections for laptops, group study rooms, quiet study rooms with carrels, training and presentation practice rooms, peer tutoring rooms and video conference rooms
- staff to help find research materials for assignments, assist with software and technology questions, and provide academic support services.
- access to Sheridan's electronic resources (books, articles, encyclopedias, etc) 24 hours a day, 7 days a week
- orientation tours
- an online booking system for Learning Commons group study rooms

Sheridan Library Online Resources

From the library website students may access:

- Summons Federated Search
- Bibcat Library and Union Catalog
- 155 databases and 84 journals
- Lynda.com with over 1,100 courses
- Skillport course content (courses, simulations, express guides, test prep exams, live mentoring, skill briefs, job aids, business exploration series)
- Gartner Research
- Mango Languages
- EBSCO: over 4,000 audio and electronic books
- Books 24X7: currently over 19,000 Computer, Business and Engineering titles
- Safari Books: 11,000 technical books and 2,000 business books
- Infobase books: over 600 titles covering literature, religion, philosophy and mythology
- Canadian Electronic Books: over 23,000 e-books of Canadian content
- Over 7,000 e-video titles covering a variety of subjects
- Research support: Zoho chat reference; 52 Spring Share LibGuide subject guides including program specific resources and research and citation help
- Citation management system: Refworks 2.0 and Write-N-Cite citation management system
- News posted to the Library Blog available via RSS

Learning Management System

Sheridan adopted a hybrid learning approach to their pedagogy utilizing the WebCT learning management system (LMS) in 1998. In 2005 Sheridan completed a major review of their system and upgraded to Blackboard Vista. Our current LMS version is Vista Enterprise addition 8.0.5. Sheridan continues to evaluate the online learning environment in an effort to constantly improve and adapt to both new emerging technologies and the needs of our online learning community. In the fall of 2011, Sheridan began another comprehensive review of the existing platform with a goal of selecting a new platform for deployment in the 2012-13 timeframe, which was determined as Desire2Learn.

Since 1998 Sheridan has experienced a steady adoption by faculty and has increased infrastructure capacity and staffing to support faculty and student use. Sheridan now has a manager, three learning management system technologists, and a team of visualization developers supported by associated eLearning designers. IT supports the product infrastructure and database, and provides essential personnel to monitor and improve the performance of our online learning environment. Sheridan's deployment is scalable and continues to grow based on demand and needs from our online community.

Faculty use the product in many ways, from enhancing their face to face courses to providing hybrid courses and the building and teaching of fully online courses. In addition to regular course sections, there are also a number of virtual communities. These are special LMS courses which allow other groups in Sheridan to share resources and communicate and collaborate in an online platform. The LMS will expand to provide institutional training to the entire Sheridan Community.

Recently the college has incorporated a virtual classroom product, Collaborate, to its suite of online applications. The intention is to focus future online tools on the broadening of interactivity in online learning.

Section 6: Capacity to Deliver

Sheridan is in a strong position to deliver the BBA SCM, building upon its current faculty and facilities. In terms of learning resources, there are extensive on-site and electronic library resources to facilitate student research in supply chain. Annual funds are dedicated to library resource renewal, and Sheridan's degree programs contribute \$150 per student per year to library funds.

In terms of physical resources, the number of computers with Internet access available to students, computer labs, classrooms and lecture halls fully meets the program's anticipated needs. Sheridan campuses are fully wireless and the college maintains a three-year greening schedule for all technology.

The student community is supported with extensive services including academic advising, career and personal counseling, disability services, tutoring, a centre for international students, a library learning commons, a health centre, athletics and recreation centre, financial aid office, and computing skills centre. Sheridan's long-time commitment to offering Co-operative education means the Co-operative Education & Internship Office has a depth of experience and network of contacts that is invaluable to applied degree programs.

6.1 Learning and Physical Resources

On-site and Electronic Library Resources

Sheridan Library Services provides information and research support to over 30,000 students in a wide range of academic programs, including Business Administration. The Institute currently maintains three libraries, one at the Davis Campus in Brampton, one at the Trafalgar Campus in Oakville, and a third at the Hazel McCallion Campus (HMC) in Mississauga. All three libraries will offer free exchange of materials, and Sheridan students, staff and faculty will have full access to an extensive electronic research collection. Sheridan students studying at HMC will also have access to Mississauga Library System's collection in both print and electronic formats, including the Mississauga Business Enterprise Centre which is situated at the public library. Business degree students will also have access to the University of Toronto Mississauga Library's print collection.

The HMC Library and Learning Commons will primarily support existing Sheridan Business programs relocating to the campus, along with the proposed Business degree programs. The Library maintains a comprehensive collection in the area of Supply Chain Management, along with other related subjects. These materials are searchable through a recently acquired Google-like search interface called *Summon*. Formats for the collections will include print and electronic books, videos, DVDs, and subscriptions to print and e-journals. Online database provide access to millions of full-text articles, including statistical and technical reports, and four e-Book databases are able to link students to the full contents of several thousand e-books. Through the Library's video-streaming service, students are able to watch over 7,000 international and Canadian videos. The Library also subscribes to *Lynda.com*, which provides in-depth training on more than 1,000 of the most sought after computer applications in various fields, including courses in accounting and finance, project management and presentations. *Skillport*, an online course portal, is also available to the Sheridan community for further training. It includes many courses and other resources in the business area. *Gartner Research* provides access to the latest research on information technology and business.

A Business research guide is currently available through the library website, and can be used as a starting point for research. This guide can be linked to and/or embedded into SLATE, Sheridan's learning management system (LMS).

User Services librarians provide classroom instructions to students on searching the online resources and creating bibliographies using APA and MLA formats. Reference librarians always actively interact with the students to help them meet their information needs. The Collections librarian has been adding recent material to the Library collection regularly in consultation with the program coordinators to keep the collection up-to-date.

The Sheridan College Library is part of a consortium of 24 Ontario colleges of applied arts and has full access to their resources. The Library is able to borrow materials from any of these college libraries, and some other affiliated libraries and institutions.

Community College Libraries Resource Sharing Direct Borrowing Agreement:

A college staff, faculty or student may borrow in person from any Ontario College of Applied Arts and Technology Library with the following provisions:

1. Each borrower is responsible for the safe return or replacement of material borrowed or for any charges incurred.
2. Only circulating material as defined by the lending library may be borrowed.
3. Only college staff, faculty and students who are currently employed or registered are eligible to request a Direct Borrower's card

Proof of Registration

The prospective borrower must have a current identification card that has been issued to the borrower by the home college. The borrower must present this card to the circulation desk at the lending library for validation and fill out any registration forms to establish a local address. Collateral identification and/or a refundable deposit may be required. If no expiry date is shown on the home college ID, the lending library may request verification of current status.

Key Collections and Services for Faculty of Business

- 24/7 access to electronic resources, including databases, citation tutorials, e-books, streaming video, etc.
- Chat reference service available during regular Library hours, to assist students, faculty or staff in any location
- Reference assistance in person, by email or phone
- Orientation tours and classroom instruction
- Online forms:
 - book a workshop (for research instruction);
 - suggest a resource (for faculty to contribute to development of library collection);
 - inter-library loan (for the borrowing of materials from other institutions)
- *RefWorks* and *Write-N-Cite* citation management system
- *Lynda.com* software training, courses and documentaries
- *Skillport* course content including courses, simulations, express guides, test prep exams, live mentoring, skill briefs, job aids, business exploration series
- *Gartner Research* provides access to the latest research on information technology and business.
- Wireless access

Key Learning Commons Services for Faculty of Business

- Computer workstations (PC and Mac), multiple power connections for laptops, group study rooms, quiet study rooms with carrels, Library training/workshop room, peer tutoring rooms, accessibility rooms, and lounge area for extra seating

- An online booking system for Learning Commons group study rooms
- Library staff to assist students with research and citation
- IT staff to help students with login and password settings, profile resets, computers, printers, and laptop activation
- English tutors to assist students with the writing process (including organizing, editing and references)
- Tutors in the areas of mathematics, accounting and JAVA software
- Accessibility Services staff are available to assist students with adaptive technologies like Zoom Text, Jaws Screen Reader, Natural Reader and WordQ
- Wireless access

HMC Library and Learning Commons: Physical space and equipment

Library/Learning Commons (seating and study space)	53
Bookable Group Study rooms in Library	3
Quiet Study carrels	19
Desktop computers in Library/Learning Commons	17
Photocopiers	1
Printers in Library/Learning Commons	3
Scanners in Library/Learning Commons	1
Accessibility Room	1

Trafalgar Library and Learning Commons: Physical space and equipment

Library Space (seating and study space)	140
Learning Commons and Learning lounge (seating and study space)	86
Group Study rooms in Learning Commons	18
Quiet Study carrels	30
Accessibility Room (work space)	4
Desktop computers in Library	24
Desktop computers in Learning Commons	184 PC + 30 Mac
Laptop stations in Learning Commons	46
Photocopiers	1
Printers in library	2
Printers in Learning Commons	5
Printers in Accessibility Room	1
Color Printer in Library	1
DVD/Videocassette players	2
Scanners in Library	2
Scanners in Learning Commons	3
Scanners in Accessibility Room	15

Davis Library and Learning Commons: Physical space and equipment

Library Space (seating and study space)	47
Learning Commons (seating and study space)	194
Group Study rooms in Learning Commons	21
Quiet Study carrels	94
Accessibility Room	1

Desktop computers in Library	54
Desktop computers in Learning Commons	136
Laptop stations in Learning Commons	60
Laptop stations in Library	12
Photocopiers in Library	1
Printers in library	2
Printers in Learning Commons	6
Color Printer in Library	1
DVD/Videocassette players	2
Scanners in Library	1
Scanners in Learning Commons	2

Supporting Curriculum of the BBA Supply Chain Management program

Sheridan Library Services offers highly specialized research support and resources for a degree program. The Library collects material related to all areas of Supply Chain Management, and staff closely monitor trends and work closely with faculty to understand the information needs of the program. Core courses in the curriculum, as well as those that are more general in nature, are supported with research material available within Sheridan and through access to library collections of Ontario’s colleges and with local resources such as Mississauga Library System and the University of Toronto Mississauga.

The Library also has a full complement of sources to support research and study in the BBA’s three Interdisciplinary Business areas: International Business; Corporate Social Responsibility and Sustainability; and Innovation and Entrepreneurship.

Library Resources Related to Supply Chain Management (as of July, 2011)

Type of Resource	Quantity
Books	1752
eBooks	1168
Subject Specific Databases	9
Multidisciplinary Databases	9
Printed Journals	12
e-Journals	210
Video training (Lynda.com, Skillport and Gartner)	570
Streaming video and DVDs	383

Selected Printed Books

Bowersox, D. J., Closs, D. J., & Cooper, M. B. (2010). *Supply chain logistics management*. Boston: McGraw-Hill.

Brooks, I., Weatherston, J., & Wilkinson, G., MBA. (2011). *The international business environment: challenges and changes*. New York: Financial Times/Prentice Hall.

Burt, D. N., Petcavage, S. D., & Pinkerton, R. L. (2010). *Supply management*. Boston: McGraw-Hill Irwin.

Chopra, S., & Meindl, P. (2001). *Supply chain management: Strategy, planning, and operation*. Upper Saddle River, N.J: Prentice Hall.

- Christopher, M. (2011). *Logistics & supply chain management*. New York: Financial Times Prentice Hall.
- Cinnamon, R., Helweg-Larsen, B., & Cinnamon, P. (2010). *How to understand business finance*. Philadelphia, PA: Kogan Page Ltd.
- Cook, T. A. (2011). *Compliance in today's global supply chain*. Boca Raton, FL: CRC Press.
- Cook, T. A. (2011). *Mastering purchasing management for inbound supply chains*. Boca Raton, FL: CRC Press.
- Geunes, J. (2010). *Applications of supply chain management and e-commerce research*. New York: Springer.
- Heizer, J. H., & Render, B. (2011). *Operations management*. Upper Saddle River, N.J: Prentice Hall.
- Hopkin, P. (2010). *Fundamentals of risk management: Understanding, evaluating, and implementing effective risk management*. London: Kogan Page.
- Johnson, T. E., & Bade, D. L. (2010). *Export/import procedures and documentation*. New York: AMACOM.
- Juran, J. M., & De Feo, J. A. (2010). *Juran's quality handbook: The complete guide to performance excellence*. New York: McGraw-Hill.
- Reuvid, J. (2010). *Managing business risk: A practical guide to protecting your business*. Philadelphia, PA: Kogan Page Ltd.
- Ross, D. F. (2011). *Introduction to supply chain management technologies*. Boca Raton: CRC Press/Taylor & Francis.
- Schroeder, R. G., Goldstein, M., & Rungtusanatham, M. J. (2011). *Operations management: Contemporary concepts and cases*. New York, NY: McGraw-Hill/Irwin.
- Trent, R. J., & Roberts, L. R. (2010). *Managing global supply and risk: Best practices, concepts, and strategies*. Fort Lauderdale, FL: J. Ross Pub. 7
- Waters, C. D. J., & Chartered Institute of Logistics and Transport in the UK. (2010). *Global logistics: New directions in supply chain management*. Philadelphia: Kogan Page Ltd.
- Weele, A. J. v. (2010). *Purchasing & supply chain management: Analysis, strategy, planning and practice*. Andover: Cengage Learning.
- Young, S. T. (2010). *Essentials of operations management*. Thousand Oaks: Sage Publications.

Selected e-Book Titles

- Clifford, David. (2010). *ISO/IEC 20000: An introduction the the global standard for service management*. GB: It Governance.
- Collins, M., & Campbell, C. A. (2010). *The one-page project manager for execution: Drive strategy and solve problems with a single sheet of paper*. Hoboken: Wiley.
- Dennis, P. (2010). *The remedy: Bringing lean thinking out of the factory to transform the entire organization: Bringing lean thinking out of the factory to transform the entire organization*. Hoboken: Wiley.
- Geunes, J. (2010). *Applications of supply chain management and e-commerce research*. New York: Springer.
- Harris, C. (2010). *Lean supplier development: Establishing partnerships and true costs throughout the supply chain*. Hoboken: Productivity Press.
- Heizer, J. H., & Render, B. (2011). *Operations management*. Upper Saddle River, N.J: Prentice Hall.

Johnson, T. E., & Bade, D. L. (2010). *Export/import procedures and documentation*. New York: AMACOM.

Mora-Monge, C. A. (2010). *The impact of electronic commerce on the supply chain*. Bradford, England: Emerald.

Phillips, P. P. (2010). *The green scorecard: Measuring the return on investment in green initiatives*. London: Nicholas Brealey Publishing.

Rogers, S. C. (2009). *The supply-based advantage: How to link suppliers to your organization's corporate strategy: How to link suppliers to your organization's corporate strategy*. New York: AMACOM.

Schroeder, R. G., Goldstein, M., & Rungtusanatham, M. J. (2011). *Operations management: Contemporary concepts and cases*. New York, NY: McGraw-Hill/Irwin.

Sood, V., & Emmett, S. (2010). *Green supply chains : An action manifesto: An action manifesto*. Hoboken: Wiley.

Recently ordered book titles for Supply Chain Management

An Excel database list of recently ordered titles is available upon request.

Subject Specific Databases suitable for Supply Chain Management

ABI Inform Global

Search nearly 3000 worldwide business periodicals for in-depth coverage of business and economic conditions, management techniques, theory, and practice of business, advertising, marketing, economics, human resources, finance, taxation, computers, and more. ABI also includes international coverage and access to information on 60,000 + companies with business and executive profiles.

Business Source Complete

This scholarly business database provides an extensive collection of bibliographic and full- text content. As part of the comprehensive coverage offered by this resource, indexing and abstracts for the most important scholarly business journals dating back as far as 1886 are included. In addition, searchable cited references are provided for more than 1,300 journals.

CBCA Business

This collection provides in depth access to a broad range of Canadian business periodicals. It satisfies the information needs of business professionals, journalists, students, and teachers interested in business issues in Canada. Over 400 journals make up the collection, with file depth back to the early 1980s. Trade journals, general business publications, academic journals, topical journals, and professional publications are all included.

Conference Board of Canada

Find business trends in Canada, including those related to compensation, human resources management, training and development, and health and wellness.

Factiva

Factiva is a leading source for current news and affairs including transcripts and newswires. It also includes company profiles and business information.

General BusinessFile ASAP (Gale)

Analyze company performance and activity, industry events and trends as well as the latest in management, economics and politics. Access to a combination of broker research reports, trade publications, newspapers, journals and company directory listings is provided.

LexisNexis - Canadian Academic Universe

Provides access to over 10,000 credible news, business, and legal sources.

Regional Business News

Regional Business News incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States. This database is updated on a daily basis.

WARC

Warc.com is a source that provides case studies, best practice guides, marketing intelligence, consumer insight, industry trends and latest news from around the world.

Multidisciplinary Databases

Academic Search Complete (EBSCO)

Academic Search Complete is a comprehensive scholarly, multi-disciplinary full-text database that includes areas of business.

Canadian Newsstand

Canadian Newsstand offers access to the full text of 18 Canadian newspapers.

Canadian Reference Centre (EBSCO)

This database contains international and Canadian magazines, newspapers and newswires, reference books, and company information.

CBCA Reference and Current Events (Proquest)

This collection provides in depth access to a wide diversity of Canadian periodicals, ranging from academic titles to special interest publications to general magazines.

Canadian Periodical Index Quarterly (CPIQ)

CPIQ is the premier database of Canadian and international journals, magazines, Canadian biographies covering a broad range of subjects.

General OneFile (Gale)

News and periodical articles on a wide range of topics, updated daily: business, computers, current events, economics, education, environment, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, general interest topics.

MasterFILE Elite (EBSCO)

This multidisciplinary database provides full text for more than 1,050 general reference publications with coverage dating as far back as 1984. It covers virtually every subject area of general interest including business.

Vocational & Career Collection (EBSCO)

This collection provides full text coverage for nearly 340 trade and industry-related periodicals.

Vocation & Careers eCollection (Gale)

Provides content from nearly 400 journals, this collection provides information from general career guides to highly specialized industry journals.

E-Journals available through databases (Subject Headings in Business & Economics)

- Agricultural Economics (74)
- Business Education (16)
- Commerce
 - Accounting (226)
 - Advertising (104)
 - Business Communication (175)
 - Commerce - General (125)
 - International Commerce (165)
 - Local Commerce (212)
 - Marketing & Sales (2518)

- Vocational Guidance (242)
- Demography (43)
- Economic History (1001)
- Economic Theory (347)
- Finance
 - Banking (268)
 - Credit, Debt & Loans (16)
 - Finance - General (109)
 - Financial Management & Planning (192)
 - Insurance (66)
 - International Finance (26)
 - Investment & Speculation (271)
 - Money (14)
- Industries (752)
- Labour & Workers' Economics (336)
- Management
 - Industrial Management (244)
 - Management Styles & Communication (2065)
 - Management Theory (863)
 - Office & Personnel Management (317)
- Property, Housing & Land Use (101)
- Transport Economics (193)

Selected Print Journal and E-Journal Titles

Academy of Management journal
Academy of Management review
Applied Psychology
Asia Pacific journal of marketing and logistics
Benefits Canada
Business week
Canadian business
CIO
The Economist
Fortune
Global logistics
Harvard business review
Interfaces
International journal of organization theory and behaviour
International journal of physical distribution and logistics management
Journal of business logistics
Journal of management studies
Journal of operations management
Journal of purchasing and supply management
Journal of supply chain management
Management science
Operations research
OR/MS today
Production and operations management
Report on business magazine
Report on small business magazine

Risk management
Sloan management review
Supply chain management
Supply and demand chain executive
Survey of current business
Transportation journal

Video Training through Lynda.com

Effective Presentations
Excel 2010 Essential Training
Excel 2010: Advanced Formulas and Functions
Excel 2007: Financial Analysis
Google Docs Essential Training
LinkedIn Essential Training
Pitching Projects and Products to Executives
Time Management Fundamentals

Streaming Video Titles (selected)

- Constructive conversations: talking your way to success
- Creating a greener supply chain
- Decision making strategies
- Global business
- Lifecycle Assessment
- Secrets of effective personal communication
- The story of inventory
- Supply chain management in a global economy
- Writing for results: the winning written report

Sample DVD/VHS Titles (selected)

- Communication intelligence: business etiquette
- Cross-cultural communication: managing diversity at work
- Ethics at work
- Managing across cultures

Computer Resources and Web Access

Year	Number of students (cumulative for all five BBA's)	Number of computers available to students in proposed program	Number of computers with Internet access available to students in proposed program	Location of computers	
				On-site	Other (specify)
Yr. 1	323	Student Laptop Enabled	Student Laptop Enabled		Student Owned
Yr. 2	573	Student Laptop Enabled	Student Laptop Enabled		Student Owned
Yr. 3	734	Student Laptop Enabled	Student Laptop Enabled		Student Owned
Yr. 4	873	Student Laptop Enabled	Student Laptop Enabled		Student Owned

Students in the BBA SCM program would be required to purchase a laptop that would be used for all academic work for the duration of their program.

Classroom Space and Seating Capacity

Year	Number of students (cumulative for all five BBA's)	Number of existing classrooms (include seating capacity)	Location of Classrooms		Number of new classrooms required (include seating capacity)
			On-site	Other (specify)	
Yr. 1	323	3 (45)	✓	Virtual	0
Yr. 2	573	5(45)	✓	Virtual	0
Yr. 3	734	6(45)	✓	Virtual	0
Yr. 4	873	10 (45)	✓	Virtual	0

Specialized Equipment, Workstations and Laboratory Space

Not Applicable.

6.2 Resource Renewal and Upgrading

Sheridan maintains an ever-greening schedule for technology regardless of whether the technology is in the hands of students, faculty or administrators. Sheridan campuses are fully wireless including dedicated student study rooms and wireless seating in casual areas at Sheridan's major campuses. We keep technology current for a window of two to five years depending on the type of technology.

Classroom teaching and learning equipment are refreshed on regular cycles based on a priority and need basis. Virtually all classrooms, studios and labs at Sheridan are equipped with standardized teaching podiums, VCR/DVD combos, data projectors, document cameras and, where necessary, sound systems. Approximately 315 rooms are equipped with technology and approximately 150 are fully mobile which means that, in addition to the standard teaching equipment, there is also a data and power connection at

each student seat. The Hazel McCallion Campus in Mississauga features dense wireless in all areas of the campus. At the Davis and Trafalgar campuses we offer general coverage for the campus areas.

A state-of-the-art teaching facility was built at the Hazel McCallion campus. The space provides faculty the opportunity to expand their use of technology in their teaching practice and encourages collaboration between faculty and students.

The Sheridan library resource has an annual budget allocation of \$358,000 for renewal of research resources, both for text-based and on-line resources. In addition, Sheridan Baccalaureate degree programs contribute \$150 per year, per student to the library funds.

6.3 Support Services

The Student Advisement Centre helps with program change advisement, college form completion, college policy and procedure explanation, general education and program elective selection, orientation and student success programs, course/program withdrawal consultation and transfer information for other programs and institutions. Each program at Sheridan includes faculty release time for academic advising.

The Career Centre is one-stop shopping for academic and career success, offering tutoring, career planning, and employment services.

Personal Counselling: Sheridan's professional counsellors work with students on a confidential basis to help them achieve their personal goals. Consultation is available to any student seeking advice on non-academic issues on a drop-in or appointment basis.

Co-operative Education: The Co-operative & Internship Office administers the internships that are required for successful completion of degree programs.

Accessible Learning Services: Staff work in collaboration with students with disabilities, faculty and support staff to ensure that fair, equitable and appropriate accommodations are developed and implemented.

The International Centre provides assistance with processing international student applications, advice on housing, residence, off-campus housing or home stay, Health Insurance Coverage/claims and medical referrals, advice on student authorization/visas and extensions, visa and travel information, immigration regulations regarding Co-op terms, internships or field placements, personal concerns or emergency situations.

Alumni Association: programs and services for Alumni include Insurance & Credit Card Affinity Benefit Programs; access to Athletic Centres, Libraries & Career Services, Optimal Resume; free parking when visiting Sheridan; discounts at Theatre Sheridan; Ovation Magazine once a year and Ovation enewsletter monthly.

Bookstore provides textbooks – new and used, stationary and professional grade fine art and paper supplies, Sheridan logo clothing, gifts and backpacks, software, general interest books & magazines, personal care items.

Cafeteria: Full service cafeteria facilities and vending machines.

Child Care/Preschool: Full-day early childhood programs are available for children 18 mos. to 5 years of age at Trafalgar Road Campus in Oakville, the Mississauga Civic Centre and on the Davis Campus in Brampton.

The **Financial Aid Office** can assist with Ontario Student Assistance Program (OSAP), Part-time Canada Student Loan, Canada Study Grant funding for students with Dependent Children, Ontario Special Bursary Program Funding, Bursary for Students with Disabilities Funding, Child-care Bursary Funding, Sheridan Tuition Reinvestment Bursaries, Ontario Student Opportunity Trust Fund Assistance (OSOTF)

Athletic Therapy Centre provides treatments for recreational/sports injuries.

Athletics and Recreation: Membership to the Athletic Centres is included with tuition fees.

Sheridan’s **Health Centres** offer professional health care, lifestyle and health counselling, and referrals for students.

Sheridan has two **Residence buildings**, one in Oakville and one at the Davis Campus in Brampton. Students enjoy the comforts of home with easy access to all College services and facilities. Both residences are conveniently located close to many sports and entertainment opportunities in the Greater Toronto area.

Facilities Management supports and enhances the quality of the teaching and learning environment by providing a service oriented approach to maintaining the integrity and efficiency of college facilities, in a cost effective manner.

The **Library Learning Commons** is a state-of-the-art study support environment designed with students’ comfort, convenience and stimulation in mind. The LLC brings together in one place the services that support students in their learning, writing, research, and use of information technology.

6.4 Faculty

Enrolment		Staffing Requirements – Projected				
Cumulative Full-time Enrolment for all five BBA’s		Cumulative full-time faculty equivalents	Cumulative part-time faculty equivalents	Projected Hiring	Add columns for technical support, TA’s, etc.	Ratio of full-time students/ full-time faculty
Yr. 1	323	10	4	0	1	32
Yr. 2	573	19	8	9	1.5	31
Yr. 3	734	22	10	3	2	33
Yr. 4	873	27	12	5	2.5	32

6.5 CV Release

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

Section 7: Credential Recognition

7.1 University Credential Recognition

Sheridan has received numerous letters of support for the BBA SCM. Chairs, Deans and senior faculty members in business departments from universities across Canada were contacted and invited to review the proposed bachelor degree and discuss how graduates may pursue further education at their respective university. Additionally, international universities were also contacted for further pathways for the graduates of the proposed degree.

These letters highlight two important aspects about the BBA SCM program. They recognize the program's design and curriculum covers the substantial core of an undergraduate program in Supply Chain Management while preparing students for careers in this field. Also, the curriculum supports graduates who seek admissions to post-graduate study programs at national and international universities.

The universities listed below have provided letters of support for the proposed degree. Continued university outreach and relationship building will be fostered in the years to come. It is expected that more universities will provide similar letters of support and provide pathways through which our graduates may pursue higher education as the program matures and gains recognition.

Jurisdiction	Academic Institution
Canada	McMaster University Saint Mary's University Thompson Rivers University University of Northern British Columbia University of Regina Wilfrid Laurier University
U.S.A.	Centenary College Northwood University
Australia	Charles Sturt University
Netherlands	HAN University of Applied Sciences
New Zealand	Auckland University of Technology
United Kingdom	University of Glamorgan



OFFICE OF THE DEAN
DEGROOTE SCHOOL OF BUSINESS

1200 Main Street West
DSB 244
Hamilton, ON
L8S 4M4

T (905) 525-9140 Ext. 24431
F (905) 526-0852

December 6, 2011

Charles Minken
Program coordinator
Bachelor of Applied Business, Global Business Management
Sheridan Institute of Technology and Advanced Learning
Faculty of Business
7899 McLaughlin Road
Brampton, ON L6Y 5H9

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Mr Minken

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe, from the materials presented to me; that the courses, learning outcomes and standards in the subjects/courses in the program demonstrate that graduates will be prepared with the knowledge and skills appropriate to bachelor degree level standards, comparable to similar degree programs in North America and in other jurisdictions. This program meets the requirements of the field of study/practice. I also believe that the courses as described to me provide exposure to increasingly complex theory at the degree level, and in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our MBA program at the DeGroot School of Business at McMaster University. The graduates of this Baccalaureate program would undergo our standard screening process for all potential incoming students.

Sincerely

A handwritten signature in black ink, appearing to read "Dr. Robert McNutt".

Dr. Robert McNutt
Acting Dean
DeGroot School of Business



Halifax, Nova Scotia
Canada B3H 3C3
www.smu.ca

T (902) 420.5002
F (902) 420.5038

Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1

November 30, 2011

Re: Proposed Bachelor of Business Administration Degrees

Dear Dr. Preece

I have reviewed the proposed Bachelor of Business Administration degrees in Accounting, Finance, Human Resources Management, Marketing Management and Supply Chain Management from the Sheridan Institute of Technology and Advanced Learning. I am sending this letter as a demonstration of my support for the proposed program.

From the materials presented to me, I believe that the courses, learning outcomes and standards in the program demonstrate that graduates will be prepared with the appropriate knowledge and skillsets. The courses, as described to me, provide exposure to increasingly complex theory at the degree level and also provide for the application of that theory to practice. The time allotments assigned to the program as a whole and to the various components in the program appear appropriate to the stated learning outcomes.

The proposed curriculum will support your future graduates who seek admission to our MBA program here at the Sobey School of Business at Saint Mary's University. Of course the graduates of your programs would undergo our standard screening process that we have in place for all applicants.

Sincerely

Mark Raymond, Ph. D.
Associate Dean, Masters Programs
Sobey School of Business
Saint Mary's University

mark.raymond@smu.ca

THOMPSON RIVERS  UNIVERSITY
SCHOOL OF BUSINESS AND ECONOMICS

Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1

December 1, 2011

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Dr. Preece

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

I look forward to the time when Sheridan graduates of the BAB-GBM-Honours will seek admission to our graduate program in business here at TRU. The graduates of this Honours Baccalaureate program would undergo our standard screening process for all potential incoming students.

Sincerely



Russell Currie
Dean, Professor
School of Business and Economics
Phone: 250-828-5217
Email: rcurrie@tru.ca



Avninder Gill
Assistant Professor, MBA Coordinator
School of Business and Economics
Phone: 250-828-5155
Email: agill@tru.ca



November 22, 2011

Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON, L6H 2L1

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Dr. Preece

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. I also believe that the courses as described to me provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our graduate program in Prince George, B.C. at the University of Northern British Columbia. The graduates of this Baccalaureate program would undergo our standard screening process for all potential incoming students.

Sincerely,

Dr. Han Donker, CGA
Chair, School of Business
University of Northern British Columbia (UNBC)
3533 University Way,
Prince George, British Columbia
V2N 4Z9 Canada
Phone: 250-960-6760
Fax: 250-960-6763



FACULTY OF BUSINESS ADMINISTRATION

December 14, 2011

Dr. William F. Holmes
Dean, Faculty of Business
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Road, Oakville, ON L6H 2L1

Dear Dr. Holmes,

I am writing in response to your request for a letter of support for the proposed Bachelor of Business Administration at Sheridan Institute of Technology and Advanced Learning.

I have reviewed the Bachelor of Business Administration program overview and curriculum documents provided for this purpose. The proposed program is comparable to our Bachelor of Business Administration program with similar depth and breadth requirements in terms of the allocation of academic study between required courses, business electives and breadth elective courses. In addition, the common core studies required of all programs is similar to the core requirements of the BBA program at the University of Regina.

The proposed programs in Accounting, Human Resources Management, Finance and Marketing Management provide the level of depth we would consider reasonable in these major areas of study. In addition, the proposed Supply Chain Management program will provide students with knowledge, skills and abilities in this area. It appears that considerable thought and design work has gone into the construction of the BBA program in each of the five proposed business areas, and completion of the BBA at Sheridan will provide significant value to both the students and their future employers.

I wish you all the best in this endeavour.

Sincerely,

A handwritten signature in cursive script that reads "Glenys Sylvestri".

Glenys Sylvestri
Associate Dean (Undergraduate)

Paul J. Hill
School of Business

Centre for Management
Development

Kenneth Levens
Graduate School of Business

LAURIER

Business & Economics

Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1

December 6, 2011

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Dr. Preece

I have reviewed the proposed baccalaureate degrees in

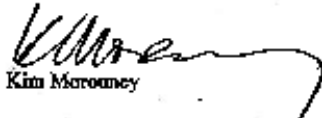
- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. I also believe that the courses as described to me provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to the Masters in Business Administration Program at the Laurier School of Business and Economics. The graduates of this Baccalaureate program would undergo our standard screening process for all potential incoming students.

Sincerely



Kim Maroney

Associate Dean, Business: Academic Programs
Laurier School of Business & Economics
75 University Avenue West
Waterloo, Ontario N2L 3C5
519-884-0710 ext. 2485
kmoroney@wlu.ca



Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1450 Trafalgar Rd
Ozarkville, ON L6H 2L1

December 14, 2011

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Dr. Preece:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. I also believe that the courses as described provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice, and the demands of practice in the field. The time allocations assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our graduate program in the Master of Business Administration at Centenary College of New Jersey. The graduates of this Baccalaureate program would undergo our standard screening process for all potential incoming students.

Sincerely,

Thomas A. Brunner, Ph.D.
Dean for Academic Affairs/College Registrar
brunner@centenarycollege.edu
(908) 521-1400, extension 2299

November 14, 2011

Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1
CANADA

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute
of Technology and Advanced Learning, Ontario

Dear Dr. Preece:

We have reviewed the proposed baccalaureate degrees:

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send
this letter as a demonstration of our institution's support of the proposed program as
reflected in the curricula proposed as of fall 2011.

We believe, based on the materials presented to us that the courses, learning outcomes
and standards in the subjects/courses in the program appear to demonstrate how
graduates will be prepared with the knowledge and skills appropriate to the degree-
level standard for similar degree programs in North America and in other jurisdictions
and that this program meets or exceeds the requirements of the field of study/practice.
We also believe that the courses as described to us provide exposure to increasingly
complex theory at the degree level and in the professional courses, the application of
that theory to practice and the demands of practice in the field. The time allotments
assigned to the program as a whole and to components in the program appear
appropriate to the stated learning outcomes.



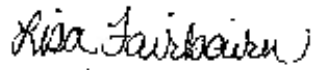
NORTHWOOD UNIVERSITY


4000 WHITING DRIVE
MIDLAND, MI, U.S.A. 48640-2398
PHONE: (989) 837-4200
WEBSITE: www.northwood.edu

Letter to Dr. Mary Preece
November 14, 2011
Page 2

Your proposed curriculum will support graduates who seek admission to our graduate program in the Master of Business Administration at Northwood University. The graduates of this Baccalaureate program would, of course, undergo our standard admission application and screening process for all potential graduate students.

Sincerely,


Lisa Fairbairn, Ph.D.
Dean, Richard DeVos Graduate School
of Management
(989)837-4409


Kristin Stehouwer, Ph.D.
Executive Vice President and Chief
Academic Officer
(989)837-4224





OFFICE OF THE VICE-
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The Chancellor
Panorama Avenue
Bathurst NSW 2795
Australia

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Fax: 161 2 6338 4209
www.csu.edu.au

November 15, 2011

Dr Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1

Dear Dr Preece

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Charles Sturt University (CSU) has reviewed the proposed baccalaureate degrees from the Sheridan Institute of Technology and Advanced Learning. These are:

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

From the materials presented, the University believes that the courses, learning outcomes and standards in the program demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. The courses as described provide exposure to increasingly complex theory at the degree level and, in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Students who successfully complete the Sheridan degrees would be eligible to seek admission to many of CSU's postgraduate Business programs. These include the:

- MBA;
- Master of Management;
- Master of Marketing;
- Master of HRM;
- Master of Professional Accounting;
- Master of Applied Finance; and
- Master of Business Leadership.

Sincerely

A handwritten signature in black ink, appearing to read "Bob Meyenn".

Dr Bob Meyenn
Provost and Special Advisor, Ontario

www.csu.edu.au

CRICOS Provider Numbers for Charles Sturt University are 00003F (NSW), 01647G (VIC) and 02380B (ACT). ABN: 88 878 708 551



Arnhem Business School

Dr. Mary Preece
Executive Vice-President Academic and Re
Sheridan Institute of Technology and Adv
1430 Trafalgar Rd
Oakville, ON L6H 2L1
CANADA

P.O. Box 5171, NL-6802 ED Arnhem
Rittenberglaan 31 NL-6826 CC Arnhem
T +31 26 365 13 32
F +31 26 365 13 67
I www.han.nl
E abs@han.nl

Arnhem,
3 November 2011

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Dr Preece,

I have reviewed the proposed Bachelor degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. I also believe that the courses as described to me provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our graduate program in International Business at HAN University of Applied Sciences, provided they have had at least one year's working experience in their field. The graduates of this Bachelor degree program would undergo our standard screening process for all potential incoming students.

Yours sincerely,

Drs J.V.C. Schaap
Director of the Faculty of Business, Management and Law

HAN



Dr. Mary Preece
Executive Vice-President Academic and Research
Sheridan Institute of Technology and Advanced Learning
1430 Trafalgar Rd
Oakville, ON L6H 2L1

Private Bag 92006
Auckland 1142, NZ
T: +64 9 921 9999
www.aut.ac.nz

9 December 2011

**Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of
Technology and Advanced Learning, Ontario**

Dear Dr. Preece

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

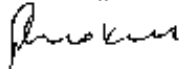
from the Sheridan Institute of Technology and Advanced Learning in Ontario and send
this letter as a demonstration of our support of the proposed programme.

From the materials presented to me, I believe that the courses, learning outcomes and
standards appear to demonstrate how graduates will be prepared with the knowledge
and skills appropriate to a standard for similar Bachelor degree programmes in New
Zealand and in other international jurisdictions that I am familiar with, and that this
programme meets the requirements of the field of study for this level.

I also believe that the courses as described to me provide exposure to increasingly
complex theory at the degree level and that, in the professional courses, there is
application of that theory to practice and to the demands of practice in the field. The
time allotments assigned to the programme as a whole and to components in the
programme appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our graduate programme in Business at Auckland University of Technology. The graduates of this Baccalaureate programme would be required to undergo our standard screening process for all potential incoming students.

Yours sincerely,



Roger Stokell
Deputy Dean
AUT Business School
Auckland University of Technology
Private Bag 92006
Auckland
New Zealand

roger.stokell@aut.ac.nz

University of Glamorgan
Prifysgol Morgannwg



Charles Miskin
Program coordinator
Bachelor of Applied Business
Global Business Management
Sheridan Institute of Technology and Advanced Learning
Faculty of Business

Re: Proposed Bachelor of Business Administration Degrees from Sheridan Institute of Technology and Advanced Learning, Ontario

Dear Mr Miskin

I have reviewed the proposed bachelors degree in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

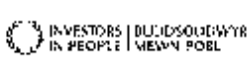
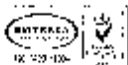
from the Sheridan Institute of Technology and Advanced Learning in Ontario and sensible letters as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the courses, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/profession. I also believe that the courses as described to me provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice and the domains of practice in the field. The three assignments assigned to the program as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to all our master's (graduate) programs in Glamorgan Business School at University of Glamorgan. The graduates of this bachelors degree program would undergo our standard screening process for all potential incoming students.

Sincerely

Helen Marshall
Deputy Vice-Chancellor Academic & Business Development
University of Glamorgan
Llanrhonk Road
Treforest
CF37 1DR



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Your feedback is very important to us. If you have any comments, please contact us at 01443 483430

University of Glamorgan Prifysgol Morgannwg, Parkway 201, CF37 1DR, UK
Tel/Fon: 01443 483430 Fax/Ffôn: 01443 480558
www.glam.ac.uk

Dr Helen Marshall, Vice-Chancellor, Glamorgan.ac.uk

7.2 Industry Credential Recognition

Sheridan has also received numerous letters of support for the BBA SCM program from industry. It is expected that additional relationships will be established as the program matures and gains recognition.

The following letters are included in this section:

- AAE Aircraft Appliances & Equipment
- Crimson Logic
- French Connection
- Futuremed Healthcare
- Global Distribution & Warehousing
- IBM Canada
- Keuhne & Nagle
- McDowall Associates
- Microsoft Canada
- Ministry of Transportation
- OOCL
- Solarsoft
- Spice Technology Group
- Waterbury Farrel



BTD:11-26

November 16, 2011

Mr. Charles Minker, Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, Ontario
L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

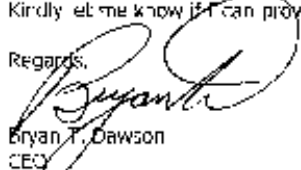
I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunity.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

Aircraft Appliances and Equipment Limited will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,


Bryan T. Dawson
CEO
Aircraft Appliances and Equipment Limited



November 2nd 2011

Mr. Charles Minken
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

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CrimsonLogic will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards

A handwritten signature in blue ink, appearing to read "James May".

Name: James May
Title: Regional Director, North America
Company: CrimsonLogic (North America) Inc.

FRENCH CONNECTION
CANADA LIMITED

November, 28 2011

Kuljinder Lall
Sheridan College Career Services Coop Advisor
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Kuljinder,

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

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French Connection will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed programs will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

Charmain Emerson



VP Marketing
French Connection (Canada)
p.416-640-6160 xt.207
Twitter @FCUKCA
Facebook:FrenchConnection Canada (clothing)

November 11, 2011

Mr. Charles Minken
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

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I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

Futuremed Healthcare Products will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed programs will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,



Joe Felice
VP Operations & Information Technology
Futuremed Healthcare Products

Global

Distribution & Warehousing

A DIVISION OF 57835 ONTARIO LTD.

1195 COURTNEY PARK DR. EAST, MISSISSAUGA, ONTARIO L4T 1R1
PHONE: (905)670-0009 FAX: (905)670-7895 WWW.GLOBALWAREHOUSE.CA

December 1, 2011

Mr. Charles Minken
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

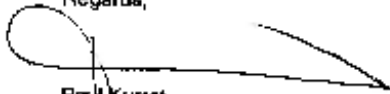
from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs. I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

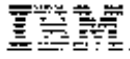
Global Distribution and Warehousing will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

A handwritten signature in black ink, appearing to read 'Paul Kurrat', with a large loop at the beginning and a long horizontal stroke extending to the right.

Paul Kurrat
Operations Manager
Global Distribution & Warehousing



3215 North Service Rd.
Burlington, ON L7R 3C7
Canada

November 7, 2011

Marcie Theoret
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Marcie:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs

I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers in business.

IBM will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed programs will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support

Regards,

A handwritten signature in black ink, appearing to read 'Mike Lothian'.

Mike Lothian
Healthcare Solutions Executive
IBM Canada

KUEHNE + NAGEL



November 9, 2011

Mr. Charles Minken
Professor, Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

Kuehne + Nagel Ltd will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

Lori Freure-MacMillan
National Manager Learning and Development
Kuehne + Nagel Ltd

Kuehne + Nagel Ltd.

77 Foster Crescent
Mississauga, ON L5R 0K1

Tel: (905) 602-6776
Fax: (905) 602-0775

www.kuehne-nagel.com

See Reverse Side For Full and Complete Terms and Conditions of Application



mcdowallassociates.com

141 Adelaide St. W. Suite 602
Toronto, ON M5H 3F6, Canada
T 416 644 6504
F 416 361 0921

November 17, 2011

Mr. John Hardisty
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear John:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

McDowall Associates will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,


Liz Wright
Senior Consultant & Principal

Microsoft Canada Inc.
1750 Midway Road
Mississauga, ON L5N 8L9
Canada

Tel: 905-568-0434
www.microsoft.ca

November 9, 2011



Marcie Theoret
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Marcie:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers in business.

Microsoft will be pleased to consider evaluating guest speakers as well as student project and work placement opportunities. We will also consider graduates in meeting the needs of our company and are willing to consider hiring them in positions if available, subject to budgetary and economic conditions.

It is clear that graduates of the proposed programs will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

Alain Fournier, CA+IT
Partner Technical Sales Manager
Microsoft Canada

Microsoft Canada Inc. is an equal opportunity employer.

Sheridan College Institute of Technology and Advanced Learning

Ministry of Transportation
Strategic Human Resources Office
301 St. Paul St., 5th Floor
St. Catharines, ON L2R 7R4
kristina.jason@ontario.ca

November 10, 2011

Mr. John Hardisty
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON L6H 2L1

Dear John:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,



Kristina Jason
HR Business Advisor



We take it personally

15th November, 2011

Marv n James
Advisor, Co-Operative Education
Co-Operative Education Department
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Mr James,

We have reviewed the proposed Bachelor of Business Administration Supply Chain Management Degree Program from the Sheridan College Institute of Technology and Advanced Learning in Ontario and appreciate your forwarding the documents relative to the proposed program for our review.

We believe this program will help to advance the field of supply chain management and contribute positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management focused approach seeks to develop graduates who are able to add business value. It is noted the program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

The proposed programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project provides students with an excellent opportunity to apply their knowledge and skills while acquiring real world experiences. As a result graduates will be positioned favourably to compete for a diverse range of careers within the supply chain field.

We view this program as providing a valuable educational resource for our industry and will be pleased to consider participating as guest speakers and student project opportunities.

Wishing you every possible success in this initiative.

Best regards,

A handwritten signature in black ink, appearing to read "D. Watson", is written over a horizontal line.

David H Watson
President
OOCL (Canada) Inc.

OOCL (Canada) Inc.

185 The West Mall, Suite 900 Toronto, Ontario M9C 5L5 Tel: (416) 620-4040 Fax: (416) 620-7632

Dr. Scott Hadley
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Scott:

I have reviewed the proposed Bachelor of Business Administration Supply Chain Management Degree Program from the Sheridan College Institute of Technology and Advanced Learning in Ontario. Please accept this letter in support of the proposed program. This support is based on the documents I have had the opportunity to review, along with my discussions with you.

I believe that this program advances the field of supply chain management and contributes positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management-focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers within the supply chain field.

Solarsoft Business Systems will be pleased to consider offering guest speakers as well as student project and work placement opportunities given market conditions and organizational needs at the time of placement.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,



Stew Baillie
VP Product Management
Solarsoft Business Systems



November 18, 2011

Dr. Scott Hadley
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
4180 Duke of York Blvd
Mississauga, ON
L5B 0G5

Dear Scott:

I have reviewed the proposed Bachelor of Business Administration Supply Chain Management Degree Program from the Sheridan College Institute of Technology and Advanced Learning in Ontario. Please accept this letter in support of the proposed program. This support is based on the documents I have had the opportunity to review, along with my discussions with you.

I believe that this program advances the field of supply chain management and contributes positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management-focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers within the supply chain field.

SPICE Technology Group will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

Neel Sharma
Managing Partner
SPICE Technology Group, Inc.

 excited@spicetg.com

 1-888-400-7950

2425 Matheson Boulevard East, 8th Floor | Toronto | L4W 5K4 | Canada



WATERBURY FARREL

a division of
MAGNUM INTEGRATED TECHNOLOGIES

Nov 24, 2011

Corporate Headquarters:
Canada
205 First Gulf Blvd.
Brampton, ON, Canada
L6W 4T9
Telephone: +1.800.536.0642
 +1.905.455.0100
Facsimile: +1.800.896.1905
 +1.905.455.0422
www.mintech-integrated.com

China:

上海远邦国际贸易有限公司
China Region Team
1777 Chongming Road, Suite #
2012
Shanghai 200891, PRC
Tel: +86-21-5014-5255
Fax: +86-21-6624-4493

郑州远邦机械有限公司
Zhengzhou Region Team
No. 26 Chengdeyuan Rd, Zhengzhou
450001, PRC
Tel: +86-372-5679-5555
Fax: +86-372-5679-5599

Divisions:
Hill Autom
Crimch, Polishing, Shears &
Metalworks
www.hill-1.com
+1 800 555 8487

Louis Machine
Saws & Conduits & Non
Continuous Casting Systems
www.hill-louis.com
+1 800 555 8487

Waterbury Farrel
Rolling, Rod & Wire Mills
www.waterburyfarrel.com
+1 800 256 8222

Magnum Power
Hydro Heat & Gas
www.magnum-power.com
+1 800 359 4190

Arner Tech
Turb Power Specialist
www.arnertech.com
+1.800.357.2030

Magnum Logic
Automated Controls
www.magnum-logic.com
+1.800.754.0460



Mr. Charles Minken
Professor, Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON L6H 2L1

Dear Chuck:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.

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I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

Waterbury Farrel will be pleased to consider offering guest speakers as well as student project and work placement opportunities. We will also consider graduates as meeting the needs of our company and willing to hire them, subject to budgetary and economic conditions.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,

Suresh Noolakantan
General Manager, Waterbury Farrel

7.3 Industry Associations

Sheridan has received letters of support from the following industry associations:

- CIFFA
- CITT
- CME
- CSCSC
- IWLA
- MaRs
- SCL
- The Logistics Institute

Sheridan College Institute of Technology and Advanced Learning

November 28, 2012

Mr. Charles Minton
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear :

I have reviewed the proposed Bachelor's degree in

- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario, and send the letter as a demonstration of support of the proposed program.

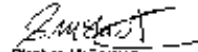
I believe that the program contributes positively to Canadian Industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value.

I particularly like the programs focus on industry education available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experiences. In my mind, graduates will be positioned well within the workplace for a diverse range of careers.

The Canadian International Freight Forwarders Association (CIFFA) will be pleased to consider offering guest speakers as well as intern project opportunities.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further assistance in any support.

Regards,


Stephen MacLellan
Senior Manager, Education and Training
CIFFA



foundations you can build a career and business on

December 6, 2014

Charles Minken
Professor and Program coordinator
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
7899 McLaughlin Road, Brampton, ON L6Y 6H5

Dear Mr. Minken,

On behalf of CITT I am pleased to offer our support for Sheridan's Bachelor of Business Administration Supply Chain Management degree Program. CITT has been developing and delivering Logistics Courses since 1959 and is always supportive of other organizations doing the same.

We believe that this program advances the field of supply chain management and contributes positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

We particularly feel that the flexible program design is unique allowing students to focus more deeply in supply chain management or pursue knowledge in other business disciplines or interdisciplinary business areas. The program's interdisciplinary management focus as well as collaboration with industry through work term(s), applied research, the final semester capstone project provide graduates with the opportunity to compete for career opportunities in management, consulting or academic careers in the supply chain field.

Going forward if there is anything we can do once the program is launched to facilitate its success we will be more than willing to do so. Please do not hesitate to contact me if we can be of further assistance.

Regards,

Catherine Viglas
President



**Canadian
Manufacturers &
Exporters**

**Manufacturiers et
Exportateurs du
Canada**



November 14, 2011

Mr. Charles Minken, Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON L6H 2L1

Dear Mr. Minken:

I have reviewed the proposed baccalaureate degrees in

- BBA Accounting
- BBA Finance
- BBA Human Resources Management
- BBA Marketing Management
- BBA Supply Chain Management

from the Sheridan Institute of Technology and Advanced Learning in Ontario and send this letter as a demonstration of support of the five proposed programs.


I believe that these programs contribute positively to Canadian industry. These degrees offer a strategic business-focused approach seeking to develop graduates who are able to add business value. Throughout their educational careers, graduates will use sophisticated quantitative and qualitative tools, business frameworks and experiential learning opportunities.

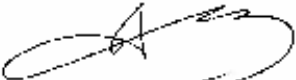
I particularly like the programs focus on industry collaboration available to students through work term(s), applied research, and a capstone project. These aspects of the program offer excellent opportunities for students to apply their knowledge and skills while acquiring real world experience. In my mind, graduates will be positioned favourably to compete for a diverse range of careers.

Canadian Manufacturers & Exporters will be pleased to consider offering guest speakers as well as student project opportunities.

It is clear that graduates of the proposed program will be valuable and welcome additions to industry. Kindly let me know if I can provide further clarification on my support.

Regards,


Jayson Myers
President & CEO


Ian Howcroft
Vice President, Ontario Division

6775 Airport Road, Suite/Bureau 200, Mississauga, ON L4V 1V2
T 905-872-1070 F 905-872-1770 www.cme.ca

Leadership makes the difference // Le leadership qui fait la différence



Canadian
Supply Chain
Sector Council

Conseil canadien
sectoriel de la chaîne
d'approvisionnement

1100 Central Parkway West, Suite 17-1
Mississauga, Ontario
L5C 4E5

September 13, 2011

Dr. Scott Hasley
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Scott:

Please accept this letter as our support for the proposed Bachelor of Business Administration – Supply Chain Management degree program. We are pleased to have been involved in discussions with Sheridan around the needs for such a program to address the skills development issues identified with our sector within the Greater Toronto Area and nationally. Our council plays a pivotal role to bring partners together in the sector to develop solutions to the human resources challenges identified by stakeholders, primarily employers. This program will assist us in those endeavours. We believe that this program accomplishes those objectives and will contribute positively to the supply chain industry in Canada.

We feel graduates of your proposed program will be well equipped to confront the complex challenges within the supply chain field in the future and contribute effectively to the growing needs of the supply chain professionals working in Canadian, and potentially international firms. It appears they have the soft skills, critical thinking skills, leadership, theoretical grounding and technical and applied skills necessary for the supply chain profession.

The Canadian Supply Chain Sector Council (CSCSC) looks forward to working with you as you develop this program and to receiving your application for accreditation of this program. We would also be pleased to invite Sheridan to list this program on our Catalogue of Supply Chain Offerings, once you are ready to promote the program.

Going forward if there is anything we can do once the program is launched to facilitate its success, we will be more than willing to do so. We would be interested in providing further support to Sheridan through participation on a Program Advisory Committee if desired. Please do not hesitate to contact me if my organization can be of further assistance in that manner.

Regards,

A handwritten signature in blue ink that reads "Kevin A. Maynard".

Kevin A. Maynard, CAE
Executive Director

Telephone / Téléphone : 905-897-6700
Toll-free / Sans frais : 1-866-616-3468
Fax / Télécopieur : 905-897-1100
Email / Courriel : info@supplychaincanada.org
www.supplychaincanada.org



IWLA – Canada

543 Timothy Street, #118, Newmarket, Ontario L3Y1R1

www.iwla.ca – www.iwla.com – dlong@iwla.com

Insert Date

Dr. Scott Hadley
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
4180 Duke of York Blvd
Mississauga, ON L5B 0G5

Dear Scott:

On behalf of the International Warehouse and Logistics Association (IWLA) and the Canadian Council within it, I am pleased to offer our support for Sheridan's Bachelor of Business Administration Supply Chain Management degree Program. Our industry association is made up of the major supply chain service companies within Canada. Some recognizable firms and employers would be Kuehne+Nagel, Panalpina, JD Smith, Accuristix, Exel, McKenna Logistics Centres along with many others.

We believe that this program clearly advances the field of supply chain management for our members and contributes positively to our supply chain providers and hence to the Canadian economy. The Bachelor of Business Administration Supply Chain Management degree's management focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

We particularly feel that the flexible program design is unique allowing students to focus more deeply in supply chain management or pursue knowledge in other business disciplines or interdisciplinary business areas. The program's interdisciplinary management focus as well as collaboration with industry through work term(s), applied research, the final semester capstone project provide graduates with the opportunity to compete for career opportunities in management, consulting or academic careers in the supply chain field.

IWLA-Canada looks forward to working with Sheridan as we have done on previous logistics and supply chain programs in their developmental stages. We are highly supportive of your College receiving an application for accreditation of this program. We would also be pleased to invite Sheridan to request a link on our website once you are ready to promote the program.

Going forward if there is anything we can do once the program is launched to facilitate its success, we will be more than willing to do so. Please do not hesitate to contact me if we can be of further assistance.

Regards,

David Long
Executive Director/IWLA-Canada



September 15, 2011

Dr. Scott Hadley
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
1430 Trafalgar Road
Oakville, ON
L6H 2L1

Dear Scott:

Please accept this letter as our support for the proposed Bachelor of Business Administration – Supply Chain Management degree program. At MaRS Discovery District we work with young companies to foster and support critical innovation. Many of these companies are developing technologies in the supply chain management field where advancements and growth are critical. We believe that this program will contribute positively to the supply chain industry in Canada through activities that further support innovation and evolution in this sector.

We feel graduates of your proposed program will be well equipped to confront the complex challenges within the supply chain field in the future and contribute effectively to the growing needs of the supply chain professionals working in Canadian, and potentially international firms. It appears they have the soft skills, critical thinking skills, leadership, theoretical grounding and technical and applied skills necessary for the supply chain profession.

MaRS Discovery District looks forward to working with you as you develop this program. We would also be pleased to invite Sheridan to request a link on our website once you are ready to promote the program.

Going forward if there is anything we can do once the program is launched to facilitate its success, we will be more than willing to do so. Please do not hesitate to contact me if my organization can be of further assistance in that manner.

Regards,

A handwritten signature in black ink, appearing to read "Don Duval", written in a cursive style.

Don Duval,
Vice President, Business Services
MaRS Discovery District



November 15, 2011

Dr. Scott Hadley
Professor
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
4180 Duke of York Blvd
Mississauga, ON L5B 0G5
Dear Scott:

On behalf of SCL Canada I am pleased to offer our support for Sheridan's Bachelor of Business Administration Supply Chain Management degree Program. Supply Chain & Logistics Association Canada (SCL) acts as a significant link within the Supply Chain community, both nationally and internationally. Providing Supply Chain professionals and their companies access to up-to-date information and resources regarding Supply Chain Management best-in-class business practices, benchmarking, research and market intelligence. It is peer-to-peer education and our members passion for Supply Chain Management that sets SCL apart from other organizations and gives business value back to our members.


We believe that this program advances the field of supply chain management and contributes positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

We particularly feel that the flexible program design is unique allowing students to focus more deeply in supply chain management or pursue knowledge in other business disciplines or interdisciplinary business areas. The program's interdisciplinary management focus as well as collaboration with industry through work term(s), applied research, the final semester capstone project provide graduates with the opportunity to compete for career opportunities in management, consulting or academic careers in the supply chain field.

SCL looks forward to working with Sheridan and to receiving your application for accreditation of this program. We would also be pleased to invite Sheridan to request a link on our website once you are ready to promote the program.

Going forward if there is anything we can do once the program is launched to facilitate its success, we will be more than willing to do so. Please do not hesitate to contact me if we can be of further assistance.

Regards,



Bob Armstrong
President
SCL Canada

Supply Chain & Logistics Association Canada (SCL) | 7270 Woodbine Avenue, Suite 204 | Markham ON | L3R 4B9
t: 905.415.2220 or 1.866.456.1231 | f: 905.513.1248 | www.sclcanada.org



The Logistics Institute
L'institut de la logistique

150 John Street, Suite 210
Toronto, Ontario M5V 2E3
Tel: (416) 363-3005
Fax: (416) 363-3598
Toll free: 1-877-363-3005
www.loginstitute.ca

November 23, 2011

Charles Miliken
Professor and program coordinator
Faculty of Business
Sheridan College Institute of Technology and Advanced Learning
7899 McLaughlin Road
Brampton, ON L6Y 5H0

On behalf of the Logistics Institute, I am pleased to offer our support for Sheridan's Bachelor of Business Administration Supply Chain Management degree Program. As Canada's premier professional certifying organization, we recognize the value that this degree Program brings to the logistics community at large and to the careers of logistics practitioners in particular.

We believe that this program advances the field of supply chain management and contributes positively to Canadian industry. The Bachelor of Business Administration Supply Chain Management degree's management focused approach seeks to develop graduates who are able to add business value. The program focuses on presenting students with opportunities to appraise and articulate the impact of the supply chain on the overall objectives and performance of the enterprise.

We particularly feel that the flexible program design is unique allowing students to focus more deeply in supply chain management or pursue knowledge in other business disciplines or interdisciplinary business areas. The program's interdisciplinary management focus as well as collaboration with industry through work term(s), applied research, the final semester capstone project provide graduates with the opportunity to compete for career opportunities in management, consulting or academic careers in the supply chain field.

The Logistics Institute looks forward to working with Sheridan and to receiving your application for accreditation of this program. We would also be pleased to invite Sheridan to request a link on our website once you are ready to promote the program.

Going forward if there is anything we can do once the program is launched to facilitate its success, we will be more than willing to do so. Please do not hesitate to contact me if we can be of further assistance.

Regards,

A handwritten signature in blue ink that reads "Victor S. Deygid".

Victor S. Deygid
Founding President
The Logistics Institute

Logistics. The driving force of human achievement.

Section 8: Regulation and Accreditation

Not applicable to this submission.

Section 9: Nomenclature

The 2010 PEQAB handbook, Section 8, Nomenclature Standard requires that the credential must be recognizable for both employment and post graduate study opportunities. It further explains the program nomenclature must reflect the post secondary education achieved as well as facilitate public understanding of the credential to assist students, employers and postsecondary institutions to recognize the level, nature and the discipline of study. Benchmarks must further create accurate information about the degree level, the degree nature and the discipline and/or area of study.

A review of business degrees from institutions in Ontario and other provinces in Canada reveals that the predominant business program baccalaureate credentials are Bachelor of Business Administration (B.B.A.) and Bachelor of Commerce (B.Comm.). The table below summarizes the institutions that were checked for credentials using the information posted on the websites.

Academic institutions	Credential
Ontario	
Algoma University	B.B.A.
Brock University	B.B.A.
Carleton University	B. Comm.
Conestoga College	B.B.A.
Humber College	B.Comm.
Lakehead University	B.Comm.
McMaster University	B.Comm.
Nipissing University	B.B.A. and B. Comm.
Queens University	B.Comm.
Ryerson University	B.B.A.
Seneca College	B.Comm.
Trent University	B.B.A.
University of Guelph	B.Comm.
University of Ontario (Oshawa)	B. Comm.
University of Ottawa	B.Comm.
University of Toronto	B. Comm.
University of Toronto Scarborough	B.B.A.
University of Western Ontario (Richard Ivey School of Business)	H.B.A. (Honour's Business Administration)
University of Windsor	B.Comm.
Wilfrid Laurier	B.B.A.
York University	B.B.A.
Outside of Ontario	
Dalhousie University	B.Comm.
McGill University	B.Comm.
Simon Fraser University	B.B.A.
University of Alberta	B.Comm.
University of British Columbia	B.Comm.
University of New Brunswick	B.B.A.

Our survey demonstrates that the B.B.A. and B. Comm. nomenclatures are the most commonly offered credentials with Canadian universities. Both credentials meet the PEQAB requirements of being easily recognizable by all stakeholders including employers, students and universities. PEQAB does not require

applied degrees to include the term applied in their nomenclature. Hence, Sheridan has elected to request the B.B.A. credential which is well-recognized in Canada.

The Bachelor of Business Administration (Supply Chain Management) degree conveys accurate information about the degree level, its nature and discipline of study. The degree is academically rigorous, offering core elements typical of B. Comm. and B.B.A. degrees as well as opportunities for specialization.

The program's inductive approach to teaching and learning, work term opportunities, courses grounded in theory and practice, capstone projects, and the Creative Learning Portfolio prepare students for entry into a profession and/or for graduate level of study. The research conducted combined with letters of support solicited from employers, professional associations and universities recognize the level, nature and discipline of this degree.

Section 10: Program Evaluation

Program review is an important opportunity for programs to plan informed changes based on feedback from a wide range of stakeholders and from a variety of data sources. Students, graduates and employers can be confident that Sheridan has done everything possible to ensure that programs provide the best learning experience possible for students and are responsive to changes in industry and in education. At Sheridan, each program engages in a simple annual reflection process in addition to completing a comprehensive review every five years. To meet the PQAPA requirements to review all of our programs every 5-7 years, approximately 25 comprehensive program reviews need to be completed annually. A five-year program review list has been published by the office of the Senior Vice President Academic and Research (SVPAR) for 2010 to 2015.

10.1 Comprehensive Program Review

The comprehensive review is carried out by a Program Review Team. A program review team is established by the Associate Dean and typically consists of the Associate Dean, the program coordinator, up to three faculty members and a support staff person. The Program Review Team works closely with the Network for Innovation and Leadership in Education at Sheridan (NILES) which provides guidance and assistance throughout the program review process. The review cycle for Sheridan is scheduled between *May and the end of March*. The specific start and end dates are determined by the Dean/Associate Dean for each program. NILES offers to each program the opportunity for an introductory meeting with the Program Review Team. The intention of this introductory meeting is to provide a synopsis of the review process, review the template and answer any questions.

The program review process includes:

1. Program Self-Assessment

An environmental scan is completed by a NILES researcher which examines the field of study including industry and academic competitors. NILES populates the self-assessment template with institutional data specifically related to the program. The self-assessment template guides the team through a series of questions to analyze and reflect on the following areas:

- a. Goals and Context of Program
- b. Recruitment, Admissions and Enrolment
- c. Program Context
- d. Learner Experiences
- e. Graduation and Employment Outlook
- f. Human Resources & Professional Development
- g. Physical and Fiscal Resources

2. Student and Faculty Focus Groups

The Sheridan Program Review Consultant (NILES) conducts focus groups with students and faculty to collect their feedback about program strengths, opportunities, and areas for enhancement. The focus group summaries are provided to the program review teams and the documentation is included in the self-assessment.

3. External Reviewers and Site Visit

Following the completion of the program self assessment, the program review team identifies two reviewers external to Sheridan. One representative should be from a similar program at another college or university and one representative is from industry. If the program being reviewed is a *degree program*, there must be two external academic reviewers holding terminal credentials in the field of study and one internal senior administrative reviewer outside the program area. All reviewers are required to provide a CV and sign a *Conflict of Interest* form prior to being accepted as a reviewer. The reviewers read the program self-assessment report and participate in a one-day site visit organized by the Faculty. The site visit includes meetings with faculty members, students, graduates, employers and administrators. The external reviewers produce a report on their findings for the program. External reviewers each receive an honorarium from the college (arranged through NILES) for their role.

4. Action and Implementation Plans

Once the external reviewers' report is received and reviewed by the Program Review Team, an action plan is developed which includes specific recommendations for program improvement and enhancement. Based on the action plan the team will write the corresponding implementation plan. The comprehensive report including the action and implementation plans is discussed with the SVPAR. Upon completion of the comprehensive program review process the program receives a transfer from NILES for \$10,000.00 to help support the implementation plan.

5. Documentation

A final copy of the documentation is stored both in the program area and in NILES. To complete the comprehensive review cycle, the program discusses the progress made with respect to the implementation plan during the annual program self-assessment the following year.

10.2 Annual Program Self-Assessment

Sheridan's review process emphasizes continual improvement based on self-reflection and assessment of educational quality. As best practices, programs that are not scheduled for a comprehensive program review conduct an annual self-assessment at the end of each academic year. The annual self-assessment provides the program with the opportunity to examine curriculum, teaching and learning practices, relationships and insights gained from industry, celebrate achievements, address issues and set goals for the coming year.

Section 11: Academic Freedom and Integrity

11.1 Academic Freedom

Sheridan recognizes the right of faculty and staff to carry out their teaching and learning activities; to pursue research and disseminate and publish the results thereof; to produce and perform creative works; to engage in service to the institution and the community; and to express one's opinion about the institution, its administration and society at large, within the parameters established by the Colleges of Applied Arts and Technology Act (2002), College policies, ethical guidelines and all applicable legislation.

In classes, laboratories, studios, etc. faculty members are free to discuss any aspect of a topic pertinent to the achievement of the learning outcomes of the course being taught as documented in the course outline.

Faculty and staff are free to act and to speak in their capacity as public citizens without institutional censorship or discipline, but must indicate in such instances particularly when speaking as professionals that they are not acting as representatives of Sheridan. As professionals and representatives of their disciplines, faculty and staff take upon themselves a responsibility for honesty and accuracy in professional statements and activity. As members of the Sheridan community, faculty and staff should show respect for the opinions of others.

Alleged violations of the academic freedom policy are reported to the Dean of the Faculty in which the alleged violation occurred. The Dean is responsible for investigating the incident and determining how to handle it. Appeals are handled through the Office of the Senior Vice President Academic & Research.

11.2 Academic Honesty

A clear sense of academic honesty and the corresponding responsibilities are fundamental to the effective learning environment enjoyed by all members of the Sheridan community and to the reputation of Sheridan programs. Sheridan recognizes the responsibility of all faculty members, staff, current and former students, and applicants to foster standards of academic honesty, and to be knowledgeable of, and act in accordance, with such standards.

It is a breach of academic honesty to falsely claim credit for the ideas, writing, projects, or creations of others either by presenting such works as one's own or through impersonation. Similarly, it is a breach of academic honesty to cheat, attempt or actually alter, suppress, falsify or fabricate any research data or results, official academic record, application or document.

All Sheridan faculty members, staff and students are expected to be vigilant regarding breaches of academic honesty and are responsible for taking appropriate action when it is believed that a breach of academic honesty has occurred. All suspected breaches of academic honesty are investigated. A finding of guilt leads to the imposition of a penalty from a range of sanctions. A lack of familiarity with the Policy and Guidelines on Academic Honesty on the part of any member of the Sheridan community does not constitute a defense against misconduct.

The Academic Honesty Policy applies to all members of the Sheridan community including faculty members, staff, students and applicants. Breaches of this policy by employees are handled in a manner consistent with the conditions of their employment. Anyone suspecting a faculty or staff member of a breach of Academic Honesty is asked to report the concern to the Associate Dean or other staff member to whom the person reports.

Academic Honesty-Information, Compliance & Sanctions

Students and faculty members are informed about College policies in a number of ways. By the time a policy is adopted, it has been reviewed by a number of internal operational committees and councils, many of which include student and faculty member representation. Relevant policies are discussed at Orientation Sessions, and at the beginning of courses. Policies are referenced on course outlines and in the student handbook and appear on the Sheridan web site. Faculty members regularly receive an internal communications bulletin *Sheridan Insider* which highlights new policies. Prior to receiving their timetable, each student is asked to read the Academic Honesty policy and to agree to abide by its terms. All students are subject to the terms of the Academic Honesty Policy whether they read the policy and agree to abide by its terms or not.

If a member of the Sheridan community suspects that an individual or individuals are violating the Academic Honesty Policy it is their responsibility to investigate the situation. In the case of a student, he/she reports his/her suspicions to the faculty member responsible for the course. If a student believes that a faculty or staff member is violating the Academic Honesty Policy, then, he/she reports this suspicion to the Associate Dean. Where a violation of the Academic Honesty Policy is suspected, but where the suspected offence is not related to a course, those with knowledge of the offence contact the Registrar.

Disciplinary sanctions for breach of the Academic Honesty Policy are levied consistently across the College. Discipline is progressive and tied to the severity of the offence. Penalties for second and subsequent offences are significant. Student penalties can range from assigning a grade of “0” for the assignment, test, exam, creative work, or project with no opportunity to resubmit the work, through termination from the course, to suspension or withdrawal from the college.

Applicants who falsify transcripts, cheat on admission testing, or in any other way violate the Academic Honesty Policy, will not be granted admission to the College (and will be ineligible for admission to any Sheridan program or course for a period of not less than 1 year).

11.3 Intellectual Products of Employees and Students – Copyright Ownership

The College recognizes and values the contribution of employees and students in the Works they produce and seeks to balance the rights of the creators with the interests of the College while encouraging educational innovation and creativity.

As an employer, the College claims ownership of copyright in Works created by employees in the normal course of their employment. Such Works include the curriculum (e.g., teaching support materials), and administrative materials (e.g., professional, technical and artistic Works produced on assignment).

The College recognizes the employee ownership of copyright in Works created by employees on their own initiative and own time where an extensive use of College facilities, resources or funds are not used in the creation or reproduction of the Works.

Students own the copyright to the Works they produce. The College does not claim ownership of any Works created except where the student received compensation as an employee of the College for the creation of the Work; or the creation of the Work required the extensive use of College facilities, resources or funds.

The College will automatically be licensed to present student-produced Works for instructional purposes in Sheridan College courses for up to five years after the creation of the Works. The use of these Works for non-instructional purposes (e.g. College publicity) or for instructional purposes beyond the five-year period requires the consent of the creators of the Works.

Potential consequences of non-compliance with Sheridan copyright depend upon the specific situation and may range from having the issue dealt with by administration at the College to formal legal action.

Applied Research Intellectual Property Policy

Sheridan is engaged in Applied Research the main purpose of which is to generate ideas and innovations while encouraging educational innovation and creativity. Sheridan supports and values the contribution of its Employees and Students to the intellectual property (IP) produced as part of Applied Research and seeks to balance the rights of those contributing to the development of IP with the interests of Sheridan, which provides the facilities and resources for research. Sheridan wishes to facilitate the commercialization of inventions, discoveries, and creative works developed by employees and students of Sheridan.

Sheridan is committed to encouraging creativity and thus reserves the right to be flexible in the application of the IP policy on a case-by-case basis. For example, the policy may be superseded by an agreement between Sheridan and the creator governing ownership of IP or by an agreement with a public or private funding organization or other external body, provided such agreement is reached prior to the commencement of the research and is approved by Sheridan's Office of Research.

In the absence of any written agreement to the contrary between Sheridan and an employee, Sheridan shall be the first owner of all IP created by the employee in the course of normal administrative or professional duties with Sheridan and such IP shall remain the property of Sheridan.

In the absence of any written agreement to the contrary between Sheridan and an employee, where IP has been created or developed outside the scope of normal administrative and professional duties, the creator will retain ownership of the IP unless the Creator created or developed the IP using Sheridan's resources. Where an outside organization has sponsored Applied Research and the agreement between Sheridan and the outside organization deals with IP ownership, the ownership of the IP generated by the sponsored research is dealt with in accordance with the terms of such agreement.

11.4 Research at Sheridan – Human Subjects Policy

Sheridan recognizes the importance of the preservation of human dignity and the ethical treatment of any human participants involved in research.

Therefore Sheridan maintains a research ethics board (SREB) that has responsibility for all research conducted at the college, must approve all research projects involving humans before participants are recruited, and that monitors the implementation of policies regarding the treatment of human participants. The SREB normally allows research to be carried out only after the voluntary free and informed consent of the participant or his/her authorized third party has been given. Researchers must provide full and frank disclosure of all information relevant to free and informed consent. Research approvals are guided by the principles of respect for human dignity, respect for free and informed consent, respect for vulnerable persons, respect for privacy and confidentiality, respect for the law, respect for fairness and equity, respect for trustworthiness and honesty and protection of participants and researchers from injury or harm.

Students in a Sheridan course that is formally designated as a “Sheridan Research Ethics Board Approved Course” may conduct minimal risk studies or research projects involving human subjects under the direction of their course instructor(s), without the need to submit an application for ethics approval to the Sheridan Research Ethics Board (REB). Approval for this designation is given to the Program that delivers the course. Approval is given for the general nature and scope of projects that are undertaken within the course providing that the course comply with the conditions stipulated by the Sheridan Research Ethics Board.

11.5 Research at Sheridan – Integrity Policy

Sheridan is committed to the highest standard of integrity in research. Sheridan expects all of its researchers and others conducting research within Sheridan to adhere to ethical principles in their research activities and monitors conformity with those principles. These principles include:

- a. using rigour and integrity in obtaining, recording and analyzing data, and in reporting and publishing results;
- b. recognizing the substantive contributions of others, including co-researchers and students, ensuring that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication, and only those people;
- c. acquiring permission to use and acknowledging the contribution of others, whether published or unpublished;
- d. using archival material in accordance with the rules of the archival source;
- e. obtaining the permission of the author before using information, concepts or data originally obtained through access to confidential manuscripts or applications for funds for research or training that may have been seen as a result of processes such as peer review;
- f. revealing to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions as to whether the individual should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from an outside source.

Sheridan regards any action that is inconsistent with integrity as misconduct. The misconduct may apply to misconduct in scholarly research, data collection, gathering and retention, authorship, responsibilities of principal researchers, conflict of interest, or other misconduct.

This policy applies to all individuals at Sheridan involved in research, as defined in the Applied Research Policy, in any capacity whatsoever. Anyone working under the aegis of Sheridan engaging in research, using Sheridan’s facilities, or seeking approval of Sheridan for research must adhere to the highest level of ethical standards. This includes research conducted in other jurisdictions or countries.

All researchers, including employees, students and volunteers, are covered by this policy. Sheridan promotes the understanding of integrity issues within the institution through Sheridan Research workshops, written materials and by posting the policy and related procedure on the Sheridan website.

Sheridan does not carry out research involving biohazards or the use of animals.

11.6 Management of Research Funds

Sheridan's Research department is the coordinating and documentation point for Sheridan research proposals, and oversees the disbursement of research funds. When a letter of confirmation is received from a funding body, Research works with Finance to ensure Sheridan meets all criteria for the conditions of the grant (e.g., certificate of liability). Once the cheque for the funds is received Research sets up an account for the project with Finance, creates a template informing Finance of the critical information regarding the research project (e.g., time line, audit requirements), provides Finance with all documentation regarding the project, and budgets the funds as per the proposal. Research processes and monitors all research-related expenses (wages and benefits, non-salary, capital equipment), ensuring the legitimacy of expenses and their alignment with the terms of the research grant conditions. Research provides progress reports to funding agencies regarding projects and expenses, and Research's financial activities undergo external audit along with Sheridan's other financial activities.

Section 12: Student Protection

12.1 Student Protection Regarding Academic Calendar

All printed and online communications regarding program information are checked out with the relevant college areas before publication/going live. The Office of the Registrar is vigilant in ensuring all information regarding the program name (MTCU approved), duration, credential, campus, code, intake date and admission requirements is accurate. The academic Faculties vet the program information to confirm it is accurate, up-to-date and does not misrepresent a course or program in any way.

12.2 Student Awareness of Policies and Procedures

Every student who applies to Sheridan gets a Sheridan Access account and cannot proceed with their application unless they enter that Access account number online. The first screen that comes up when they enter that account is a notification requesting that the student read the linked policies. The student has access to all Sheridan policies and procedures from this page.

Special emphasis is made regarding the importance of familiarity with the Academic Honesty Policy, the potential usefulness of the Advanced Standing Policy for those who have studied at another institution, and the helpfulness of the Academic Appeals and Consideration Policy if the student has concerns in future regarding decisions that affect his/her academic performance. The student is asked to check off the box that indicates they have read, understand and agree to abide by Sheridan's policies. If they do not check off that box, the notification page appears every time they log on to that account and will not disappear until they have checked the box. Given this account is the student's access to check grades, view their timetable, and work with many course materials, they cannot avoid the policy notification. The student is also reminded on the screen that, if they do not check off the box, they are still bound by Sheridan's policies.

12.3 Resolution of Students' Academic Appeals, Complaints, Grievances, and/or Other Disputes

Sheridan expects the academic judgments of its faculty members and staff to be fair, consistent and objective. Its policy and procedures regarding academic appeals ensure that students whose academic status has been adversely affected will have access to a thorough, respectful, and impartial review of their concerns. In situations where students experience unforeseen personal circumstances that disrupt or impact their academic performance, faculty members may provide reasonable, alternate arrangements to enable the student to meet the course/program requirements.

The expected process for dealing with academic appeals starts with the student approaching the faculty member to discuss the issue. If no resolution is reached, the student submits an Informal Academic Appeal Application accompanied by all pertinent documentation to the Faculty office. The Associate Dean or designate sets up a meeting to review the appeal. If the appeal is denied at this point, the student may choose to undertake a formal academic appeal. For a formal appeal, the Dean of the relevant Faculty or designate convenes a meeting of the Academic Appeal Committee. This committee reviews all relevant documentation and meets with all relevant parties (including witnesses, student and faculty member). The Appeal Committee consists of the Dean or designate of the Faculty (who serves as Chair of the committee), one faculty member from the Faculty, one faculty member from outside the Faculty, one student from the Faculty (selected by the coordinators) and one additional member chosen by the student making the appeal. A written decision is issued as a result of the appeal. The decision of the Appeal Committee is final. A student who believes that he/she has not received a fair hearing may request an

Appeal Review. This is permitted if there was a substantial procedural error committed by the Appeal Committee that denied the student a fair hearing or if new evidence is available that, through no fault of the student, was not available at the time of the appeal to the Appeal Committee. The Annual Review Committee (consisting of the Vice President Academic who serves as Chair of the committee, one Dean, two faculty members, and the Sheridan Student Union President or designate) meets with the student, faculty member and witnesses, reviews the evidence and issues a written decision. The decision of the Appeal Review Committee is final and binding on all affected persons.

12.4 Policies/Procedures on Harassment/Discrimination and Violence and the Student Code of Conduct

a. Harassment/Discrimination

Sheridan College does not tolerate any form of harassment or discrimination as defined by the Ontario Human Rights Code. In the event that harassment or discrimination is alleged, every effort is made to work with the people involved to find a fair and timely resolution of the matter. It is recognized that the most effective way to deal with harassment and discrimination is through preventative action, including informing, educating and good management. All staff, including faculty, technologists and management, are expected to be familiar with the policy and procedures and to prevent or discourage harassment and discrimination. The college is committed to deal quickly, fairly and effectively with harassment and discrimination should it take place.

A multi-step complaint resolution process provides information, support and constructive facilitation. The first step in this process is individual action, encouraging the student to resolve the issues in conflict with the person causing the problem, with the support of a Human Rights advisor if requested. If the issues cannot be resolved or they continue, the complainant or the respondent can move to stage 2, informal complaint with assistance. Assistance is provided by a Human Rights Advisor, student Peer Advocate, student representative, supervisor, manager or union steward. The complainant is advised whether the complaint falls under the jurisdiction of the Sheridan policy, given information about the process and their rights under the policy and the Human Rights Act, and advised if alternative dispute resolution activities might be an option in this case. If a resolution is not achievable, then a formal complaint may be commenced. The Human Rights Coordinator meets with each person to try to resolve the complaint. If after consultation, the complaint cannot be resolved, an investigator or investigative team is appointed to review everything pertaining to the complaint. If the investigator advises that there is no jurisdiction, the Coordinator so advises everyone. If there needs to be further investigation, the Coordinator directs the investigator to continue. An appeal can be submitted to the President. The President shall be informed of all investigations and outcomes. The President may call a meeting to speak to all parties with a view to seeking information. Within ten days he/she makes a written decision which is binding and cannot be appealed.

Confidentiality is required in all procedures. At any point in the complaint process, either party may request that formal mediation be instituted to assist the resolution of the complaint. A substantiated act of discrimination or harassment may be cause for disciplinary action by the college up to and including the possibility of discharge in the case of an employee or expulsion in the case of a student.

b. Violence

Sheridan is committed to establishing and maintaining an environment that is free of violence and intimidation where all members of the community are treated with respect. Sheridan's Workplace Violence policy outlines the procedures and responsibilities of Sheridan, its employees, students and

visitors. It is intended to be preventive and educational in nature, and to deter acts of violence through a series of strict measures and penalties.

c. Student Code of Conduct

Sheridan's Student Code of Conduct operates as an umbrella pulling together the policies and procedures relating to behaviour on campus (including in residence) and at activities sponsored by Sheridan. Based on the premise that all students have the right to be treated with dignity and respect, it provides guiding principles and rules for behaviour that contribute to everyone's success in the learning and social environment.

12.5 Student Dismissal

Students may be dismissed based on academic dishonesty, for severe breach of policy regarding harassment/discrimination or for gross violation of the student code of conduct. Such decisions are not made lightly and are based on thorough investigation of the circumstances, a chance for the student and all relevant parties to contribute evidence, and a view to what is fair to all concerned. Appeal processes allow further consideration where necessary.

12.6 Current Academic Calendar

The current academic calendar may be found by:

1. Navigating to: <http://www.sheridancollege.ca/>
2. Select the "Programs & Courses" tab along the top of the page
3. Click on "Full-Time Programs"
4. Click on "2012-2013 Viewbook"

Alternatively, the following direct link may be used:

http://www.sheridancollege.ca/Programs and Courses/Full-Time Programs/2012_2013_Viewbook.aspx

Section 13: Economic Need

13.1 Viability of the Proposed Credential

Current Education Levels

It is difficult to gauge the current education levels of people employed within the sector given that data for this is generally aggregated and often outdated (e.g. Canada’s 2006 Census data). Evidence from the 2005 environmental scan provided by Canada’s Supply Chain Sector Council indicated that of the tactical, operational and managerial occupations comprising this sector, management positions required an undergraduate degree.¹

In order to provide a more up to date analysis we have used data provided by the Toronto Economic Development office, using *specialist managers* as the aggregated occupational classification. This classification includes job titles that are applicable to graduates of this proposed program including *customs managers, business development managers, logistics managers* etc.

From this data it can be seen that there is little variability in the educational attainment of people employed in jobs that comprise this aggregate group. Since 2005 for example, the majority of people have had a degree (table 1).

Table 1: Education Levels - Toronto’s Specialist Managers

Level of Education	2005	2006	2007	2008	2009	2010
Some High School	2,000		2,930	2,620	2,300	
High School	11,240	8,270	9,870	10,890	9,220	9,760
Some Post Secondary	3,120	4,640	4,770	4,550	3,820	4,400
Post Secondary Diploma or Certificate	25,030	24,030	23,550	23,610	24,450	25,780
Degree	41,420	49,790	45,470	51,450	51,400	52,120
TOTAL	82,810	86,730	86,590	93,120	91,190	92,060

Source: City of Toronto Economic Development

Employer Demand for a Degree – Current Job Postings

In general jobs that span Canada’s supply chain and logistics sector can be classified as managerial, tactical or operational (table 2). At the time when this information was gathered by the Supply Chain Sector Council in 2005, operational jobs did not require a degree but most of the managerial positions and some of the tactical positions on the other hand did.

¹ Strategic Human Resources Study of the Supply Chain Sector (2005)

Table 2: Occupational Structure of Canada's Supply Chain Sector

Sub-Function	Occupation Category	Some Job Titles
Senior Management	Managerial	Managers – goods, production, utilities, transportation and construction
Logistics Information Systems	Managerial	Computer and information systems managers
	Tactical	Industrial engineering and manufacturing technologists and technicians, database analysts, computer analysts
Warehousing	Managerial	Facility Operations Manager, Warehouse Manager
	Operational	Material handlers, labourers, clerks
Transportation	Managerial	Transportation Manager
	Tactical	Customs Brokers, Transportation Schedulers,
	Operational	Shippers, Receivers
Inventory/Material Control	Managerial	Administrative Service Managers, Recording, Distributing and Scheduling Occupations
	Tactical	Purchasing and Inventory Clerks, Inventory Analyst, Planner
Purchasing	Managerial	Purchasing Managers
	Tactical	Purchasing Agents and Officers, Buyers
Marketing and Sales	Managerial	Sales, Account and Marketing Managers

(Source: Supply Chain Sector Council, 2005)

Table 3 identifies a broad range of positions within Canada's supply chain sector that graduates of Sheridan's program should be qualified to pursue. Although a large scale analysis of job postings to confirm the education requirements for these jobs is beyond the scope of this report, the information provided in the table does come from a reputable source (Canada's Supply Chain Sector Council) as well as a review of some of the existing job postings to confirm these requirements.

Most of the positions at the entry level of this profession are 'clerk' related roles that generally require a College diploma. There are however, a broader range of managerial positions beginning at the intermediate level where 3-5 years experience is required. Most of these managerial positions require a bachelor's degree. Although *supply chain managers* specifically are more senior in nature (thus requiring a minimum of five years experience), *supply chain management assistants* are entry level positions that require only two years experience and a bachelor's degree.

Certification requirements tend to differ by employer and industry but based on feedback from a representative of industry, employers typically seek candidates with the CCS (Certified Customs Specialist), P.Log (Professional Logistician) and CITT (Canadian Institute of Traffic and Transportation) certification.

Table 3: Job Titles and Requirements for Positions Comprising the Supply Chain and Logistics Profession

Industry		Job Title	Years Experience	Level of Education Required
Manufacturing & Retail	Operational	Supply Chain Clerk	0-2	Diploma
	Management	Supply Chain Management Assistant	2	Degree
		Assistant Procurement Manager	2-3	Degree
		Inventory and Process Control Supervisor	3 Years	Degree

Industry		Job Title	Years Experience	Level of Education Required
		Area Logistics Manager	3-5	Degree
		Division Demand Manager	3-5	Degree
		Resource Protection Lead	3-5	Degree/Diploma
		Materials Area Manager	5 Years	Degree
Transportation	Management	Logistics Clerk	0-2	Diploma
		Customs Compliance Clerk	0-2	Diploma
		Business Development Manager	3-5	Degree/Diploma
		Demand Manager	3-5	Degree
		Manager, Transportation Solutions	3-5	Degree
		Inventory Control Manager	3-5	Degree/Diploma
		Logistics Manager	3-5	Degree/Diploma
		Warehouse Manager	3-5	Degree/Diploma
		Operations Manager	3-5	Degree/Diploma
		Ocean Freight Manager	3-5	Degree
		Customs Manager	3-5	Degree
		Supply Chain and Sourcing Manager	5	Degree
		Supply Chain Forecasting Manager	5-10	Degree
	Technical	Business Analyst	1-2	Degree
Operational	Logistics Analyst	1-2	Degree	
Warehousing and Distribution	Management	Facilities Operations	3-5	Degree
		Logistics Manager	3-5	Degree
		Inventory and Process Control Supervisor	3-5	Degree
		Supply Chain Solutions Manager	5+	Degree

Source: Canadian Supply Chain Sector Council

Industry Projections

Although there are a broad range of managerial jobs that comprise the supply chain field, the absence of projection data makes it difficult to determine which jobs in particular will be in high demand. Estimates provided by the Canadian Supply Chain Sector Council from 2005 indicate that ‘operational’ jobs that do not require a degree constituted the largest share (approximately 60%) of people employed in this field. Management positions which do require a degree on the other hand, constituted about 20% of the supply chain workforce. The most challenging positions to fill at the time the data was collected were *facility operations managers* and *inventory control managers*, both of which require a degree. The Sector Council is currently in the process of updating their environmental scan but it will not be released until 2012.

The 2005 report projected as well, that between 2005 and 2008 an estimated 86,645 jobs would have to be filled annually in Canada in order to meet the demand created by both new and vacated positions (table 4). Of these projected job openings, more than half were operational jobs (jobs that did not require a degree).

Table 4: Employment Projections for Canada’s Supply Chain Sector (2005-2010)

Job Category	% of Supply Chain Employment	Total No. of Positions to Fill Annually 2005-2010	Level of Education Required
Management	20%	20,998	Degree, Graduate Degree
Tactical	17%	15,889	Diploma or Degree
Operational	63%	49,758	High School
Total	100%	86,645	

Source: Strategic Human Resources Study of the Supply Chain Sector, 2005

Earnings and Education

It is difficult to gauge differences in earnings based solely on education since there are many variables that affect it. Evidence from Canada’s 10th annual survey of Canadian logistics professionals suggests that education ranks sixth in the top twelve factors impacting salary level.² The top five include; position within the organization, budget, the number of hours worked per week, number of years experience in the field, and age.

Table 5 provides an overview of the earnings difference for people (aged 24-44) who are employed in some of the occupations that are integral to the supply chain and logistics profession. It should be noted however, that it is difficult to equate earnings with education since there are other variables impacting this relationship. As well, the data provided in this table are based on the 2006 census and is thus outdated. Nevertheless, it provides a general comparison that reflects increased earnings for individuals with a bachelor’s degree. In general for example, individuals employed as transportation managers earn more than \$18,000 a year more with a bachelor’s degree than those employed in the same job with a certificate or a diploma.

Table 5: Earnings Associated with Education & Occupations in the Supply Chain Sector

Occupation	Certificate or Diploma	Bachelor’s Degree
Facility Operations, Distribution Manager	\$50,995	\$63,165
Transportation Manager	\$60,769	\$79,031

(Source: Statistics Canada)

² Canadian Transportation and Logistics (2010) The 10th Annual Survey of the Canadian Logistics Professional

13.2 Industry Trends – Canada’s Supply Chain Sector

The global trade environment is comprised of a vast and growing number of products and producers with expanded supply chains that cross multiple borders, thus making it increasingly complex.³ The following represent some of the key trends currently and/or projected to affect this industry.

The Reconfiguration of Global Supply Chain Networks

One of the primary indicators of business competitiveness is the successful integration of global value chains, coupled with effective product distribution and associated services.⁴ The synchronization of goods distribution with global supply chain partners makes logistics and supply chain management a very complex and strategic issue for decision makers.⁵

An increasing number of mergers and acquisitions coupled with the complex demands of retailers and customers have prompted the reconfiguration and re-optimization of distribution and supply networks.⁶ “Fast moving consumer goods” have high priority concerns regarding their supply chains. Challenges include perfect order fulfillment, rapidly sensing and responding to changes in consumer demand, shortening new product time to market and supply chain integration.⁷ Increased security measures and programs have also added pressure to adopt new information and communication technologies.⁸

This revolution of the global production process has given rise to sophisticated networks of goods and services as well as an increase in highly integrated regional and global value chains.⁹ While the prevalence of the global supply chains brought Canada and the globe more deeply into the 2009 recession, they are now expected to drive the trade recovery.¹⁰

Initiatives that have been designed to reduce costs and streamline operations for example, may create unforeseen side effects such as business interruptions within supply chains.¹¹ This calls for the adoption of specific measures that include more rigorous risk identification, loss prevention standards in supply chains, greater communication with suppliers and the creation of more robust alternative supplier arrangements.¹²

The life sciences sector has its own set of unique logistical challenges that place complex demands on supply chain management.¹³ These include for example, spikes in demand (e.g. the distribution of the season flu vaccine), temperature sensitive products that require timely handling, recall capability (reverse logistic services), balancing the demand for high fill rates with the cost of carrying inventory, as well as shipping out life saving products on short notice (often outside of normal business hours).¹⁴ These types of complex challenges are currently fuelling the need for logistic service providers.

³ Supply Chain and Logistics Association Canada/Canadian Manufacturers and Exporters/Industry Canada (2008) State of Logistics: The Canadian Report 2008, www.ic.gc.ca/logistics

⁴ Ibid.

⁵ Ibid.

⁶ Roy, Jacques, Global Supply Chains and Transportation: Trends and Issues, Production and Operations Management, Transport Canada

⁷ Ibid.

⁸ Ibid.

⁹ Conference Board of Canada (2010) Re-Energizing Canada’s International Trade: Strategies for Post-Recession Success

¹⁰ Conference Board of Canada (2010) International Trade made Recession Deeper but Offers Potential for a Stronger Rebound, www.newswire.ca/en/releases/archive/June2010/24/c7992.html

¹¹ Business Wire (2009) ACE: Global Recession Creates New Supply Chain Risk, www.businesswire.com

¹² Ibid.

¹³ Langley Jr. and Capgemini Consulting (2010) The State of Logistics Outsourcing: Results and Findings of the 15th Annual Study 2010 Third Party Logistics

¹⁴ Ibid.

Growth in Logistics Service Providers

Although logistics is a core competency within many organizations, logistic service providers are becoming increasingly important within Canada's supply chain sector. North America for example, ranks third across the globe for 3PL revenue, behind Europe and Asia-Pacific.¹⁵ And while the past two years have challenged the global economy, the 3PL sector is predicted to make a modest comeback.¹⁶ Within Canada specifically, its contribution to the country's GDP is expected to increase by 40% between 2007 and 2015, reaching \$56 billion CAD.¹⁷

Results of the 15th Annual Third Party Logistics Study highlights the value that shippers place on logistics and supply chain management, crediting 3PL's for example, with helping companies to achieve critical service, cost and customer satisfaction goals.¹⁸ However, while 3PLs have the capacity to provide a broad range of services, most are currently being used for activities that are more transactional, operational, and repetitive.¹⁹ The more strategic, customer facing and IT intensive activities are currently being done in house.²⁰ Part of this stems from communication challenges between shippers and logistics personnel which the industry is currently addressing.²¹

Most 3PLs have the capacity to provide companies with a broad range of distinct services to help facilitate supply chain management.²² In general 3PLs carry out physical logistics operations and manage systems that track shipments on behalf of customers.²³ Their role essentially includes that of resource provider, resource manager, problem solver, transportation strategist, distribution strategist, supply chain strategist and orchestrator.²⁴ 3PLs also provide services that include the management of complex operational handling, the management of administrative operations as well as supply chain management consulting.²⁵

The demand for 3PLs to have critical capabilities in Total Landed Cost (TLC) reporting and analysis continues.²⁶ More accurate TLC calculations for example, lead to benefits that include greater agility and confidence in decision making, as well as better insight into the financial performance of products and partners.²⁷ Logistics service providers make use of sophisticated supply chain network and analysis decision support tools.²⁸ The demand for people employed in this capacity to complete more dynamic supply chain analyses and to conceptualize new strategic alternatives is expected to increase.²⁹ Recently advanced supply network modelling and optimization tools are now taking the place of spreadsheets and internally developed tools to facilitate this.³⁰

Opportunities for 3PLs within the life sciences industry are projected to grow. 3PLs will be expected to prevent counterfeit and diversion and to ensure safe and secure passage from point of manufacture to

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Langley Jr. and Capgemini Consulting (2010) The State of Logistics Outsourcing: Results and Findings of the 15th Annual Study 2010 Third Party Logistics

²⁸ Business Wire (2009) ACE: Global Recession Creates New Supply Chain Risk, www.businesswire.com

²⁹ Ibid.

³⁰ Ibid.

patient administration.³¹ This includes product visibility, quality and compliance procedures, and stringent inventory control, temperature control capabilities and security.³²

Integral as well to the logistics service provider role is their ability to effectively coordinate the implementation and operationalization of the strategy.³³ It is predicted that the development and maintenance of this unique combination of skills will continue to be an ongoing major challenge for the logistics industry.³⁴

Sustainable Development – Supply Chain Carbon Management

It is estimated that more than 50% of a corporation's carbon emissions are initiated from within their supply chain, as opposed to within their own four walls.³⁵ Economic, social and regulatory pressures are prompting companies to reduce their total supply chain footprint, while reducing costs and improving the efficiency and effectiveness of supply chains. With this comes the demand for supply chain professionals who have the sustainability knowledge and skills to execute and manage these strategies.

US business schools (e.g. The W.P. Carey School of Business at Arizona State University) have started to incorporate sustainability and business fundamentals into their business curriculum. Results from their own analysis suggest that employers are challenged to find supply chain staff and executives with the skills to improve supplier performance around sustainability.³⁶ The Carey School has one of the leading US supply chain programs and is currently teaching students how to talk to constituents (both internal and external) about the case for adopting sustainability practices.³⁷ Students also learn how to do carbon footprinting and look at other measurements, assessments and strategies for improving environmental and social impacts.³⁸

This year the School plans to develop a course that will provide more specialized knowledge for supply chain students, such as the ability to analyze and forecast sustainability-related technologies and perform lifecycle analyses on products to identify opportunities for improvement.³⁹

Strategic Talent Crisis

Evidence from the sector council report in 2005 identified a high demand for knowledge based positions that included supply chain specialists. Managerial roles were most often cited as a hiring challenge. The Council is currently conducting a similar scan which will not be available until 2012.

From the report it was expected that Canada's supply chain management and logistics labour force would grow by 1.7% annually between 2005 and 2010 due to new job creation.⁴⁰ Adding to this, supply chain sector staff will also be required to fill vacancies resulting from retirements and turnover.⁴¹

³¹ Ibid.

³² Ibid.

³³ Ibid.

³⁴ Ibid.

³⁵ ATKearney (2011) Carbon Disclosure Project: Supply Chain Report 2011, http://www.greenbiz.com/sites/default/files/CDPSupplyChainReport.2011.Final_.pdf

³⁶ [http://www.sdcexec.com/print/Supply-and-Demand-Chain-Executive/Educating-the-Next-Generation-of-Sustainable-Supply-Chain-Leaders/1\\$12258](http://www.sdcexec.com/print/Supply-and-Demand-Chain-Executive/Educating-the-Next-Generation-of-Sustainable-Supply-Chain-Leaders/1$12258)

³⁷ Ibid.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Supply Chain and Logistics Association Canada/Canadian Manufacturers and Exporters/Industry Canada (2008) State of Logistics: The Canadian Report 2008, www.ic.gc.ca/logistics

⁴¹ Ibid.

Across the US supply chain leaders are currently citing talent recruitment and retention as one of their main concerns for 2010 and beyond.⁴² Part of this is being attributed to recessionary dynamics and structural changes (e.g. demographic shifts), as well as increasing market volatility, which demands more specific types of business management skills.⁴³

The supply chain sector is currently facing a unique set of demands that elevate it into the realm of strategic decision making.⁴⁴ As a consequence, there is a greater appreciation of the role of the supply chain professional and the contribution they make to the company's bottom line, thus making them more integral to the high level management team.⁴⁵

Skills in Demand (US)

While the mix of skills varies by company type and industry, leaders cite a combination of hard and soft skill requirements to effectively manage supply chains within an unpredictable commercial environment. While the hard supply chain and analytical skills are important, leaders also emphasize soft skills that include the ability to think creatively and appreciate the big picture.⁴⁶ Table 6 profiles the skills deemed important by 350 supply chain managers and executives as of 2010.

Table 6: Knowledge and Skills Identified as Important for Supply Chain Managers (US)

- Higher Order Problem Solving - the most important skill for a recruit to have and an area where there is a shortage.
- Be able to use the quantitative tools at their disposal but understand the qualitative output as well.
- Managing Ambiguity - given that extreme uncertainty has become the norm in most markets, this is a highly valued skill.
- Multi-Level Communicator – being able to communicate across the company including top management, and having the sophistication to tune into what the business leadership needs.
- A World Citizen – The ability to manage teams that are located in multiple countries. This means that communicating across time zones may require creative solutions.
- An appreciation of the rigors of new product development and corporate finance.
- Nurturing Symbiotic Partnerships with Suppliers – having a deep technical grasp of the business as well as an aptitude for relationship building, especially now when they are expected to take up the slack in an uncertain business environment.

(Source: Haughton and White, 2009)

Given the multi-faceted nature of supply chain skill requirements, recruiters are becoming more flexible in hiring individuals as they seek a compromise between having a solid grounding in supply chain and

⁴² Cottrill, Ken (2010) Are you Prepared for the Supply Chain Talent Crisis?, MIT Center for Transportation and Logistics

⁴³ Ibid.

⁴⁴ Smyrlis, Lou (2009) the 10th Annual Survey of the Canadian Logistics Professional, Canadian Transportation and Logistics (<http://www.ctl.ca/>)

⁴⁵ Ibid.

⁴⁶ Haughton and White (2009) Insights for Building Canada's Stock of SCM Talent, Canadian Supply Chain Sector Council

more general experience.⁴⁷ Companies are now opting for less depth and greater breadth, with candidates from finance and IT becoming more acceptable.⁴⁸

While there are a number of options for recruiting supply chain graduates in the US, particularly with the recent increase in the number of academic programs, more work is required to align these programs with industry.⁴⁹ Employers stress the need for more emphasis on the end to end supply chain with a broader base of knowledge and skills.⁵⁰

Skills in Demand (Canada)

What Employers are Seeking

A leading recruiter of supply chain management in Canada, Tim Moore Associates says that since the recession it has been experiencing a gradual return to full time, permanent employment opportunities for professionals in this field.⁵¹ They note that an increasing number of employers are seeking individuals with a more in depth understanding of tactical considerations as well as strategic approaches to minimize the impact of disruptions to the supply chain.⁵² Up until now however, supply chain professionals have traditionally focused on the financial viability of their suppliers and sources of supply, as opposed to some of the emerging trends that have become integral to the profession including for example risk management.⁵³

Haughton and White's comprehensive study of supply chain job descriptions in Canada suggests that written and oral communication skills are the highest in demand (table 7). They further note that business management degree programs that emphasize report preparations from case analysis write ups and persuasive presentations (e.g. garnering support for a solution to a case study) best hone these skills.⁵⁴

Other highly ranked skills include competencies that are neither technical nor specific to the SCM domain including for example, accounting and cost control.⁵⁵ This emphasizes the interdisciplinary nature of SCM that demands an education/training approach that takes into consideration how other areas contribute to the field.⁵⁶

Computer expertise and the ability to perform highly sophisticated analysis of SCM issues with Excel and Access are also knowledge/skill areas in high demand particularly for staff analysts as opposed to line managers. They should also have an awareness of what types of specialized software to use for problems that are beyond spreadsheet capabilities.⁵⁷

⁴⁷ Haughton and White (2009) Insights for Building Canada's Stock of SCM Talent, Canadian Supply Chain Sector Council

⁴⁸ Ibid.

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ Tim Moore Associates (Date) White Paper: The Current Supply Chain Economy and Growing Trends Impacting Supply Chain Professionals

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Haughton and White (2009) Insights for Building Canada's Stock of SCM Talent, Canadian Supply Chain Sector Council

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ Ibid.

Table 7: Skills Sought by Supply Chain Employers

Effective Written Communication	63%
Effective Oral Communication	62%
Transportation and Logistics	61%
Computer Expertise (MS Office)	55%
Accounting and Cost Control	51%
Purchasing and Procurement	49%
Inventory Control	46%
Ability to View Firm as a System	46%
Analytical Reasoning Ability	43%
General Business Administration	42%
Managerial Control	41%
production Planning	38%
Information Systems	38%
Problem Solving	37%
Customer Service	36%
Ability to Negotiate	36%
Ability to Display Statesmanship	36%
Ability to Organize	31%
Expertise in Interpersonal Relationships	30%
Ability to Supervise	27%

(Source: Haughton and White, 2009)

Skills Identified by Employees

Table 8 profiles the skills that supply chain sector employees themselves feel they require more of either now or within the next five years, in order to be successful in their jobs.

Table 8: Skills Deemed Important by Employees (Now and within the next Five Years)

- Financial Planning
- Forecasting
- Cost Analysis
- Knowledge of International Business Practices
- Knowledge of Laws and Regulations
- Knowledge of Logistics Functions and the Supply Chain
- Mechanical Skills
- Optimization of Work Flow
- Knowledge of Transportation
- General Management and Business
- Languages

(Canadian Logistics Skills Committee)

13.2 Employment Potential for Sheridan's BAA Supply Chain Management Graduates

Viability of the Canada's Supply Chain Sector

Considered one of the most essential sectors of Canada's economy the supply chain sector currently involves more than 740,000 employees that work within a broad range of industries.⁵⁸ While the sector added more than 14,000 new jobs between 2001 and 2009, it anticipates a vacancy rate of more than 80,000 jobs a year due to retirements and turnover.⁵⁹ An estimated 21,000 or one quarter of these jobs will be at the management level where some of the sector's hiring difficulties have been experienced, particularly in the area of facility operations and inventory control.⁶⁰

Retirement Projections

While the projected demand for occupations in Canada varies by skill levels, it is expected that the overall demand will be strongest (with respect to both expansion demand and retirements), in occupations requiring post secondary education. Among these occupations demand is projected to be particularly strong in positions that require a university degree. This is because employment is expected to grow by an average of 1.6% annually, while an average of 2.5% of the workforce will have to be replaced each year due to retirements.

Labour Force Location Quotients

Table 9 provides an overview of the labour force location quotients for the sectors comprising the City of Mississauga, Peel Region, Toronto and Ontario (see notes below table for a definition). In general, the sectors that will employ graduates of this proposed program (transportation & warehousing and manufacturing) have above average labour force location quotients, suggesting a high degree of concentration of potential employers.

Recent evidence suggests as well, that the City of Mississauga has a higher than average concentration of jobs in manufacturing, transportation and warehousing compared to Toronto; jobs that are integral to the supply chain system.⁶¹ Moreover transportation and warehousing is greater in the Region of Peel than in the Province of Ontario. The management and administration functions of the supply chain continue to grow in Mississauga. This includes for example, the head offices for FedEx, Research in Motion, General Electric, Honeywell, etc.⁶² Although the city has a good reputation as a logistics hub; it continues to be a key player in all aspects of the supply chain industry.⁶³ Mississauga has a lower concentration of employment in the wholesale trade industry compared to Peel, Toronto and Ontario.

⁵⁸ Canadian Supply Chain Sector Council (2011) Supply Chain Sector Facts and Figures (www.supplychaincanada.org)

⁵⁹ Ibid.

⁶⁰ Ibid

⁶¹ Statistics Canada (2007). Mississauga, Ontario . 2006 Community Profiles, Census 2006

⁶² Ibid.

⁶³ Ibid.

Table 9: Labour Force Location Quotients (Brampton, Mississauga and Toronto)

Sector	City of Mississauga vs. Peel Region	City of Mississauga vs. City of Toronto	City of Mississauga vs. Province of Ontario
Agriculture, Forestry, Fishing and Hunting	0.48	1.76	0.09
Mining and Oil and Gas Extraction	1.20	0.73	7.19
Utilities	1.12	0.53	0.80
Construction	0.90	1.87	1.63
Manufacturing	0.89	1.26	1.36
Transportation and Warehousing	1.12	1.76	2.06
Wholesale Trade	0.90	0.36	0.36
Retail Trade	1.09	3.77	3.21
Information and Cultural Industries	1.16	0.12	0.32
Finance and Insurance	1.22	1.15	1.20
Real Estate and Rental and Leasing	1.06	1.53	1.01
Professional, Scientific and Technical Services	1.16	0.99	1.11
Management of Companies and Enterprises	1.03	0.79	1.03
Administrative and Support, Waste Management and Remediation Services	1.06	1.67	0.96
Educational Services	0.90	0.64	0.56
Health Care and Social Assistance	0.96	0.84	0.86
Arts, Entertainment and Recreation	0.86	0.71	0.65
Accommodation and Food Services	1.02	2.08	1.94
Other Services (except Public Administration)	0.99	0.92	1.09
Public Administration	0.80	0.60	0.48

Location quotients measure how specialized a geographic area is in a particular industry. The location quotient is defined as the ratio of an industry's share of the local economy to that industry's share of a larger regional, provincial or national economy. A location quotient near 1 indicates an average level of specialization, below 1 is below average, and above 1 is above average. $LQ = (e_i/e) / (E_i/E)$ where: e_i = Local employment in industry, e = Total local employment, E_i = Employment in industry, in the broader geographic economy, E = Total employment in the broader geographic economy

13.3 Competitive Analysis

Comparable Ontario University Degree Programs

There are currently six Universities within Ontario that offer an undergraduate business degree with a specialization in supply chain management or a related field (table 10).

Table 10: Comparable Ontario University Degree Programs

Institution	Credential	Pre-Requisites	Program
Brock University	Bachelor of Business Administration	Required 4U Subjects: English (ENG4U), two 4U maths (Note: the cut-off is the high 70's)	Operations Management
Carleton University	Bachelor of Commerce	OSSD with six Grade 12 courses at the 4U or 4M (U/C) level (prerequisite courses must be at the 4U level) including: English, Advanced Functions and an additional Math.	Operations Management and Supply Chain Management
Lakehead University	Bachelor of Commerce	Completion of the Ontario Secondary School Diploma (OSSD); A minimum of 6 Grade 12U or M courses, or equivalent, including: 12U English, 12U Math	Operations Management
Ryerson University	Bachelor of Business Management	Ontario Secondary School Diploma (OSSD) or equivalent with a minimum of six Grade 12 U or M courses including the following program specific requirements (a minimum overall average of 70% English/Anglais (ENG4U/EAE4U preferred), Mathematics [One of: Advanced Functions (MHF4U), Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U)] The minimum grade(s) required in the subject prerequisites (normally in the 70% range) will be determined subject to competition.	Global Management
Wilfrid Laurier University	Bachelor of Business Administration	One of ENG4U, EWC4U or ETS4U, MHF4U at 70%; one of MCV4U or MDM4U Note: Prerequisite courses calculated in admission average	Supply Chain Management
York University	Bachelor of Business Administration	An Ontario Secondary School Diploma OSSD and a minimum of six Grade 12 4U or 4M courses, including MHF4U, one of MCV4U, MDM4U (minimum 70%), and no more than two 4M courses.	Operations Management & Information Systems

There are as well, five Universities that are currently offering graduate degrees in this field including McMaster, York, and Laurier (table 11).

Table 11: Ontario University Graduate (Masters) Programs in Supply Chain Management

Institution	Credential	Specialization
McMaster	MBA	Operations Management
UOIT	MBA	Logistics and Supply Chain Management
Ryerson	MBA	Supply Chain Management
Wilfrid Laurier	MBA	Supply Chain Management
York	MBA	Operations Management

(Source: Canadian Association of Colleges and Universities)

Comparable Ontario College Programs

There are currently five colleges (including Sheridan) with programs that are specific to international business, global business and supply chain management (table 12). The most recent implementation is Sheridan’s Global Business Management degree.

Table 12: Ontario College Global Supply Chain/International Business Degree Programs

College	Program	MTCU	Credential	Date of Implementation
Algonquin	E-Business Supply Chain Management	88902	Bachelor of Applied Business	2002
Conestoga	International Business Management	80202	Bachelor of Applied Business	2005
Humber	International Business	80202	Bachelor of Applied Business	2007
Niagara	International Commerce and Global Development	80203	Bachelor of Applied Business	2006
Sheridan	Global Business Management	80202	Bachelor of Applied Business	2008

(Source: Ministry of Training, Colleges and Universities)

13.4 Potential Applicants

High School Students

Compared to the province as a whole, the City of Mississauga traditionally has a younger population which is largely due to the influx of migrants.⁶⁴ Between 2001 and 2006 for example, the annual rate of growth for Mississauga’s population was 1.9%.⁶⁵ It is expected that this rate of growth will slow down to .5% per year as the City transitions into more of a maturing community. In 2006 the number of people aged 0-19 years comprised 27% percent of the City’s total population. By 2031 this segment is expected to comprise 19% of the total.

Historically however, population growth for the City of Mississauga has largely been driven by immigration. The City has in fact, become the initial destination for new Canadians. At the time of the 2001 Canadian Census for example, 47% of the City’s total population was comprised of immigrants.

Graduates/Transfer Students from Sheridan’s Business Diploma Program

Table 13 is comprised of data provided by Sheridan’s Career Center. It reflects the total number of students from the Faculty of Business that were specifically interested in pursuing further education upon graduation.

⁶⁴ City of Mississauga (2010) Mississauga Growth Forecast Population 2008-2031, Planning and Development www.mississauga.ca/data

⁶⁵ Ibid.

Table 13: Sheridan Business Students' Interest in Pursuing Further Education

	2008/09	2009/10	2010/11
Total No. of Students Seen	252	246	168
Total No. of Students Who Want to Pursue Further Education at University	147	152	104

Academic Preparedness of Potential Applicants – Sheridan Business Degree Programs

At the time of this report (2011) Sheridan’s Faculty of Business is currently offering one degree program in business (Global Business Management). On average, thirty-two percent (32%) of the students that have applied to this degree each year have met the academic requirements (table 14).

Table 14: Total Number of Applicants and Offers to Sheridan’s Global Business Management Degree

Fall 2009		Fall 2010		Winter 2010		Fall 2011		Winter 2011	
Total Apps	Apps that met Requirements	Total Apps	Apps that met Requirements	Total Apps	Apps that met Requirements	Total Apps	Apps that met Requirements	Total Apps	Apps that met Requirements
324	116	314	113	96	21	233	103	121	27

(Source: Sheridan College Registrar’s Office)

13.5 Applicant Demand

Primary Research

In the winter of 2011 a survey was administered to the business classes of five select high schools from the Halton and Peel region. High schools included; Sandalwood in Brampton-Peel, Holy Trinity in Oakville, Erindale Secondary School in Peel, St Thomas Aquinas in Halton and Loyola Secondary School in Peel.

This survey is not predictive in its design and it is therefore not expected to reflect the academic intentions of a larger population – in this case, Ontario high school students. The sampling methodology is convenience based therefore the results simply provide a glimpse into what students’ intentions are with respect to further education, and their interest in the proposed BBA program.

It should be noted that the majority of respondents had already chosen their program of study at the time of the survey. Students who were bound for a business university degree, were asked to state their preference if the same program was currently available at both a University and a College. The majority selected the University degree over the College degree (figure 1).

Figure 1: Response to the Question 'If the same business degree program was offered at a University and a College, which one would be your FIRST choice?' (n=94)

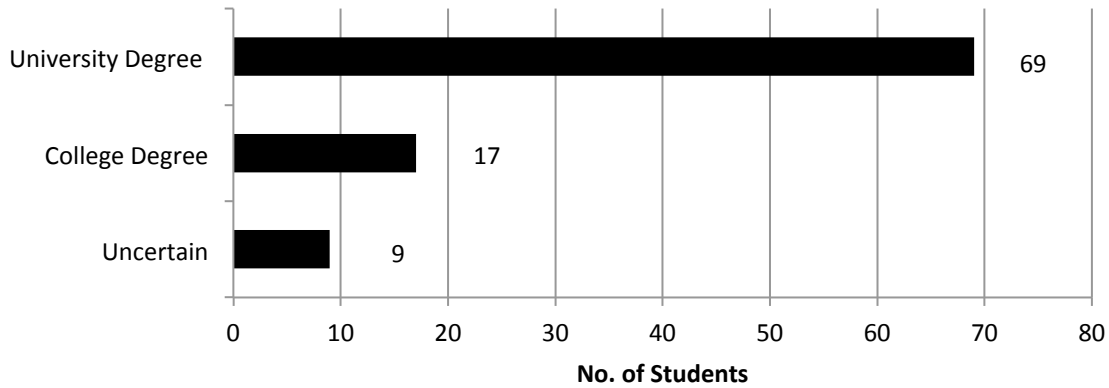


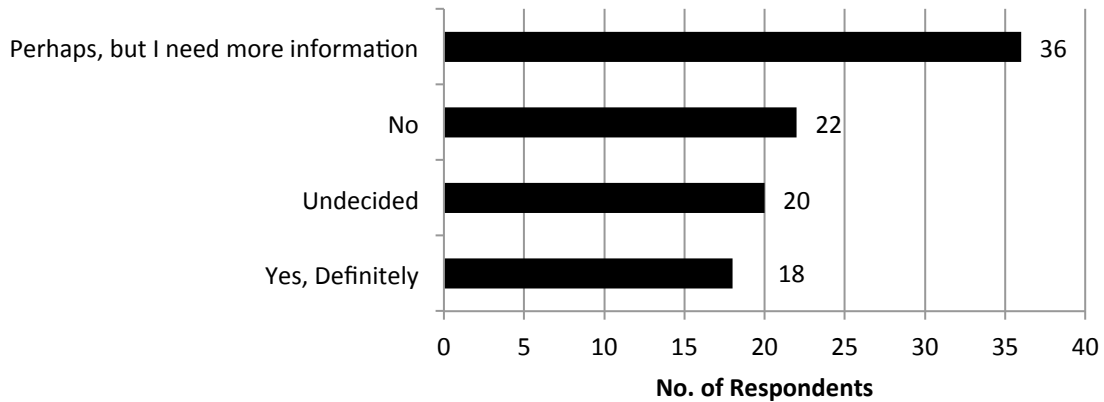
Table 15 provides an overview of some of the comments given by the respondents regarding their choice of a university degree over a college degree. It is clear from the responses that university degrees are perceived as providing greater value and prestige than a college degree, something that is influenced in part, by family and parents.

Table 15: High School Students' Reasons for Choosing a University Degree over a College Degree

- Family/Parents Influence
- Safer Option
- Better Quality
- Looked upon favourably by others – better recognition, higher status
- Globally accredited
- Employers prefer university degree
- Gives you more career options
- The Co-op programs at university are great
- Greater value

After providing students with a brief description of Sheridan's proposed program, students were asked if they would apply to Sheridan's proposed business degree if it was currently available. Of the 95 students that answered the question, 18 said that 'yes' they definitely would apply to it, while 36 indicated that 'perhaps' they would but needed more information (figure 2).

Figure 2: Response to the question 'If Sheridan's proposed Business Degree program was currently available, would you apply to it?'



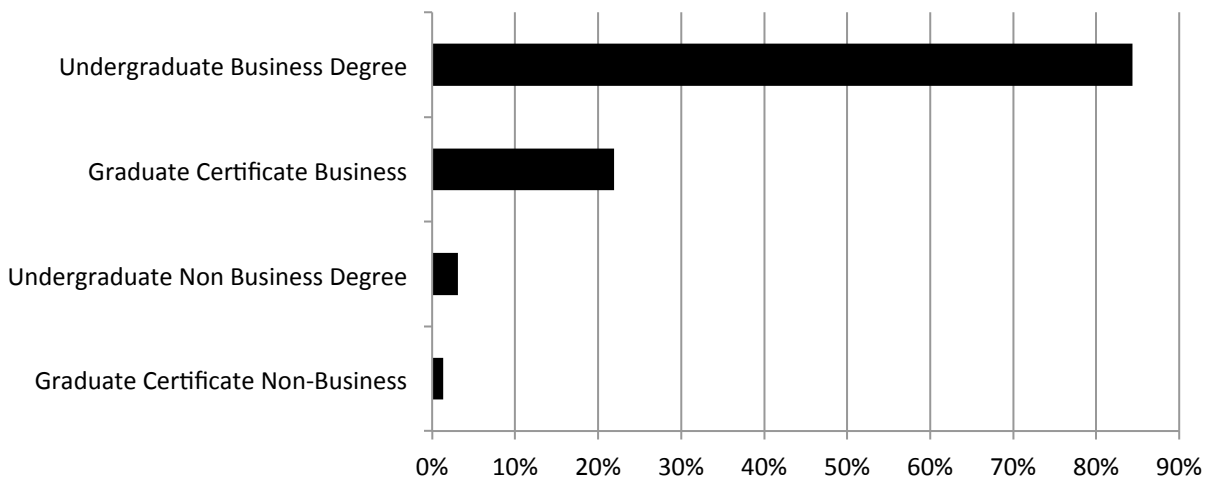
Sheridan Business Student Interest Survey

In the winter of 2011 an online survey was administered to the current Sheridan business students from their respective disciplines (including Accounting, Finance, Human Resources and Marketing). An electronic link was distributed to approximately 860 students and a total of 200 surveys were completed, yielding a response rate of 23%.

It should be noted that this survey is not predictive in its design and it is therefore not expected to reflect the academic intentions of a larger population – in this case, future Sheridan students. The sampling methodology is convenience based, therefore the results simply provide a glimpse into what current Sheridan business students' intentions are with respect to further education, and their interest in the proposed BBA SCM program, assuming it had been available at the time when they first applied to the College.

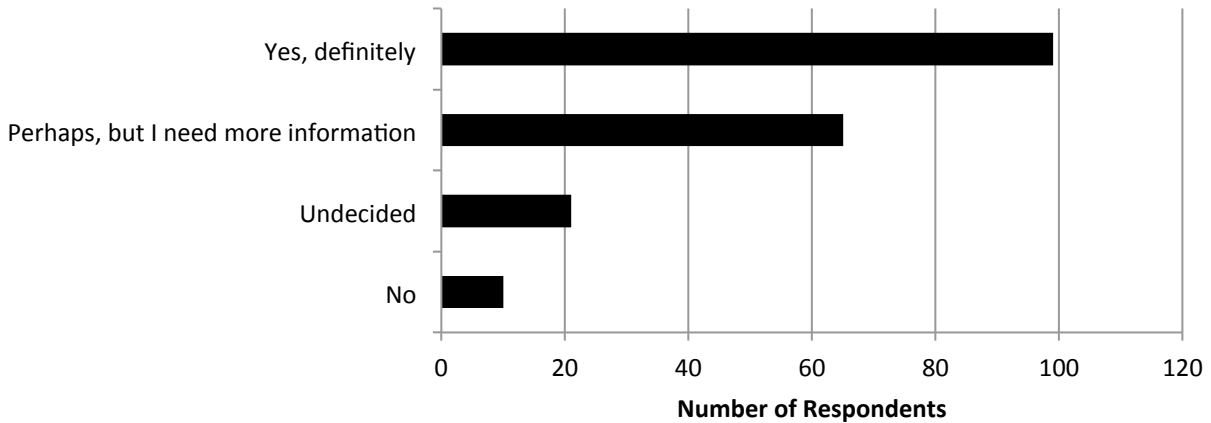
Results reveal that of the 160 students that are going to pursue further education upon graduating from the business administration diploma program at Sheridan, the majority (135) are going to pursue an undergraduate business degree (figure 3). It should be noted as well that the destination of choice is Ryerson University as indicated by the majority of the respondents.

Figure 3: Percentage of Respondents that would apply to Sheridan's Proposed Program



Of the 189 respondents that answered the question of whether they would apply to Sheridan’s proposed program if it were currently available, 99 said that ‘yes, definitely’ they would apply (figure 4). An additional 65 said that ‘perhaps’ they would but ‘needed more information’. Of the 189 only 10 indicated that ‘no’ they were not interested.

Figure 4: Response to the question ‘If Sheridan’s proposed business degree was currently available, would you apply to it?’ (n=189)



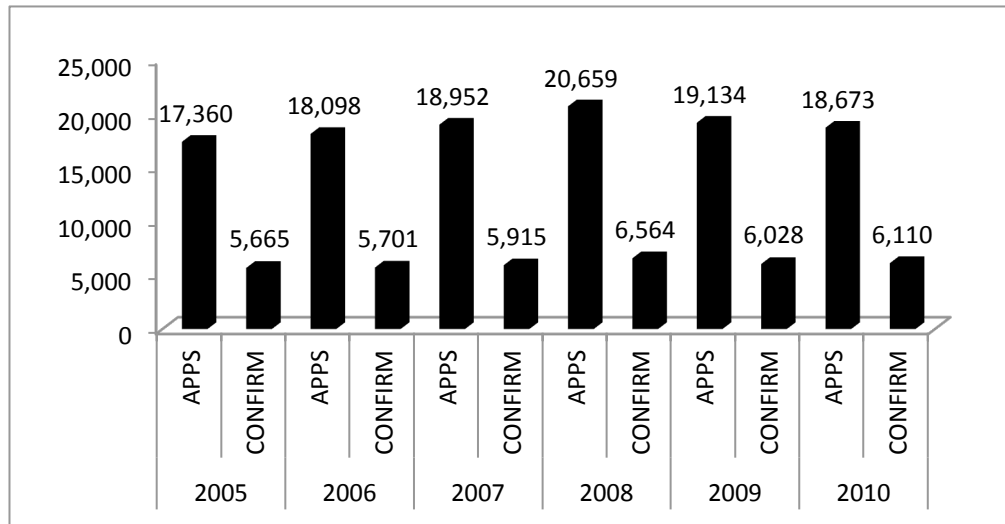
Secondary Research – Business Degrees within Ontario Universities

Within the last five years close to nineteen thousand (19,000) applicants to universities within Ontario selected business as their first choice (table 16 and figure 5). 2008 was a peak year, attracting more than 25,000 applicants. Since then however, the number of applicants has declined somewhat, but enrolment has increased. This decline might be attributed to the fact that Ontario Colleges started offering business degree programs between 2005 and 2009.

Table 16: 1st Choice Applicants and Confirmations – Ontario University Business Degrees (2005-2010)

	2005		2006		2007		2008		2009		2010	
	Apps	Confirm	Apps	Confirm	Apps	Confirm	Apps	Confirm	Apps	Confirm	Apps	Confirm
Secondary	11,006	4,199	11,631	4,218	12,208	4,412	13,085	4,729	12,303	4,474	12,223	4,490
Non-Secondary	6,354	1,466	6,467	1,483	6,744	1,503	7,574	1,835	6,831	1,554	6,450	1,620
Total:	17,360	5,665	18,098	5,701	18,952	5,915	20,659	6,564	19,134	6,028	18,673	6,110

Figure 5: 1st Choice Applicants and Confirmations – Ontario University Business Degrees (2005-2010)

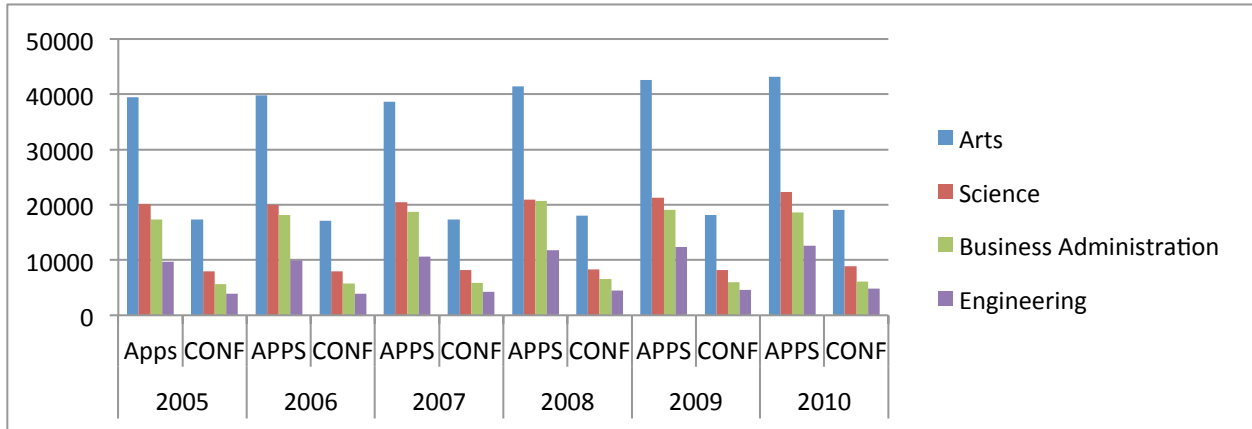


Business Administration continues to be one of the top three choices among university applicants. Both the Arts and Science degrees have experienced increases in their applications over time (table 17 and figure 6).

Table 17: Applications and Confirmations – Ontario University Degree Programs

	2005		2006		2007		2008		2009		2010	
	Apps	Conf	Apps	Conf	Apps	Conf	Apps	Conf	Apps	Conf	Apps	Conf
Arts	39516	17377	39863	17167	38621	17322	41416	18026	42550	18152	43237	19102
Science	20086	7994	20035	7924	20517	8224	20885	8339	21283	8157	22320	8884
Business Administration	17360	5665	18098	5701	18718	5915	20659	6564	19134	6028	18673	6110
Engineering	9636	3910	9890	3952	10655	4282	11738	4440	12329	4648	12646	4846
Fine Arts	6165	1976	6079	1848	6465	2055	6540	2072	6662	2191	6610	2348
Physical Health Education	4763	1549	4833	1651	4948	1712	4379	1588	4625	1722	4869	1866
Environmental Studies	799	552	783	502	822	543	1433	641	1428	630	1402	608
Journalism	1688	490	1723	629	1935	400	1873	436	1973	429	3584	410
Nursing	3322	1289	3556	1289	4367	1494	4916	1424	5333	1377	3562	1388
Education	2339	760	2569	793	2889	984	2284	841	2343	896	2532	1022
Total	105674	41562	107429	41456	109937	42931	116123	44371	117660	44230	119435	46584

Figure 6: Applications and Confirmations – Ontario University Degree Programs



Ryerson University on the other hand, has experienced an increase in the number of students enrolled in their Bachelor of Business Management degree program. Between 2005 and 2010 for example, the number of students enrolled in their program has increased by close to forty percent (table 18 and figure 7).

York University on the other hand, experienced a significant decline in the number of applicants to their business degree program, from close to 12,000 in 2008 to 3,665 in 2009 (table 19 and figure 8). This could be attributed in part to the faculty strike that occurred during this time.

Table 18: Enrolments in Ryerson’s Bachelor of Business Management Degree Program (2000-2010)

2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
395	368	472	734	702	773	825	799	916	959

Figure 7: Enrolments in Ryerson’s Bachelor of Business Management Degree Program (2000-2010)

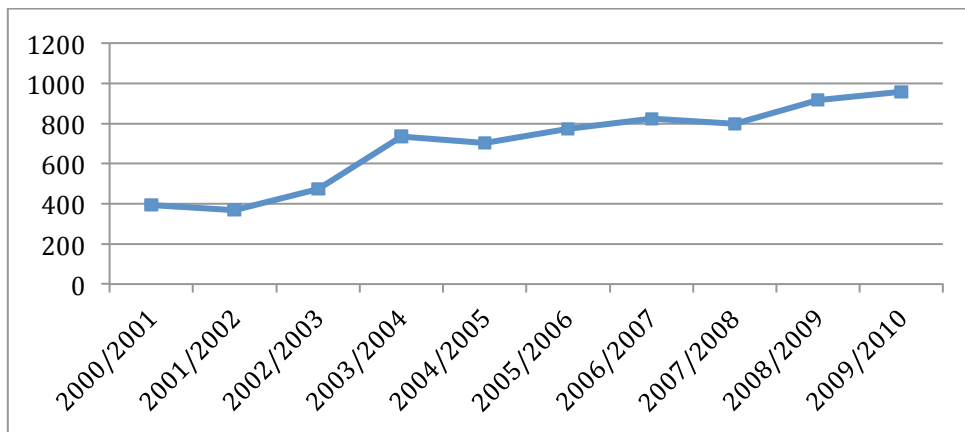
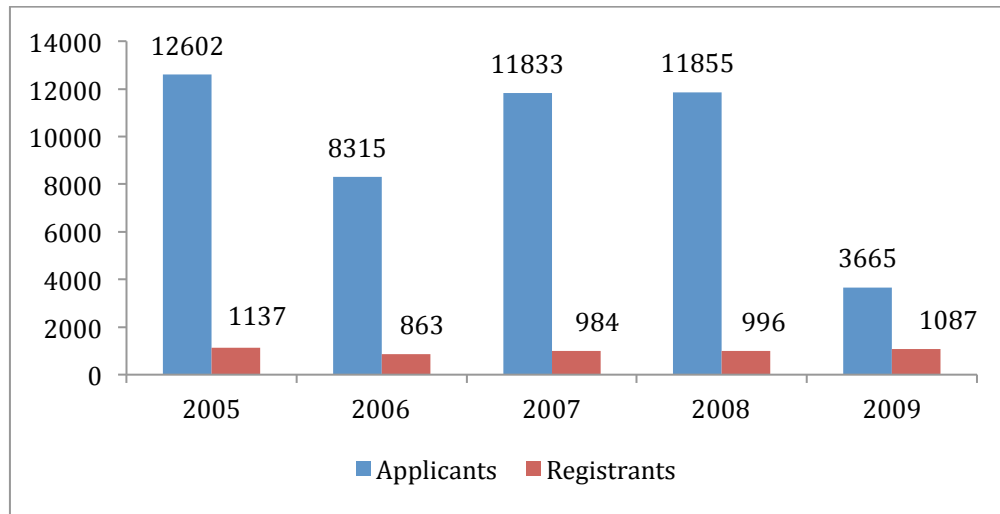


Table 19: Applicants and Registrants for the York University Business Degree Program (2005-2019)

2005		2006		2007		2008		2009	
Apps	Reg	Apps	Reg	Apps	Reg	Apps	Reg	Apps	Reg
12,602	1,137	8,315	863	11,833	984	11,855	996	3,665	1087

Figure 8: Applicants and Registrants for the York University Business Degree Program (2005-2019)



Applications and Confirmations – Ontario College Programs

Table 20 profiles the applicant and registrant numbers for comparable degree programs within the Ontario College system. Both Humber and Sheridan are attracting the largest share of applicants to their programs. Since their program was implemented Humber has attracted an average of just under 500 applicants to their program each year. Since Sheridan’s program was implemented in 2009 it has attracted over four hundred applicants to its program.

Table 20: Applicant and Bachelor of Business Administration – Ontario Colleges

College	Program Title	2006		2007		2008		2009		2010	
		Apps	Reg	Apps	Reg	Apps	Reg	Apps	Reg	Apps	Reg
Algonquin	E-Business, Supply Chain Management)	159	35	175	27	195	30	171	30	180	33
Conestoga	International Business Mgt.			213	28	252	35	215	42	215	34
Humber	International Business					471	50	520	45	476	44
Niagara	International Commerce & Global Dev't			159	29	148	32	148	29	148	20
Sheridan	Global Business Management							429	32	414	29

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13.7 Job Advertisements

Workopolis (www.workopolis.com) **March 2011**

Employer: Not Known (Posted by Consulting Firm)

Job Title: Supply Chain And Sourcing Manager

Our client is a phenomenal organization. It has a strong positive corporate culture and an external reputation that supports their core values. This global organization rarely comes out to market due to individuals having a high level of job satisfaction. Our client is seeking a talented individual to join their Supply Chain Division.

This is an exciting Supply Chain role for an individual who enjoys end to end supply chain, from sourcing through to distribution. This role is very supplier focused and hence strong relationship building skills will be a tremendous asset.

Responsibilities:

- Develop and manage key supplier relationships
- Ensure product supply through the supply chain
- Identify areas for process improvement
- Optimize costing for the various categories
- Overall management of sourcing categories
- Conduct formal supplier reviews
- Identify areas for greater supplier efficiencies
- Ensure all suppliers meet the organization's safety and quality standards

Requirements:

University degree
Minimum of 5 years of supply chain and/or procurement
Financial analysis skills are preferred
Proven ability to build strategy
Exceptional written and verbal communication
Previous experience conducting category reviews
Must have experience working in a large organization
Proven price negotiation skills
Ability to influence and create buy-in with key business stakeholders

Compensation:

Compensation for this role will be between \$75 000 and 80 000 per annum. This individual will also be eligible for bonus. The role is located in the GTA.

Employer: Not Known (Consulting Firm is Posting Job Ad)

Job Title: Demand Manager, Supply Chain

In this role the candidate will generate statistical forecasting using SAP, establish and facilitate Demand meeting for the purpose of incorporating Marketing, Sales, and Supply Chain input into the production forecast.

Facilitate sales and operation (S&OP) with Marketing, Sales, and Finance to drive optimal business decisions based on knowledge of competitors, customers, suppliers, manufacturing options and analysis of business metrics.

The ideal person for this role will have 3-5 years of experience in Supply Chain and Forecasting in a consumer goods industry. A Bachelor's degree in business or related analytical field, APICS certification is also desired. The candidate should also have experience working in a matrix structure and have great communication skills.

Job Title: Inventory and Process Control Supervisor

Employer: Agropur Cooperative

The Inventory & Process Control Supervisor leads the Transportation and Warehousing Central team, and the Don Mills Warehouse team, in reviewing, teaching, improving and the continuous monitoring of inventory processes and procedures to reduce costs and improve processes (including cooler space management and utilization).

- Leads and facilitates the Finished Goods Inventory Control processes at the Don Mills facility including developing and delivering training in inventory concepts and DMS, coaching, follow up and monitoring;
- Assists in managing the costs for Don Mills Warehouse losses and dumps;
- Facilitates and/or assists in continuous improvement initiatives, operational changes and projects as assigned;
- Liaises with Director, Transportation and Warehousing Central to maintain and improve synergies with all Natrel departments involving Don Mills Warehouse activities;
- Expert user DMS, RF system and VELO and subject matter expert in the technological advances/changes and ongoing review of the Don Mills supply chain.

Requirements

- Post-secondary degree or diploma: Bachelors of Business Administration, Operations Management or Logistics would be an asset;
- Three (3) years experience supervising in a warehouse operations; product procurement experience would be an asset;
- Excellent communication (written and spoken), influencing, coaching and mentoring skills;
- Excellent computer skills including Microsoft Office;
- Experience in VELO & DMS / WMS;
- Ability to work and participate in a team environment;
- Good decision making skills combined with the ability to work autonomously;
- Working knowledge of dairy / perishable foods
- Proficiency in French would be an asset.

Location Mississauga

Title Manager, Transportation Solutions

Industry 3PL

Role

This individual will be responsible for planning, organizing, leading, and managing the operational programs and business activities of the transportation group to ensure all corporate goals and objectives for growth and contribution are achieved. The ideal candidate must have strong leadership skills and the ability to make effective decisions based on corporate policies and business environment conditions.

Responsibilities

- Assist in the establishment and implementation of operational objectives for the transportation group and formulate or approve policies and programs
- Accountable with the sales manager and VP & GM for sales growth and bottom line profitability of business units
- Develop and implement strategies to retain customers and maximize sales from customers
- Oversee budgetary requirements of the transportation group
- Partner with business development as a subject matter expert on proposal development and presentation to customers to optimize client relations
- Be responsible for supervising, training and the development of operations staff to ensure effective execution, customer retention and new business implementation
- Be accountable for human resources planning, implementation of performance management, goal setting KPI programs on an ongoing basis
- Oversee operations, operational supervisors and administrative functions of the transportation group
- Create a culture that fosters energy, enthusiasm and growth
- Collaborate with operations, sales, procurement and senior leadership team to problem-solve and provide optimal transportation services

Requirements

- University degree or college diploma (preferably in business) required, or the equivalent training or experience
- Three years management and supervisory experience in logistics, transportation and supply chain management
- Ability to lead, motivate, develop and direct personnel toward achievement of a common goal
- The ability to work across multiple industries and with people from all functional areas
- Must be able to communicate effectively both verbally and in writing to customers and corporate personnel
- Professional appearance and business approach
- Must be able to effectively organize and plan tasks on a daily basis
- Knowledge of ground transportation, LTL, TL, Intermodal, and dedicated freight services
- Strong business acumen with the ability to understand and manage the dynamics of financial information
- Solid understanding of end-to-end supply chain transportation solutions

Location Mississauga

Title Supply Chain Solutions Manager

Industry Transportation

Role

The Supply Chain Solutions Manager will be responsible for developing a detailed understanding of customer's transportation needs and design an innovative and practical transportation solution that optimizes the customer's supply chain to deliver efficiency and productivity improvements.

Responsibilities

- Conduct strategic analyses, system integration and asset optimization plans specific to customer's business needs
- Design and validate optimal transportation and distribution network solutions for customers
- Support sales by developing and delivering customer sales presentations that communicate a solutions approach with quantifiable benefits delivered
- Elevate the customer's business to the next level through process optimization, addressing fundamental inefficiencies across the supply chain
- Reduce costs while optimizing the customer's supply chain efficiency, delivery processes and distribution network
- Develop internal and external business structures for the customers through KPIs, identifying operational systems requirements, devising reporting mechanisms, developing continuous improvement plans and identifying cost saving strategies

Requirements

- Degree or Graduate degree in Supply Chain, Logistics, Technology/Computer Science, Mathematics or Engineering. Post-graduate degree preferred
- Five or more years experience in one or more of the following areas: supply chain design and management, logistics, decision support systems, or distribution
- Strong project management skills; comfortable leading small teams
- Prior experience in supply chain and logistics solution design and optimization
- Knowledge of state-of-the-art supply chain optimization, modeling, and decision support software required

Position Title: Assistant Procurement Manager

Job Category: Materials Management / Purchasing

Industry: Retail

Location: Mississauga, ON

Date: November 12, 2010

Job Order Number: 196626

Experience:

In Order To Be Competitive For This Position, you will:

- Have 2+ years procurement experience in a retail/merchandising and/or marketing environment. Purchasing in a manufacturing environment will not be the right fit.
- Experience managing the RFP process.
- Have solid problem solving skills.
- Be an exceptional communicator and trainer.

Position Responsibilities:

Our client is a leading marketing services organization who is passionate about changing the way their clients' brands connect with consumers. This client organization oozes with personality and innovation. Programs range from special event management to merchandising or sampling ... whatever it takes to bring lift to the brand in question.

This exciting organization is adding an Assistant Procurement Manager to their high performance team. Supporting client service teams will be their main focus; however, anything can happen as leading edge programs are developed. One must be able to think outside of the box and be ready for anything. Procurement can be as simple as logo'ed pens to as complex as circus talent or a 60-foot yacht. The sky is the limit. Again, this person is not doing the purchasing itself, but rather mentoring the teams and developing the tools for successful purchasing to be done.

You must be a strong communicator and trainer in order to empower your account teams to purchase appropriate goods and services and love to operate in an ever-changing environment.

If you feel your background is conducive to this type of creativity, I look forward to hearing from you. I look forward to speaking with all qualified candidates.

Salary Range: Competitive, comprehensive compensation package.

Qualifications:

- University Degree
- CPP accreditation an asset.

Education: Post Secondary Education.

Employee Type: Full-time, permanent

Section 14: Duplication

Supply Chain Management as a discipline has evolved from Operations Management and Logistics. Traditionally post-secondary institutions have offered programs in these areas. In recent years specific post-secondary Supply Chain Management programs have emerged. Supply Chain Management professionals hold employment in private and public sector organizations and provide a strategic focus that supports corporate needs.

This section compares Sheridan's proposed BBA SCM with related degree and diploma programs offered at Ontario institutions. Comments are made on both similarities and differences of each program.

14.1 Similar College Programs

Degree programs

1. Institution: Algonquin College
Program Name & Credential: Bachelor of Applied Business (e-Business Supply Chain Management)
Program Description: (from the Algonquin College website) This degree program prepares graduates for careers in private and public business where they will contribute to the improvement and integration of supply chains and business processes using current business analysis methods and enterprise application technologies. Areas of study include operations and supply chain management, financial and managerial accounting, micro- and macroeconomics, communications, business fundamentals and analysis, spreadsheet applications, management information systems, marketing, quantitative methods, basics of SCM/ERP, ERP, ERP and business configuration, e-business concepts, database management, computer networks and data communications, purchasing management, manufacturing processes and systems, lean principles, master planning and scheduling, computer programming, public sector procurement and contracting, logistics, HR management, project management, quality management, forecasting, financial analysis, business process integration, leadership, governance and sustainability, enterprise architecture, strategic SCM, law, CRM, and workplace health and safety. Graduates apply current business process improvement methodologies in order to assist in the development of more effective business and technology solutions. The program is a laptop program and includes three paid Co-op work terms.
Analysis of Similarities and Differences: Similarities: <ul style="list-style-type: none">• Both programs are required to meet the same degree-level standard.• Both programs include breadth electives, and are built on a platform of core business courses in the early years, followed by a supply chain management specialization in upper years.• There is a fair degree of curriculum overlap between the programs in the core fundamental courses.• Both programs include an 'industry capstone project' in the final semester. Differences: <ul style="list-style-type: none">• Students in the Sheridan BBA SCM program will be able to apply for an optional four-semester Co-op program whereas the Algonquin program includes a mandatory three Co-op work terms.• Students in the Sheridan BBA SCM program have the option of selecting from a wide range of business electives in the four other proposed BBA degrees in Accounting, Finance, Human Resources and Marketing Management. Algonquin students do not have this amount of flexibility.

- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively, or broaden their understanding of business by choosing from interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM program have the option to undertake a Research Thesis allowing them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program follow more rigorous studies in the areas of numeracy and research.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- The Sheridan BBA SCM program focuses on integration of supply chain management within the broader business environment. The Algonquin program has an information technology focus.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

2. Institution: Conestoga College

Program Name & Credential: Bachelor of Applied Business-International Business Management

Program Description: (from the Conestoga College website)

This degree program prepares graduates to handle managerial issues in Human Resources and Operations Management requiring contextual knowledge of international business practices. The goal is to provide graduates with the ability to bring people, process and technology together to achieve improved performance in business, whether that business operates in the domestic or international arena. Areas of study include business with international applications; organizational behaviour; communications; world cultures; micro and macroeconomics; economics of international trade and finance; international labour economics; personal awareness and group dynamics; interpersonal conflict management; math; statistics and research methods; accounting and managerial accounting; information management; critical and creative thinking; marketing; manufacturing concepts; supervisory practices; operations management; law; database management; finance; HR management; HR information systems; project management; ethics; international business planning and strategy; staff recruitment; labour and employee relations; training and development; logistics and SCM; managing business performance; organizational development; change management; quality management; business process re-engineering; and stakeholder management. The program includes two paid Co-op placements.

Analysis of Similarities and Differences:

Similarities:

- Both programs are required to meet the same degree-level standard.
- There is a degree of curriculum overlap between the programs in the fundamental business courses and some of the supply chain management courses.
- Both programs include an 'industry capstone project' in the final semester.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for an optional four-semester Co-op program whereas the Conestoga program includes a mandatory two Co-op work terms.
- Students in the Sheridan BBA SCM program have the option of selecting from a wide range of business electives in the four other proposed BBA degrees in Accounting, Finance, Human Resources and Marketing Management. Conestoga students do not have this amount of

flexibility.

- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively, or broaden their understanding of business by choosing from interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM program have the option to undertake a Research Thesis allowing them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program follow more rigorous studies in the areas of numeracy and research.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- Students in the Sheridan BBA SCM program are required to take more supply chain management courses, whereas the Conestoga students are required to take more courses in the area of Human Resources.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

3. Institution: Niagara College

Program Name & Credential: Bachelor of Applied Business (International Commerce and Global Development)

Program Description: (from the Niagara College website)

This degree program prepares graduates for careers as international commerce practitioners, positions in international logistics, as trans-national managers in the public or private sector, or as managers, project officers or development officers in international development. Areas of study include financial and managerial accounting, financial concepts, communications, international trade, marketing, international marketing, global marketing issues, business computer applications, a language elective, ethics, market entry and distribution, international market research, statistical research concepts, management theories, global development, electronic analysis and reporting, micro and macroeconomics, international economics, international trade finance, SCM, global logistics, organizational behaviour, database management, international trade (legal issues, management), global project development, HR management, international business management, global entrepreneurship, e-commerce, ethics, arbitration and negotiation, cultural aspects of global trade, global strategic management, and international NGO management issues.

Analysis of Similarities and Differences:

Similarities:

- Both programs are required to meet the same degree-level standard.
- There is a degree of curriculum overlap between the programs in the fundamental business courses and some of the supply chain management courses.
- Both programs have a single mandatory work term.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for an optional four-semester Co-op program whereas the Niagara program has a single mandatory work term.
- Students in the Sheridan BBA SCM program have the option of selecting from a wide range of business electives in the four other proposed BBA degrees in Accounting, Finance, Human

Resources and Marketing Management. Conestoga students do not have this amount of flexibility.

- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively, or broaden their understanding of business by choosing from interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM program undertake either an Integrated Industry Project or a Research Thesis. The Integrated Industry Project requires students to work in a multi-disciplinary team (with students from other Sheridan BBA programs) to address a complex, real world problem or opportunity for an external client. The Research Thesis allows them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program follow more rigorous studies in the areas of numeracy and research.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- Students in the Sheridan BBA SCM program are required to take more supply chain management courses, whereas the Niagara students are required to take more courses in the area of international business.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

4. Institution: Humber College

Program Name & Credential: Bachelor of Applied Business (International Business)

Program Description: (from the Humber College website)

The first two years of the International Business degree program provides a foundation in general business. Including: marketing, accounting, economics and law. In years three and four, students specialize in international business. This provides the opportunity to gain practical skills through applied projects such as presenting a comprehensive strategic plan to launch a business into an international market. Throughout that portion of your international business training, students have the opportunity to develop processes from the idea stage through to execution. Students have the opportunity to study abroad for one semester during year three.

Analysis of Similarities and Differences:

Similarities:

- Both programs are required to meet the same degree-level standard.
- Both programs include breadth electives, and are built on a platform of core business courses in the early years, followed by specialization in upper years.
- There is a degree of curriculum overlap between the programs in the fundamental business courses and some of the supply chain management courses.
- Both programs include an ‘industry capstone project’ in the final semester.
- Both programs have a single mandatory work term.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for an optional four-semester Co-op program whereas the Humber program has a single mandatory work term. Students in the Sheridan BBA SCM program have the option of selecting from a wide range of business electives

in the four other proposed BBA degrees in Accounting, Finance, Human Resources and Marketing Management. Humber students do not have this amount of flexibility.

- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively, or broaden their understanding of business by choosing from interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM program have the option to undertake a Research Thesis allowing them to further develop and demonstrate research and analytical skills which prepares them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program follow more rigorous studies in the areas of numeracy and research.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- Students in the Sheridan BBA SCM program are required to take more supply chain management courses, whereas the Humber students are required to take more courses in the area of international business.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

5. Institution: Sheridan College

Program Name & Credential: Bachelor of Applied Business (Global Business Management-GBM)

Program Description:

This degree program prepares graduates for leadership positions in international business by presenting concepts central to the traditional BBA and B.Com. programs in a global framework. Key areas of focus include international marketing; international supply chain management including purchasing, transportation, distribution and logistics; international finance; strategic management; and cross-cultural communications skills. The program is laptop-based, includes an international business project, two paid co-op work terms, and the option to study for one semester at the Arnhem Business School in the Netherlands.

Analysis of Similarities and Differences:

Similarities:

- Both programs are required to meet the same degree-level standard.
- There is a degree of curriculum overlap between the programs in the fundamental business courses and some of the supply chain management courses.
- Both programs include an 'industry capstone project' in the final semester.
- Both programs have a single mandatory work term.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for an optional four-semester Co-op program whereas the Sheridan BBA program has a single mandatory work term. The BAB Global Business Management program includes two mandatory work terms.
- Students in the Sheridan BBA SCM program have the option of selecting from a wide range of business electives in the four other proposed BBA degrees in Accounting, Finance, Human Resources and Marketing Management. BAB Global Business Management students do not have this amount of flexibility.
- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain

management exclusively, or broaden their understanding of business by choosing from interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.

- Students in the Sheridan BBA SCM program have the option to undertake a Research Thesis allowing them to further develop and demonstrate research and analytical skills which prepares them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program follow more rigorous studies in the areas of numeracy and research.
- Students in the Sheridan BBA SCM program are required to take more supply chain management courses, whereas the BAB Global Business Management students are required to take more courses in the area of international business.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

In summary, while providing a solid education in business and supply chain management Sheridan's proposed program differ from other college degrees in the following ways:

- Strong emphasis on numeracy and research skills
- Greater flexibility to pursue a variety of elective business studies
- The option to apply for a four-semester Co-op experience
- Students may undertake a Research Thesis
- Students are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management
- The Creative Learning Portfolio will assist students to become lifelong learners and help make them employment ready upon graduation

Three-Year Ontario College Advanced Diplomas

Generally speaking, the baccalaureate courses give greater attention to critical analysis and problem solving using statistical and research methods, preparing, presenting and sustaining argument both in writing and orally and include case and project work that introduces a more holistic, strategic and integrative view of business. In diploma programs, program competencies have been met at a narrower, more operational level, whereas a degree prepares for strategic directions, organizational evaluations, external reporting, analysis, evaluation and decision making.

The following diploma programs were chosen as they fall under the MTCU codes most closely related to Supply Chain Management. The central topics to these codes are one of: Operations Management or Logistics. There are no two or three year diplomas with Supply Chain Management as the central theme.

Institutions: Algonquin Centennial, Conestoga, Durham, Niagara, Sir Sanford Fleming

Program Name & Credential: Business Administration – Materials and Operations Management Programs (MTCU Code 68900)

Business Administration - Materials And Operations Management (Algonquin)
Business Administration - Business Operations Management (Centennial)
Business Administration - Supply Chain and Operations Management (Conestoga)
Business Administration - Operations Management (Durham)
Business Administration - Operations Management (Niagara)
Business Administration - Materials Management And Distribution (Sir Sanford Fleming)

Program Description: (from the Ministry website)

These six semester programs in Materials and Operations Management provide graduates with the knowledge and skills necessary for entry-level employment. Graduates are involved in decision making related to planning, operating, and control within a business or organization. Programs include the study of supply chain elements and their integration. Included are purchasing, production and operations planning and control, transportation and distribution, project planning and control, and quality assurance. Learning activities support the development of supervisory and teamwork skills. Graduates are familiar with the use of information and manufacturing technology. A practical work term experience, which is part of many programs, will enhance the students' ability to apply their knowledge and skills in preparation for employment.

Analysis of Similarities and Differences:

Similarities:

- Both programs build some core business skills
- Both programs develop knowledge in the area of supply chain management

Differences:

- The courses in the Sheridan degree program are more advanced, and there is a significantly higher level of scholarship expected of the students.
- Since Sheridan's BBA SCM degree program is comprised of two years of core business courses plus two years of study with a supply chain management thrust. Graduates of the Sheridan degree program will have a broader background in business and chosen aspects of supply chain management than the graduates of these advanced diploma programs.
- The Sheridan degree places a greater emphasis on breadth courses.
- Sheridan's degree program includes an Integrated Industry Project that requires students to work in a multi-disciplinary team to address a complex, real world problem or opportunity for an external client. Alternatively, they can undertake a Research Thesis that allows them to demonstrate research and analytical skills to prepare them for further research-oriented education or career options.
- The degree places a greater emphasis on strategic thinking, and the development of strong analytical skills.
- Students in the Sheridan BBA SCM program have a wide variety of supply chain management electives to choose from allowing them to develop areas of expertise.
- Students in the Sheridan BBA SCM have the flexibility to focus on supply chain management exclusively, or broaden their business knowledge by choosing from one of three interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM have the option of selecting from a wide range of business electives in the four other (proposed) BBA degrees in Accounting, Finance, Human Resources

and Marketing Management.

- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

In summary, while providing a solid education in business and supply chain management Sheridan's proposed program differ from 3 year advanced college diplomas in the following ways:

- Greater attention to critical analysis and problem solving
- Preparing, presenting and sustaining arguments from an integrated business viewpoint
- Strong emphasis on numeracy and research skills
- A strategic supply chain focus beyond operations
- Greater flexibility to pursue a variety of elective business studies
- The option to apply for a four-semester Co-op experience
- Students may undertake a Research Thesis
- Students are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management
- The Creative Learning Portfolio will assist students to become lifelong learners and help make them employment ready upon graduation

Two-Year Ontario College Diplomas

Generally speaking, the baccalaureate courses give greater attention to critical analysis and problem solving using statistical and research methods, preparing, presenting and sustaining argument both in writing and orally and include case and project work that introduces a more holistic, strategic and integrative view of business. In diploma programs, program competencies have been met at a narrower, more operational level, degree programs prepare for strategic directions, organizational evaluations, external reporting, analysis, evaluation and decision making.

Institution: Georgian
Program Name & Credential: Business – Logistics Programs (MTCU Code 58902) Business-logistics
Program Description: (From the Ministry website) Logistics is the process that ensures the availability of raw materials, in-process inventory, and finished goods, in the right place, at the right price, at the right time, at the least cost. The application of communications and information technology has had a major impact on the movement of goods. The emphasis has switched from the efficient transportation of finished goods to the planning of the entire goods handling cycle so that the least storage and movement occurs. Logistics is increasingly recognized as one of the key elements of modern business management and strategy. Graduates of these programs have an understanding of the application and importance of logistics in the domestic and international marketplace. They have a working knowledge of business, with specific expertise in logistics functions. They are competent in the use of information technology required in the workplace. A practical work placement experience, which is often part of these programs, will enhance the students' ability to apply their knowledge and skills in preparation for employment.
Analysis of Similarities and Differences: Similarities: <ul style="list-style-type: none">• Both programs build some core business skills• Both programs develop knowledge in the area of supply chain management

Differences:

- The courses in the Sheridan degree program are more advanced, and there is a significantly higher level of scholarship expected of the students.
- Since Sheridan's BBA SCM degree program is comprised of two years of core business courses plus two years of study with a supply chain management thrust. Graduates of the Sheridan degree program will have a broader background in business and chosen aspects of supply chain management than the graduates of these advanced diploma programs.
- The Sheridan degree places a greater emphasis on breadth courses.
- Sheridan's degree program includes an Integrated Industry Project that requires students to work in a multi-disciplinary team to address a complex, real world problem or opportunity for an external client. Alternatively, they can undertake a Research Thesis that allows them to demonstrate research and analytical skills to prepare them for further research-oriented education or career options.
- The degree places a greater emphasis on strategic thinking, and the development of strong analytical, numeracy, and research skills.
- Students in the Sheridan BBA SCM program have a wide variety of supply chain management electives to choose from allowing them to develop areas of expertise.
- Students in the Sheridan BBA SCM have the flexibility to focus on supply chain management exclusively, or broaden their business knowledge by choosing from one of three interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM have the option of selecting from a wide range of business electives in the four other (proposed) BBA degrees in Accounting, Finance, Human Resources and Marketing Management.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

Institutions: Centennial College and Durham College

Program Name & Credential: Business – Operations Programs (MCU Code 58900)

Program Description: (from the ministry website)

These four semester programs in Operations provide graduates with the knowledge and skills necessary to help keep a business running smoothly. Graduates are prepared for entry level employment involving the design, planning and control of a business or organization.

Programs include the study of production and inventory planning and control, purchasing, transportation, and teamwork. Graduates are familiar with the use of information and manufacturing technology as well as the basics of the functional areas of business.

Analysis of Similarities and Differences:

Similarities:

- Main functional areas under the supply chain management umbrella are covered in the curriculum
- Interrelationships of supply chain management components are addressed

Differences:

- The courses in the Sheridan degree program are more advanced, and there is a significantly higher level of scholarship expected of the students.
- Since Sheridan's BBA SCM degree program is comprised of two years of core business courses plus two years of study with a supply chain management thrust. Graduates of the Sheridan degree

program will have a broader background in business and chosen aspects of supply chain management than the graduates of these advanced diploma programs.

- The Sheridan degree places a greater emphasis on breadth courses.
- Sheridan's degree program includes an Integrated Industry Project that requires students to work in a multi-disciplinary team to address a complex, real world problem or opportunity for an external client. Alternatively, they can undertake a Research Thesis that allows them to demonstrate research and analytical skills to prepare them for further research-oriented education or career options.
- The degree places a greater emphasis on strategic thinking, and the development of strong analytical, numeracy, and research skills.
- Students in the Sheridan BBA SCM program have a wide variety of supply chain management electives to choose from allowing them to develop areas of expertise.
- Students in the Sheridan BBA SCM have the flexibility to focus on supply chain management exclusively, or broaden their business knowledge by choosing from one of three interdisciplinary business courses in the areas of Corporate Social Responsibility & Sustainability, Innovation & Entrepreneurship, or International Business.
- Students in the Sheridan BBA SCM have the option of selecting from a wide range of business electives in the four other (proposed) BBA degrees in Accounting, Finance, Human Resources and Marketing Management.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

In summary, while providing a solid education in business and supply chain management Sheridan's proposed program differ from 2 year college diplomas in the following ways:

- Greater attention to critical analysis and problem solving
- Preparing, presenting and sustaining arguments from an integrated business viewpoint
- Strong emphasis on numeracy and research skills
- A strategic supply chain focus beyond operations
- Greater flexibility to pursue a variety of elective business studies
- The option to apply for a four-semester Co-op experience
- Students may undertake a Research Thesis
- Students are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management
- The Creative Learning Portfolio will assist students to become lifelong learners and help make them employment ready upon graduation

14.2 Similar or Related University Programs

The five programs were selected based on a scan of undergraduate business degrees offered at Ontario Universities that allow students to focus their studies in either supply chain or operations management. Information was gathered from the respective university websites, including program descriptions, program requirements and published academic calendars.

1. Institution: York University

Program Name & Credential: Bachelor of Business Administration (with a concentration in Operations Management & Information Systems. This concentration is not reflected on the student's transcript)

Program Description: (from the York University website)

This four-year BBA program includes nine areas of specialization including operations management and information systems. Students take core business courses in Years 1 and 2 and then specialize in Years 3 and 4, completing 12 credit hours in their chosen area of concentration. The Operations Management and Information Systems courses provide a solid grounding in mathematical analysis and information technologies as well as applied knowledge of operations management and information systems. Courses include inventory management, supply chain management, web enabled decision support systems, and systems analysis and design. The program includes a study abroad option.

Analysis of Similarities and Differences:

Similarities:

- Both programs are built on a platform of core business courses in the early years, followed by a specialization in upper years.
- Both programs allow students a large degree of flexibility allowing students to pursue the business education that is most suited to their goals.
- There is a fair degree of curriculum overlap between the programs in the core fundamental business courses.
- Both programs follow relatively rigorous studies in the areas of numeracy and research.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for a four-semester Co-op program, which will allow them to gain additional industry experience.
- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively. York only offers two supply chain specific electives in upper years.
- Students in the Sheridan BBA SCM program undertake either an Integrated Industry Project or a Research Thesis. The Integrated Industry Project requires students to work in a multi-disciplinary team (with students from other Sheridan BBA programs) to address a complex, real world problem or opportunity for an external client. The Research Thesis allows them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options. York students engage in a detailed management simulation near the end of their program.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- Students in the Sheridan BBA SCM program take a minimum of six Supply Chain Management specific courses (18 credits) beyond introductory courses. York students are required to earn 12 additional credits in the broader area of Supply Chain or Information Systems.
- The Sheridan BBA SCM program places emphasis on a process, as opposed to a purely functional, view of business operations.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

2. Institution: Wilfrid Laurier University

Program Name & Credential: Bachelor of Business Administration with a concentration in Supply Chain Management

Program Description: (from the Laurier website)

This BBA program is based on the concept that a general education involving an exposure to the liberal arts and sciences is essential for a career in management and for the complete development of an individual. The management portion of the BBA program prepares graduates for meaningful responsibility immediately upon graduation and builds a foundation for a career in management. Students may choose an interdisciplinary concentration in a number of areas, including supply chain management. A BBA concentration consists of a minimum of 2.0 credits at the 300 or 400 level beyond core courses counted toward the degree. The SCM-related courses are Procurement and Supply Management, Supply Chain Management, Information Systems for Supply Chain Management, and Transportation and Facilities Management.

Analysis of Similarities and Differences:

Similarities:

- Students in both programs have the option of selecting from a wide range of business electives.
- Students in both programs have the option of completing a research thesis.
- Both programs follow relatively rigorous studies in the areas of numeracy and research.
- Both programs offer a Co-op option (Sheridan four semesters, Laurier three semesters).

Differences:

- Students in the Sheridan BBA SCM program must complete a one semester internship allowing them to gain additional industry experience.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- The Sheridan BBA SCM program focuses on integration of supply chain management within the broader business environment, rather than focusing on the various functional areas under the SCM umbrella.
- Students in the Sheridan BBA SCM program take a minimum of six Supply Chain Management specific courses (18 credits) beyond introductory courses. Laurier students are required to take two additional courses (and have a maximum of four available).
- The Sheridan BBA SCM program places emphasis on a process, as opposed to a purely functional view of business operations.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

3. Institution: Carleton University

Program Name & Credential: Bachelor of Commerce (Honours) with a concentration in Supply Chain Management

Program Description: (from the Carleton website)

During the first two years of the program, students are introduced to all major business areas. In years three and four, students concentrate in the area of supply chain management. In this concentration students will gain the critical skills and capabilities needed to develop innovative solutions to supply chain challenges as well as to manage global networks of suppliers, integrators, contract manufacturers, logistics service providers, distributors, service support operators and customers. A key feature of the concentration is the flexibility it offers to select from different career options.

Analysis of Similarities and Differences:

Similarities:

- Both programs are built on a platform of core business courses in the early years, followed by a supply chain management specialization in upper years.
- Both programs follow relatively rigorous studies in the areas of numeracy and research.
- Both programs require a minimum of seven supply chain specific courses.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for a four-semester Co-op program, which will allow them to gain additional industry experience.
- Students in the Sheridan BBA SCM program can undertake a Research Thesis that allows them to demonstrate research and analytical skills to prepare them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- The Sheridan BBA SCM program focuses on integration of supply chain management within the broader business environment, rather than focussing on the various functional areas under the SCM umbrella.
- The Sheridan BBA SCM program places emphasis on a process, as opposed to a purely functional, view of business operations.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

4. Institution: Brock University

Program Name & Credential: Bachelor of Business Administration Operations Management

Program Description: (from the Brock website)

The Bachelor of Business Administration program is offered as a four-year honours program with a Co-op option or a non-honours program; all have limited enrolment. Brock's BBA program combines professionally oriented business courses with studies in social sciences, humanities, mathematics and science.

Analysis of Similarities and Differences:

Similarities:

- Both programs are built on a platform of core business courses in the early years, followed by a specialization in upper years.
- Both programs allow students a large degree of flexibility allowing students to pursue the business education that is most suited to their goals.
- There is a fair degree of curriculum overlap between the programs in the core fundamental business courses.
- Both programs follow relatively rigorous studies in the areas of numeracy and research.
- Both programs include an optional Co-op program, which will allow them to gain additional industry experience.

Differences:

- Students in the Sheridan BBA SCM program must complete at least a one semester internship which will allow them to gain some industry experience.

- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively. Brock only offers one supply chain specific elective, other electives are focused more on operations and project management.
- Students in the Sheridan BBA SCM program undertake either an Integrated Industry Project or a Research Thesis. The Integrated Industry Project requires students to work in a multi-disciplinary team (with students from other Sheridan BBA programs) to address a complex, real world problem or opportunity for an external client. The Research Thesis allows them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options. Brock students have the option of a research project (however it is not mandatory).
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- Students in the Sheridan BBA SCM program take a minimum of six Supply Chain Management specific courses beyond introductory courses. Brock students are required to complete at least six courses from the area of operations management. Courses in Purchasing, Transportation/Distribution, Warehousing, or Supply Chain Finance are not available to Brock students.
- The Sheridan BBA SCM program places emphasis on a process, as opposed to a purely functional, view of business operations.

5. Institution: Ryerson University

Program Name & Credential: Bachelor of Commerce (Business Management)

Program Description: (from the Ryerson website)

This major provides students with the managerial skills and cultural understanding required to function effectively in the new global business environment. All businesses, whether they recognize it or not, are affected by events taking place globally. The rise of China and India as major economic superpowers, global outsourcing and weakness in traditional markets such as the United States, are just a few examples of the challenges and opportunities facing managers today. As a result of globalization new competitors may be around the corner or halfway around the world. A company's suppliers and production facilities may be based in multiple foreign countries and its most lucrative customers may reside outside its national borders. As a result, employers are now demanding that graduates not only have outstanding managerial decision making skills but also a solid understanding of the global business environment.

Analysis of Similarities and Differences:

Similarities:

- Both programs are required to meet the same degree-level standard.
- Both programs include breadth electives, and are built on a platform of core business courses in the early years, followed by a specialization in upper years.
- There is a fair degree of curriculum overlap between the programs in the core fundamental courses.
- Both programs follow relatively rigorous studies in the areas of numeracy and research.

Differences:

- Students in the Sheridan BBA SCM program will be able to apply for a four-semester Co-op program, which will allow them to gain additional industry experience.
- Students in the Sheridan BBA SCM program have the flexibility to focus on supply chain management exclusively, or broaden their understanding of business by choosing from one of three interdisciplinary business areas: Corporate Social Responsibility & Sustainability,

Innovation & Entrepreneurship, or International Business.

- Students in the Sheridan BBA SCM program undertake either an Integrated Industry Project or a Research Thesis. The Integrated Industry Project requires students to work in a multi-disciplinary team (with students from other Sheridan BBA programs) to address a complex, real world problem or opportunity for an external client. The Research Thesis allows them to further develop and demonstrate research and analytical skills which prepare them for further research-oriented education or career options.
- Students in the Sheridan BBA SCM program are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management.
- The Sheridan BBA SCM program focuses on integration of supply chain management within the broader business environment, rather than focusing on the various functional areas under the SCM umbrella.
- Students in the Sheridan BBA SCM program take a minimum of six Supply Chain Management specific courses beyond introductory courses. Ryerson students are not required to take any, however they have the option to take five such courses.
- The Sheridan BBA SCM program places emphasis on a process, as opposed to a purely functional, view of business operations.
- The Sheridan program is committed to developing the whole student and incorporates as a mandatory component a *Creative Learning Portfolio* as a way to enable deeper learning and student success.

In summary, while providing a solid education in business and supply chain management Sheridan's proposed program differs from university programs in the following ways:

- A strategic supply chain focus beyond operations
- Greater flexibility to pursue a variety of elective business studies
- The option to apply for a four-semester Co-op experience
- Students may undertake a Research Thesis
- Students are required to take two senior level courses (Demand Management & Sales Operations Planning and Value Stream Analysis) that focus on higher level organizational implications of supply chain management
- The Creative Learning Portfolio will assist students to become lifelong learners and help make them employment ready upon graduation