



MOHAWK

May 2019

**Bachelor of Business Administration
(Trades Management) (Honours)**

Application for Ministerial Consent

Mohawk College of Applied Arts and Technology

www.mohawkcollege.ca

Program Delivery Location:

Fennell Campus

135 Fennell Avenue West, Hamilton, ON L9C 0E5

Section 1 Introduction

1.1 College and Program Information

Name of the College: Mohawk College of Applied Arts and Technology
URL for the College: mohawkcollege.ca
Proposed Degree Nomenclature: Bachelor of Business Administration (Trades Management) (Honours)
Location (specific address) where program is to be delivered: 135 Fennell Avenue West Hamilton, ON L9C 0E5
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1.2 Expert Reviewer Nominations (Removed for Web Version)

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1.4 Executive Summary

Program Overview

The proposed Bachelor of Business Administration (Trades Management) (Honours) addresses the labour market need for increased career flexibility and advancement opportunities in trades-related organizations. Students entering this program will have completed a trades-related Ontario diploma or are tradespersons with an Ontario College Trades Certificate of Qualification or equivalent. They are already working in a trade or related workplace and want to develop the business management skills needed to advance their careers and leadership roles or grow their own businesses. The proposed, fully-online degree allows these students to:

- acquire the business-related knowledge, skills and experience needed to successfully undertake entrepreneurial, management and supervisory roles;
- increase career path options that build on trade skills to transition between self-employment and industry management positions or further academic opportunities;
- develop the needed skill set to be successful in a range of organizations, thereby broadening career options available as economic conditions vary across Ontario and throughout Canada; and/or,
- work toward the baccalaureate credential via an online delivery format that provides the flexibility needed to continue to work in their trade-related position while enrolled in the program.

The program focuses on key business areas such as accounting, marketing, communication, human resources, risk management, operations management, leadership and applied research. Depending on their skilled trades backgrounds, graduates will be well positioned to apply their business-related knowledge and skills to a range of positions that include job titles such as business owner, supervisor, foreperson, union representative, safety officer, and trainer/instructor. For those graduates who want to pursue further academic credentials, the program facilitates a pathway into MBA programs.

This is a degree-completion offering that will deliver courses in Years 3 and 4, along with courses needed by students to bridge into the program. This structure recognizes and leverages students' previous education/training. Students are also required to complete a minimum of 420 hours of work-integrated learning during which they practice and apply business knowledge and skills acquired in the program.

Three-College Collaboration

The BBA Trades Management (Honours) is the result of close collaboration among three colleges located in thriving regions across Ontario: Mohawk, Algonquin and George Brown. The

colleges have complementary strengths in their business programs and share a history of and commitment to skilled trades training. In addition to having expertise in business management and trades programming, each college possesses the institutional capacity and supports required for online program delivery. The proposed degree is an innovative opportunity to leverage these strengths to enrich and grow careers throughout trades-related sectors.

In mid-2016, the Vice President Academics at the three colleges formed the initial vision and partnership for the proposed program, which includes collaboration across several academic areas within the colleges:

- Algonquin College:
- School of Business
 - Algonquin Centre for Construction Excellence
 - Centre for Continuing and Online Learning
 - Academic Development
- George Brown College:
- School of Management
 - Angelo DelZotto School of Construction Management
 - School of Apprenticeship & Skilled Trades
 - Applied & Institutional Research: E-Learning & Innovation
 - Academic and Student Affairs: Academic Excellence
- Mohawk College:
- McKeil School of Business, Media & Entertainment
 - Marshall School of Skilled Trades & Apprenticeship

A Memorandum of Understanding (MOU) signed by the three colleges outlines the structure of the collaboration and ensures learners across Ontario receive a consistent, high quality learning experience, regardless of which of the three colleges they selected as their home institution. As stated in the three-college MOU (provided in Section 13), “Policies governing the program will be harmonized to ensure consistent application of policies to students in the program, and reflecting the collaborative nature of the program. These will largely fall under the purview of the program steering committee, and may be adjusted over time.” Also outlined in the MOU is the intent of the colleges to provide graduates with a joint testamur that includes the names of all three colleges.

The colleges also signed an MOU with OntarioLearn to leverage its seat-sharing model whereby all three colleges will utilize the OntarioLearn registration and technology infrastructure for program delivery (see Section 13 for the MOU with OntarioLearn).

Degree Completion Structure

The colleges designed the proposed BBA Trades Management (Honours) program to facilitate pathways directly into Year 3 of the degree. Bridge pathways from four source programs/training will be available at program launch:

1. Business – Trades Ontario College Diploma
2. Motive Power Technician Ontario College Diploma
3. Building Renovation Technology Ontario College Advanced Diploma
4. Electrician (309A, 442A) Ontario College Trades Certificate of Qualification or equivalent

Refer to Section 3.4 for more information on these bridge pathways. Diploma graduates and tradespersons from other programs/training wishing to bridge into the proposed degree completion program will be considered for admission and be assessed on a case-by-case basis for advanced standing credit recognition.

The three colleges collaboratively designated ownership of the core courses for all four years of the degree. Each college then developed course outlines for its courses to assist in identifying knowledge and skill gaps from the source programs and developing the bridge pathways. Lower level courses will only be delivered in the program if they are part of a bridge pathway. All lower level courses are listed in the table below with courses that are currently part of one or more defined bridge pathways indicated by an “*”:

Year/Level	Course	Assigned College
Year 1 Level 1	Microeconomics*	Algonquin
	Trades Calculations/Business Mathematics	Mohawk
	Business Communications	George Brown
	Workplace Health and Safety	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Year 1 Level 2	Business Fundamentals	Algonquin
	Macroeconomics*	Algonquin
	Technical Communications	Algonquin
	<i>Breadth (Liberal Studies elective)</i>	
Year 2 Level 3	Career Advancement/Work Experience Preparation	George Brown
	Principles of Management	George Brown
	Statistics*	Algonquin
	Financial Accounting*	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Year 2 Level 4	Organizational Behaviour	Algonquin
	Introduction to Research	Algonquin
	<i>Breadth (Liberal Studies elective)</i>	
	<i>Breadth (Liberal Studies elective)</i>	

Depending on the source program, additional bridging modules will be delivered to fill knowledge and skill gaps relating to organizational behaviour, research and business management.

The upper level courses and work-integrated learning component that will be delivered as part of the degree completion program:

Year/Level	Course	Assigned College
Year 3 Level 5	Computer Business Applications	George Brown
	Risk Management	Algonquin
	Professional Practice	Mohawk
	Marketing	Mohawk
	<i>Breadth (Liberal Studies elective)</i>	
Year 3 Level 6	Canadian Business Law	George Brown
	Managerial Accounting	George Brown
	Project Management	Algonquin
	Human Resource Management	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Work-Integrated Learning (420 hours)		
Year 4 Level 7	Operations Management	George Brown
	Managing Small and Medium Enterprises	Algonquin
	Management Information Systems	Algonquin
	Finance	George Brown
	Trades Marketing	Mohawk
	Capstone Applied Research Project	Mohawk
Year 4 Level 8	Strategic Thinking and Management	Mohawk
	International Business	George Brown
	Negotiation Strategies	Algonquin
	Capstone Applied Research Project (<i>Continued</i>)	Mohawk
	<i>Breadth (Liberal Studies elective)</i>	

Depending on the source program, students will take 3 to 8 degree-level liberal studies electives as part of the degree completion program. Over 25 fully-online liberal studies courses are currently available via OntarioLearn.

Mohawk College's Capacity to Deliver

Since it opened in 1967, Mohawk College has served the Golden Horseshoe region on the western shores of Lake Ontario, which include the cities of Hamilton, Brantford, Burlington, Six Nations of the Grand River and Mississaugas of the Credit First Nations. Mohawk College is one of Canada's largest and most diverse colleges, delivering programs and services at three main campuses, Fennell, The Mohawk McMaster Institute for Applied Health Sciences (IAHS) and Stoney Creek, to approximately 36,000 students.

Fennell, Mohawk's main campus, is home to the Schools of Business, Media and Entertainment; Community, Justice and Liberal Studies; Engineering Technology; Health Studies; Applied Research; International Education; Community Partnerships and Experiential Learning; Continuing Education, Academic Quality and the Centre for Teaching & Learning. Mohawk College is one of the largest delivery agents in Ontario of the in-school components of apprentice training. The Marshall School of Skilled Trades & Apprenticeship in Stoney Creek (formerly the STARRT Institute) is the hub of the college's apprenticeship and skilled trades training and the largest trades-based facility in the province. It offers state-of-the art training in

Automotive and Motive Power, Electrical, Industrial and Construction Trades. Mohawk also partners with some of the world's leading companies to deliver customized training solutions that meet their specific needs. Some of the college's partners include ArcelorMittal Dofasco, FANUC and Walters Group.

The proposed degree program will be offered through the Department of Graduate Studies – Business, Media, Applied Research and Entrepreneurship. It is one of three departments operating within the college's McKeil School of Business, Media & Entertainment, which currently offers 44 diploma, advanced diploma, and postgraduate programs as well as a pre-Business program for students looking to strengthen their academics and general knowledge of business fields. The McKeil School of Business, Media & Entertainment, has an established reputation for offering broad-based business education and media and entertainment programs that can lead to a wide range of work opportunities, both domestic and international. Our faculty stay connected to industry ensuring what is learned in the classroom is relevant and desired by employers. Courses focus on both the technical skills and the soft skills required by today's employers and all programs have experiential learning components. Emphasized soft skills include teamwork, communication, leadership, decision making, strategy formulation, project management, critical thinking and problem solving. Our graduates are working in logistics and project management, media and entertainment, advertising, the manufacturing and retail sectors, financial institutions, government offices, consulting firms and other organizations large and small.

Credential Recognition

In addition to the proposed degree program receiving unanimous support from the Program Advisory Committee (PAC), the three colleges also consulted with a broad range of employers and industry stakeholders. Several letters were received (and included in this application) from potential employers, industry associations, and universities that indicate recognition of the proposed credential. Many of the industry and employer letters reflect a position similar to the statement made by Jack Mantyla, Director, Professional Development of the Canadian Home Builders' Association:

Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journey person or tradesperson to expand their skill set and remain competitive in a growing market.

The degree program is also designed to provide students with a pathway to pursue graduate studies. Letters indicating recognition of the proposed degree, should it receive consent, have been received from Brock University, Carleton University, Davenport University, McMaster University, Niagara University, Robert Gordon University, Royal Roads University, Thompson Rivers University, University of Fredericton and York University.

Nomenclature

The Bachelor of Business Administration (Trades Management) (Honours) is aligned with the Ontario Qualifications Framework (OQF), specifically section 11 – Baccalaureate/Bachelor’s Degree Honours. The Bachelor of Business Administration nomenclature is commonly used in Ontario for business degrees that develop knowledge and skills in core areas such as accounting, project management, human resources, communication, economics, organizational behaviour, and interpersonal relationships.

The nomenclature also conveys accurate information about the discipline of study and will assist students, employers, and other postsecondary institutions to recognize the focus of the program. “Trades Management” captures the focus of the program to academically prepare students for the specific knowledge and skill areas such as managing small and medium enterprises, trades marketing, negotiation strategies and strategic thinking and management.

1.5 Program Abstract

The Bachelor of Business Administration (Trades Management) (Honours) is a degree-completion program that enables students to enter with advanced standing based on knowledge and skills gained through apprenticeship/journeyperson training, or trade-related diploma programs, in a range of trade sectors such as construction, industrial, motive power and service. Program focus is on the business administration, managerial, accounting, project management, leadership, marketing, communication and applied research competencies needed by people working in or with the skilled trades to grow their own businesses, take on greater responsibilities in their current work environments, and/or pursue management careers in medium to large organizations. For those graduates who want to pursue further academic credentials, the program will facilitate a pathway into graduate studies in both business administration and management programs.

The program’s fully online delivery format is truly student-centred and facilitates an interdisciplinary approach to integrating business knowledge. Online delivery responds to the current and growing need of students for a flexible and accessible option that allows them to continue to work while taking a postsecondary program that develops the business management skills needed to support career advancement.

Graduates possess a unique blend of practical knowledge and abilities supported by firm underpinnings of the methodologies and theories relating to the trades-business sectors. Graduates seeking employment in today’s rapidly changing global environment are well positioned to start their own business, to manage a small to medium-sized trades-related business, or use their newly developed skills and knowledge to improve an existing business. Employment opportunities may also exist in both the private and public sectors where strong leadership, management and entrepreneurship skills and the ability to adapt to change are highly desired.

The program is delivered by three colleges located across Ontario: Mohawk, Algonquin and George Brown. Each college has expertise in business management and trades programming, as well as the institutional capacity and supports required for fully online program delivery. The colleges are sharing their academic and industry expertise to deliver this innovative program.

Section 2 Degree Level

This section describes how the proposed Bachelor of Business Administration (Trades Management) (Honours) program meets the Postsecondary Education Quality Assessment Board (PEQAB) Honours Degree Level standard.

Delivering a degree completion program is an innovative solution to meeting the needs of the target students who already possess postsecondary education related to skilled trades. The three colleges followed a thorough program design and development (refer to Section 4.1.2). One component of the development process was to produce a four-year program structure that establishes the academic framework for the degree. Although the outcome mappings and course outlines are developed for all four years, the colleges will only be delivering a subset of the full program's curriculum including:

- Bridge courses that include any foundational core curriculum from Years 1 and 2 that was not already covered in the source programs or trade training. Depending on the source program/skilled trade, bridge pathways identified to date include curriculum that contains key concepts, methodologies and theoretical approaches from several courses: Business Fundamentals, Microeconomics, Macroeconomics, Statistics, Financial Accounting, Introduction to Research and Organizational Behaviour. The bridge pathways, including the gap analyses conducted to derive the pathways, are detailed in Section 3.4.
- Core courses in Levels 5 – 8 (Years 3 and 4) of the proposed program and liberal studies electives. The number of liberal studies electives required depends on the student's prior exposure to non-core curriculum in the source program/trade.
- A 420-hour work-integrated learning (WIL) paid experience that facilitates students' direct application of knowledge.

Faculty from the three colleges collaborated in identifying the following evidence to describe how the degree completion program meets the Degree Level Standard.

2.1 Depth and Breadth of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

- 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;
- 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;
 - 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 inside and outside the discipline;
- f. The ability to apply learning from one or more areas outside the discipline.

The proposed program produces graduates with the depth and breadth of knowledge commensurate with a business administration bachelor's degree, honours level, specializing in management within trades-related sectors. Students enter the program from a range of postsecondary programs and skilled trades. The program is structured to fully leverage the knowledge, skills and experience gained through these source programs/trades, recognizing that students have already been exposed to many of the fundamental concepts, theories and methodologies within a specialized area of skilled trades.

Most of the source programs/trades do not cover all the necessary fundamental knowledge concepts and methodologies included in Years 1 and 2 of the BBA Trades Management (Honours) structure. Therefore, bridge pathways from these programs/trades are structured to address gaps before students enter Level 5 (Year 3) of the degree completion program. For example, all bridge pathways identified to date include *Macroeconomics* and *Microeconomics*. *Macroeconomics* introduces students to basic economic concepts, the use of economic models to analyze the performance of the economy, and the impact of fiscal and monetary policies on stabilizing the economy. In *Microeconomics*, students study how the behaviour of individuals and the market influence businesses in making decisions and allocating resources. Concepts such as demand and supply, market structure and market failure are introduced, and students learn to identify the impact of government regulation in markets. Other fundamental business theory, concepts and methodologies that must be included in either the source program/trade or the bridge pathway are:

- Management concepts (decision-making models, ethics and social responsibility paradigms, organizational structure, organizational culture, organizational change, strategic management, etc.)
- Accounting principles (theoretical structure of accounting, financial statements for decision making, etc.)
- Organizational behaviour concepts and methodologies (behaviour of individuals and small groups within the workplace and the impact on an organization's goal achievement, etc.)
- Descriptive and inferential statistics (central tendency, variation, probability, sampling, estimation, hypothesis testing, etc.)

- Research methodologies and practices (research tools and processes to engage in scholarly work, documentation of primary and secondary sources, development of a research project, etc.)

As a result of this pathway process, students enrolling in Level 5 (Year 3) courses already possess the fundamental knowledge of traditional business processes and theoretical models, as well as the ability to gather, review, evaluate and interpret information. The program completion structure is designed to then have students progress to more advanced and specialized courses in the major functional areas.

All organizations, regardless of size and sector, involve the three knowledge domains of administration, operations and marketing. The general orientation of the program’s core courses can be categorized into these domains:

Administration Oriented	Operations Oriented	Marketing Oriented
<ul style="list-style-type: none"> • Human Resource Management • Computer Business Applications • Professional Practice • Managerial Accounting • Finance • Strategic Thinking and Management • Applied Research 	<ul style="list-style-type: none"> • Risk Management • Project Management • Operations Management • Negotiation Strategies • Canadian Business Law • Management Information Systems • Applied Research 	<ul style="list-style-type: none"> • Marketing • Trades Marketing • Managing Small and Medium Enterprises • International Business • Applied Research

Each core course is designed to provide students with knowledge and skills related to at least one knowledge domain and, where applicable, advance student recognition of the interdisciplinary nature of business and how functional areas interconnect and support each other. For example, in *Strategic Thinking and Management*, students examine theories and concepts of strategic management, such as differentiation versus cost, and their role in decision making. In discussion posts and assignments, students apply relevant theories to trades-related case study analysis, identify problems, recommend solutions, and reference their relevant knowledge and experience. Recent advances in the field are explored; e.g., a course module is currently structured to include a case study on Walmart’s mixing of cost and differentiation strategies and implications for trades and businesses. The interdisciplinary nature of business is emphasized when students participate in a real-world, real-time global challenge, using a simulation called Glo-Bus. The Glo-Bus strategy game requires students to decide upon a strategy to succeed in competition with other students from all over the world. Success depends on how well all functional areas support the strategy (e.g., environmental footprint, social responsibility, economics, marketing, supply chain, operations, human resources, finance, research and development).

Another example of how students develop an understanding of a field and an interdisciplinary perspective includes the *Operations Management* course which introduces key concepts and methods. Students examine topics such as lean production, resource planning, determining the

optimal ways to organize the purchase of material resources, and how to coordinate planning resource use across all divisions. The connection of operations management and human resource management is considered in job and staff scheduling. The interdisciplinary nature of operations management and project management is considered in the project planning of location of operations.

Several core courses build the knowledge and skills related to gathering, reviewing, evaluating and interpreting information. For example, the Glo-Bus simulation in *Strategic Thinking and Management* provides numerous performance reports including trending and competitive intelligence analysis. Students must select and evaluate information to decide on how their strategy needs to be operationalized to achieve the needed advantage over their competitors. They also must determine how to respond to outcomes of their competitors. In *Trades Marketing*, students gather and review data and information from multiple sources to create and maintain an online presence. A major assignment requires that students critique websites of trades businesses, including an analysis of existing websites of trades industries with the aim of identifying shortcomings and recommending improvements, and identifying how value is added.

Over 80% of the core courses require students to conduct primary and/or secondary research. One example is *Managing Small and Medium Enterprises*, in which students conduct market research relevant to a given business scenario. Students in *Professional Practice* conduct research on an ethics topic they select from one of the course modules, and prepare a report containing a detailed analysis of the chosen ethics topic (e.g., how individual ethics are influenced by organizational culture). This ethics assignment not only develops research experience in the discipline, it also develops students' ability to consider various stakeholders' perspectives, further assisting in recognizing the connection to areas outside the discipline.

The liberal studies electives also provide students with more than an introductory breadth of knowledge in areas outside the business and skilled trades fields, such as humanities, sciences, social sciences, and global cultures. These breadth courses further develop the student's critical thinking, communication and analytical skills through discussion and application of theories, models and research in areas outside of the core courses.

As students progress through the program, exposure to the inter-relationships among functional areas culminates in the 28-week *Capstone Applied Research Project* course which addresses all program learning outcomes. The 84-hour capstone course requires students to use research methodologies to identify and resolve a specific business or trade need. Students leverage the breadth of knowledge they have gained in all other courses in conjunction with an in-depth investigation into an area of interest. They examine relevant scholarly and industry literature, identify a problem, generate a hypothesis to test against the identified problem, determine the appropriate research methodology, and conduct research to resolve the trades/business-related need. Students develop a formal proposal, research, and present findings in multiple formats for evaluation. This comprehensive process provides several opportunities to develop and enhance critical thinking and analytical skills.

2.2 Conceptual and Methodical Awareness/Research and Scholarship

Competencies that the holder of the qualification is expected to be able to demonstrate:

An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

- a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
- b. Devise and sustain arguments or solve problems using these methods;
- c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

This online program will attract students with a range of trades-related backgrounds, postsecondary education, and work experiences and provide them with the opportunity to be employed while building business skills and knowledge for future career flexibility and advancement. Graduates gain a solid comprehension of research methods, entrepreneurial acumen, and expertise in business functional areas that can be applied to critiquing current practices, analyzing and solving problems, identifying promising trends, and generating innovative pathways for organization growth and sustainability.

Students develop and refine their critical and analytical problem-solving skills in several courses related to key functional business areas; e.g., *Risk Management*, *Trades Marketing*, *Canadian Business Law*, *Managerial Accounting*, *Project Management*, *Human Resource Management*, *Operations Management*, *Managing Small and Medium Enterprises*, *Management Information Systems*, *International Business*, and *Finance*. These courses include relevant readings that expose students to topics related to concepts introduced in the course. Case studies used in *Project Management*, *Human Resource Management*, *Managerial Accounting*, *Management Information Systems*, *Finance*, *Professional Practice* and *Strategic Thinking and Management* provide opportunities for students to consider different approaches to problem solving and devise arguments in discussing their proposed solution. Several case studies also provide opportunities for secondary research and/or literature review.

Human Resource Management introduces students to recruitment and selection practices, performance management techniques, strategic pay plans, structuring compensation packages, and labour relations. Students review and discuss relevant sections of the Canadian Charter of Rights and Freedoms, the law of contracts and negotiations, and regulatory requirements within Ontario. Through analysis and discussion, students build an understanding of not only the content of such documents, but also to critically examine how and why they are developed, regulated, and/or made law. The *Risk Management* course introduces risk management theories, methods used to manage risk factors, and tools and techniques commonly used in risk management processes. This provides students with the necessary knowledge and skills to analyze a business continuity case study and complete a detailed business risk comparison project. Since risk management is an essential consideration in all projects, students are well

positioned to apply learning across *Risk Management* and *Project Management* case study discussions.

In the *International Business* course, students are introduced to international perspectives and invited to approach business development strategies through the lens of multiculturalism. Additionally, *Marketing* and *Trades Marketing* provide opportunities to formulate and design culturally sensitive marketing material. Throughout *Strategic Thinking and Management*, established theories are applied in case analysis and simulations. In particular, the second case study requires students to utilize the Diamond-E model, a new framework for assessing the viability of a strategy. It is a refinement and elaboration of SWOT analysis. Invented by Mary Crossan of Western University, this model is rapidly being adopted by business schools worldwide. It is highly relevant to the business world since it informs (and forces) management to be realistic about how a strategy may be operationalized. Although the theory is quite young, it is at the forefront of management strategy research. Often the assessment indicates that the strategy is not viable due to the lack of operational preparedness. Such results sensitize students to the importance of generating several approaches to solving problems, as well as the value of innovative thinking and creativity when constructing viable options.

Professional Practice also emphasizes creativity in problem solving in course discussions and assignments. Students learn that the culture and governance policies of an organization influence the outcome of an ethical dilemma. Through case analysis, a methodical approach is used to assess and therefore influence how students determine the best route of action. The case study approach also highlights the issue of ethical governance with examples such as how the great recession of 2008-9 focused attention on how to remediate unethical behaviour in the financial sector. Research into how to recruit competent boards of directors and how to set up meaningful ethics programs is included in this course.

Courses such as *Negotiation Strategies* and *Strategic Thinking and Management* strengthen students' capacity to review, present and critically evaluate information. For example, *Negotiation Strategies* introduces a model for conducting constructive negotiations and students use on the model to evaluate a range of constructive negotiation tactics and practice appropriately applying the model to a negotiation. In *Strategic Thinking and Management*, students critically analyze current research findings and present them, along with gathered supporting evidence. Such activities facilitate a comprehensive understanding of different perspectives related to the subject matter. Students gain proficiency in critically evaluating evidence that leads to formation of well-supported conclusions and recommendations and can leverage this experience to conduct more complex and multidisciplinary analyses for business and trades-related issues.

In the *Capstone Applied Research Project*, students acquire hands-on experience applying conceptual material to practical projects, allowing them to integrate and "make sense" of all the learned components within the context of a real business environment. Students complete several assignments as part of the capstone project, such as identifying a trades-related problem for which they examine the literature and develop a hypothesis for testing. They

devise and sustain arguments as a precursor for solving the problems they have identified and delve into qualitative and quantitative analysis to support their arguments. By applying a variety of critical appraisal tools to existing research literature, students learn ways to connect and apply their research to solve real life problems. Additionally, the research focus in the degree program ensures that graduates have the academic and practical requirements needed to pursue graduate studies in the field of business administration and/or trades management if they wish to do so.

Beyond the degree's core courses, students are required to take liberal studies courses. The breadth component of the program reinforces a multi-disciplinary approach to scholarly inquiry. Students' examination of theories and subjects beyond the core discipline provides additional opportunities to hone skills related to writing, interdisciplinary study, and research.

In the program's work-integrated learning component, students reinforce and test their theoretical understanding through practical business and skilled trades application. Students complete 420 hours of work-integrated learning where they apply their knowledge within a work environment. This hands-on experience helps prepare graduates to contribute to the skilled trades sectors in business roles that may include responsibilities related to management (e.g. foreperson), negotiations (e.g., union lead) and/or training.

2.3 Communication Skills

Competencies that the holder of the qualification is expected to be able to demonstrate:

The ability to communicate information, arguments and analyze 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.

Strong communication skills are essential in the skilled trades and in business. Effective communication enables managers, supervisors, and small business owners to comprehend, interpret and comply with government regulations. In addition to the fundamental importance of the compliance and safety aspects of skilled trades, students who expand responsibilities to include business administration, management and supervision, must be able to communicate to a range of stakeholders. For those who become independent contractors/small business owners, effective communication is needed to sustain the viability of their business, from negotiating and/or interpreting contracts to marketing services using multiple delivery channels.

Students entering the program at Level 5 (Year 3) have general communication skills developed through their previous postsecondary program/trade training and work experience, as well as specialized skills related to their trades background. The bridge pathways into the proposed

degree completion program are structured to reinforce students' skills to present focused, organized and accurate information in oral, visual and written formats, as well as practice active listening and use of critical thinking skills to analyze communication theories and concepts in solving communication-related problems. Students' abilities to gather information and write audience-appropriate reports before entering this program are also beneficial.

Building on students' backgrounds, courses offered in this program further advance communication skills through case-based analysis, presentations and report writing in multiple courses, including, *Computer Business Applications, Canadian Business Law, Project Management, Human Resource Management, Operations Management, Strategic Thinking and Management, International Business, and Managing Small Business and Medium Enterprises*. The 420-hour work-integrated learning (WIL) component also provides students with the opportunity to practice both oral and written communication in business functional areas and with the applicable stakeholder groups. Entries in a reflective journal during the WIL experience presents an additional opportunity for students to gather, analyze and synthesize information.

In *Professional Practice*, students submit posts to a weekly discussion forum to discuss a specified ethical dilemma. This process provides students with multiple opportunities to communicate information, defend arguments and analyze information so that they can present informed recommendations on how ethical dilemmas could be resolved. Technical aspects of the students' communication skills are reinforced in *Trades Marketing* as they plan, build and launch their business ideas online. Documenting the planning process for a website project, and creating schedules for completing the work, are additional avenues through which students develop their communication skills. The major assignment requires students to develop a full marketing plan and present it to potential clients or funding agencies. They are also required to establish a social media presence and to critically evaluate a trades/business website. These activities build the students' ability to communicate information and construct persuasive arguments.

In the *Capstone Research Project*, students identify trade-related needs noteworthy of investigating, and use their communication skills to formulate research questions. The planning and execution of the research further develops communication skills as students collect, code, analyze and interpret both quantitative and qualitative data, and present their findings in a manner that is consistent with the professional requirements of business research and the trades. The final assignment for this course requires students to present their research findings to industry experts, as well as a range of audiences, in multiple formats including preparation of detailed documentation, poster presentation and oral presentation.

Depending on the liberal studies electives chosen, students have opportunities to use primary and secondary sources to complete assignments as well as practice oral and written communication. Course work may include recording video presentations and/or preparing written assignments that require effective communication of structured and coherent arguments. Through these courses, students have opportunities to develop and apply communication skills outside the core and specialized disciplines.

2.4 Application of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

- a. The ability to review, present and critically evaluate quantitative and qualitative information to:
 - 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;
- b. The ability to use a basic range of established techniques to:
 - 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 a new work;
- c. The ability to make use of scholarly reviews and primary sources.

Most students in this degree completion program will be employed while enrolled as part-time students. As adult learners, they will have expectations that the knowledge and skills developed in the program can be readily applied to their workplace so that they are able to undertake greater business-related responsibilities. The program's online courses are therefore structured to support and maintain a high level of engagement and assist students in recognizing opportunities for direct applicability to their work environment.

The expected diversity of students in terms of experiential backgrounds and trades-related skills will enrich the online, interactive environment where students exchange knowledge and leverage past experiences. This is particularly relevant in the context of group projects and online platforms and discussions. In the collaborative online learning environment, students are encouraged to progressively develop skills in discussing current research and relevant topics with their peers, using evidence and acquired knowledge in the program. They also develop experience in maintaining academic integrity and respect for others while engaging in group assignments, discussions and collaborations.

Students are encouraged to critically analyze and synthesize their foundational knowledge to support problem solving and decision making within a business context. Several courses provide opportunities for students to propose new ideas and further apply their conceptual knowledge to practical projects and solutions. For example, the *Strategic Thinking and Management* includes the Glo-Bus simulation where students work in groups to use quantitative and qualitative information in order to propose solutions to trades/business-related problems. Students are also required to conduct scholarly reviews and ask appropriate

questions for the purpose of solving trades-related problems. Performance results are critiqued and compared to other groups. This activity, which is done weekly, provides opportunities to conduct critical evaluation of assumptions and solve problems related to a range of functional areas (marketing, operations management, accounting, finance, human resources, etc.).

The 28-week *Capstone Applied Research Project* not only reinforces students' gathering and analysis of qualitative and quantitative research, it requires students to formulate a hypothesis and select appropriate methodology to address a specific need. In order to complete course assignments, students practice analytical skills as they find, select, review and critically evaluate information and data sources. They present their research findings in multiple formats, which necessitates that they activate their writing, speaking, visual and presentation skills.

In addition to the course content, students complete 420-hours of paid work experience in business-related roles, in which they gain the opportunity to apply the knowledge and skills learned in the classroom to real-life business situations and environments. During this period, they gain business experience in a real environment, and progressively enhance their professional development.

2.5 Professional Capacity/Autonomy

Competencies that the holder of the qualification is expected to be able to demonstrate:

- a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
 - i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
 - ii) working reflectively with others;
 - iii) decision-making in complex contexts;
- 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;
- c. Behaviour consistent with academic integrity and social responsibility.

Students enter the program with transferable skills and knowledge related to their technical discipline and work experience. This program allows them to build on these strengths and work as part of a team and independently, while consistently approaching activities in an ethical and accountable manner. Courses expose students to varying depths of insight into the importance of developing and nurturing a professional approach to all aspects of their career. Course content and activities in the program not only enable students to take responsibility for their learning, but also prepare them to use the theories and concepts to make ethical professional and personal decisions.

Concepts and topics related to ethics and professionalism are integrated throughout the *Professional Practice* course. Students learn how organizational culture drives ethics, which in turn is driven by governance and leadership of senior management. They further learn how top-down influence permeates the entire organization, including all functional areas and how derived policies and processes control behaviour. Students learn to apply theory by deciphering cases related to trades/businesses and recognizing how leadership influences the range of functional areas. Various theories of organizational ethics and moral philosophies, as well as emerging trends, are examined in this course (e.g., child labour in developing world, fair compensation, environment, social responsibility). Discussion posts and assignments require students to reflect on their trade (e.g., fair labour practices, carbon footprint) and to analyze cases using theoretical foundations acquired in the course. They are required to reflect on themes around individual ethics versus organizational culture, to draw inferences, and to demonstrate how the field may intersect with related disciplines. For example, students identify the theoretical reasons for specific ethical behaviour and then reflect on, hypothesize, argue and apply their learning to specific ethical dilemmas in the trades sectors. Case studies are used to encourage students to consider current scholarly and industry literature, as well as providing industry guest speaker presentations to share relevant experience with students.

In *Risk Management*, students use a risk management framework introduced in the course and apply it to various situations common to trades practices. They are also encouraged to consider their past or current workplace experiences when formulating strategies that minimize risks since skills gained from experience enhance students' confidence in solving problems both at the individual and group level.

Developing and applying foundational knowledge in business law is also an important component of building students' capacity to appreciate legal and professional obligations. The *Canadian Business Law* course introduces students to the law of tort and professional liability, as well as the principles of contract law. Recent developments in intellectual property law, real property, sole proprietorships, partnerships, incorporation, and the implications of these legal ownership structures are also analyzed. For students who are starting their own businesses, business law helps to: determine the appropriate legal ownership form to choose, use appropriate procedures to protect any intellectual or real property they develop, negotiate business contracts, and minimize liability in their operations as much as possible. Analyzing and applying laws regulating business operations helps students to become familiar with the rights and responsibilities in their own operations and be better prepared to deal with relevant issues or seek legal help when needed. For other students who take on managerial roles in different companies, knowledge transfer from the business law course helps them to identify and use the necessary procedures to manage the legal implications relevant to their company's operations.

Globalization and its impact on business operations must be considered in today's economic and business environments. Introduction of relevant theory and usage of application activities in the *International Business* course enables students to analyze globalization and its impact on both domestic and international operations. Global and national factors which create

opportunities and risks for international business operations, and strategies for entering international markets are explored. Graduates of this program who undertake leadership positions in companies with international operations, will transition more smoothly into their roles due to exposure to international business processes and principles. Students who become managers and leaders in companies with domestic operations are better positioned to analyze how foreign companies impact their operations and formulate strategies to compete.

The *Capstone Applied Research Project* is another avenue for application and transfer of knowledge in the program. Students identify a trades-related business need, select a research method, gather qualitative and/or quantitative data, and analyze the research to find solutions. The process allows students to be ethical and disciplined, and to use critical thinking skills to solve real life problems in the community. These skills can be transferred to solve business problems that graduates encounter, as they work in their future roles as managers or business owners.

The work-integrated learning (WIL) component further reinforces this degree level standard. As part of the evaluation process, both the student and employer review the competencies exhibited related to professional expectation and competencies, interpersonal expectations and competencies, and the student's future career plans and goals.

2.6 Awareness of Limits of Knowledge

Competencies that the holder of the qualification is expected to be able to demonstrate:

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.

Business as a discipline is constantly changing with innovations and shifting trends in several areas including marketing, accounting, information systems and applications, project management, operations management, and international trade. Program courses are regularly updated to reflect these changes. *Project Management, Professional Practice, Human Resource Management, Managerial Accounting, Management Information Systems, Finance, and Strategic Thinking and Management* include case studies which will be replaced as needed to ensure students consider the implications of current processes and trends. Over 80% of the core courses delivered integrate research activities so that students become comfortable with reviewing industry and scholarly articles, recognizing new industry trends, and critically assessing how industry changes may impact their work environment. Students become aware of the importance of staying current so that they are ready to effectively address recent improvements and new technologies, as well as any new competitive pressures.

Management-related courses such as *Human Resource Management* introduce current practices in managing and improving organizational effectiveness. Students examine behaviours

of individuals and small groups in the workplace, and how those behaviours affect the whole organization and potentially its relationship with the external business environment. The impact of culture, organizational structure, and power dynamics in the workplace are also examined. By analyzing diverse and challenging workplace issues, students become aware of trends in the workplace, and realize the need to enhance their skills as potential managers, in order to address such challenges. Students engage in practical activities which are designed to help them develop the skills and confidence needed to recognize and address the numerous and diverse situations they may face in future managerial roles.

Building on the organizational behaviour knowledge that students gain through their source program/trades training or bridge pathway, *Human Resource Management* further exposes students to how organizations plan and develop strategies for current and potential workers. Key human resource functions such as recruitment and selection, training and development, compensation and benefits as well as labour relations, are analyzed in the course. Whether students graduate to become managers and supervisors, or operate their own businesses, they likely need to address human resource issues. Through exposure to modern strategies such as the use of social media for recruitment, virtual and self-paced training for employees, diversity training, flexible work arrangements, work-life balance, and wellness programs, students recognize the importance of a flexible mindset and the value of adopting/adapting relevant HR tools and techniques to specific situations. Other topics such as labour relations, occupational health and safety and employment law are subject to government regulatory changes. Students examine such mandatory changes through their course work. Theories and modern human resource practices covered in the course provide opportunities for students to identify the limitations in their current skills and develop new and relevant abilities for future managerial responsibilities.

Managerial Accounting helps students develop a strong foundation in costing and cost-related decision making. Cost-volume-profit relationships are analyzed to determine how different levels of price, volume and cost, impact net profit. By adding this multi-variable analytical skill to their competencies, students practice analyzing and addressing business challenges involving multiple uncertain variables. Activity-based costing exercises are also introduced to help students to develop the ability to trace cost of operations through the numerous business activities. Critical thinking skills gained through such practical exercises complement students' competencies and enhance their confidence in cost-related decision making in their managerial roles. Students can then be more engaged in the changes occurring in the field and equipped with needed knowledge of tools and techniques to enhance their ability to adapt to any future trends in the accounting sector.

Marketing is another area which students need to be aware of rapid changes in the business environment and be equipped with the knowledge and skills needed to flexibly adapt to new trends when necessary. In *Trades Marketing*, students acquire relevant marketing skills for developing and implementing marketing strategies for competitive advantage. They practice how to manage marketing information, conduct environmental scans and evaluate results, using criteria related to financial viability. Marketing software and other modern tools in the

sector are introduced to students and used to analyze marketing information to develop a marketing plan. The course also supports students in creating a website and developing their professional online presence. With digital marketing outpacing traditional marketing techniques, this course is designed to train students to become critical thinkers who can identify current limitations in the marketing field, identify best practices, and prepare to use those practices in their current work environment.

Managing Small and Medium Enterprises encourages students to integrate the business knowledge and skills learned in other courses. Students identify a small business idea in the trades, conduct a feasibility study to determine viability, and prepare a business plan for managing the business. This process provides opportunities to ask questions, gather and analyze data, and make business decisions based on factual analysis. Students synthesize information and incorporate key principles in business law, marketing, human resources, finance, production and strategic planning into the business plan and the final sustainability assignment. By analyzing and implementing the full entrepreneurial process in this course, students become aware of common potential limitations and errors entrepreneurs and business leaders face and develop the needed skills to minimize or avoid such errors in their future roles as managers or small business owners.

Students receive considerable instructor feedback in *Strategic Thinking and Management* related to their Glo-Bus weekly competition, as well as in the 11 case studies completed as part of the course. This interactive process enables students to more quickly appreciate the impact of their assumptions, as well as become more comfortable with working in situations where uncertainty is a component of their strategic planning and decision making.

With the interdisciplinary approach to this program, inclusion of liberal studies breadth courses, and the *Capstone Applied Research Project*, students are exposed to readings and research conducted by psychologists, anthropologists, sociologists, marketers, human resource professionals and others. They develop skills for scholarly analysis and the ability to apply academic research to address organizational challenges. Through this exposure to theoretical and practical aspects of many functional areas of business, students build an awareness of the importance of situational context and their own limitations within specific circumstances. These skills and increased awareness better position graduates to address a variety of work situations, as well as acknowledge when it is necessary to call upon more qualified professionals.

Section 3 Admission, Promotion and Graduation

3.1 Admission Requirements for Entry

3.1.1 Pathways into Degree Completion

The proposed program will offer degree completion opportunities that provide advanced standing into Level 5 (Year 3) of the BBA Trades Management (Honours). Successful applicants will be assessed to determine which bridging courses must be taken prior to enrolling in courses in Year 3 of the program.

Four pathways are already developed for graduates from the following diploma programs and trades-related training:

- Business – Trades Ontario College Diploma
- Motive Power Technician Ontario College Diploma
- Building Renovation Technology Ontario College Advanced Diploma
- Electrician (309A, 442A) Ontario College Trades Certificate of Qualification or equivalent

Graduates from other programs and trades-related training will be assessed on a program-by-program or case-by-case basis for advanced standing to the degree program (core and non-core courses). Assessment of additional required bridge courses will be completed as determined on a case-by-case basis.

3.1.2 Admission Requirements into Program

As a degree completion program, eligibility requirements such as the Ontario Secondary School Diploma (OSSD), Academic and Career Entrance Certificate Program (ACE) and the Ontario High School General Equivalency Certificate (GED) are not applicable.

An applicant will apply to one of the three colleges to be his/her home institution. The admission requirements that will be used by all three colleges:

Admission Requirements for Degree Completion Program	
Academic Requirements:	<ul style="list-style-type: none">• Electrician (309A, 442A) Ontario College Trades Certificate of Qualification or equivalent OR <ul style="list-style-type: none">• A GPA of 2.7 (or 70% or B-) from one of the following Ontario College Diploma programs:<ul style="list-style-type: none">– Business - Trades, Ontario College Diploma– Building Renovation Technology Ontario College Advanced Diploma

Admission Requirements for Degree Completion Program	
	– Motive Service Technician Ontario College Diploma
English Language Proficiency Requirements:	Applicants meeting the academic requirements will have the English language proficiency required for the program.
Work Experience Requirements:	Applicants are required to show proof of a minimum of two years of related work experience. Applicants who have successfully passed a Red Seal examination for their skilled trade will not be required to show proof of two years of related work experience.

3.2 Admission Policies and Procedures for Mature Students

The three colleges adhere to the definition of mature students outlined by PEQAB: “Mature students have demonstrated academic abilities equivalent to those of Ontario high school graduates, verified by successful completion of courses at the postsecondary level or an entrance examination.” However, as there is no direct entry to the proposed BBA Trades Management (Honours) program, the admissions criteria for mature students is not applicable to this program. All applicants will need to have demonstrated successful completion of a prior postsecondary credential as identified above. Mature students may be accepted into the pathway programs based on each college’s individual policy to determine eligibility of a mature student applicant.

3.3 Promotion and Graduation Requirements

3.3.1 Grading System

As outlined in the three-college MOU (see Section 13), the colleges’ Registrars are in the process of defining data exchange processes, which include identifying a consistent grading process for student transcripts – Mohawk currently uses percentage (%) grades while George Brown and Algonquin use letter grades.

3.3.2 Promotion and Graduation

The proposed Bachelor of Business Administration (Trades Management) (Honours) program promotion and graduation requirements have been aligned to meet the benchmark requirements depicted in the following table:

Program Requirement	Level of Achievement	
	Promotion	Graduation
Minimum overall acceptable achievement for progression (across all degree requirements, including the breadth and discipline-related requirements)	Letter: C- Percentage: 60% Grade Point: 1.7	Letter: C- Percentage: 60% Grade Point: 1.7
Work-Integrated Learning	Pass	Pass

Residency requirements – The three colleges agree to define residency as inclusive of courses taken at all three colleges. Calculation of fulfillment is included in the three-college MOU as follows: “Residency for the program is considered 25% of the normative hours of the program. Calculation of the fulfillment of the residency requirement for graduation from the program will be inclusive of all three Colleges, and not calculated on a per College basis.”

The colleges have agreed to require students to complete the program within eight years. The colleges have further agreed to allow an interruption of enrolment of up to one year. Interruption of enrolment of one year or greater will reactivate the admissions process.

Several policies govern promotion and graduation requirements. The electronic policies file (Section 14: Policies), includes policies and procedures pertaining to the promotion and graduation requirements.

Algonquin College:

- Policy AA13: Evaluation of Student Learning
- Policy AA14: Grading System
- Policy AA26: Course Outlines and Course Section Information
- Policy AA39: Program Progression and Graduation Requirements
- Policy AA40: Academic Advising

George Brown College:

- Office of the Registrar Policies – Section 1.5 Grading System
- Office of the Registrar Policies – Section 1.6 Grade Point Average
- Office of the Registrar Policies – Section 5 Promotion

Mohawk College:

- AS-2007-2014: Student Assessment Policy
- SS-3104-2009: Grading and Transcripts
- SS-3103-2009: Program Promotion and Graduation Requirements

3.4 Advanced Standing Requirements

3.4.1 Approach to Defining Advanced Standing

The colleges purposely designed the proposed BBA Trades Management (Honours) program to facilitate pathways into the upper years of the degree. As part of this design process, it was critical that the gap analyses conducted for each pathway into the degree completion program identified:

- Content (skills, knowledge, level of sophistication or skill needed to meet degree standard) in the source program/trade training that is comparable to content that would be included in the lower level courses of a Bachelor of Business Administration (Trades Management) (Honours) program (i.e., no gap exists).
- Content (skills, knowledge, level of sophistication or skill needed to meet degree standard) that would be included in the lower level courses of a Bachelor of Business Administration (Trades Management) (Honours) program but is not part of the source program/trade training. This gap must be addressed in the bridge pathway or sufficiently covered in the upper level courses taken as part of the proposed degree.

In addition to addressing gaps in core curriculum, the pathways need to consider the PEQAB benchmark that 20% of the program hours are comprised of non-core or breadth content. The structure of the degree program includes five liberal studies or breadth courses in the first two years of the program. This breadth content is partially met by graduates of the diploma and advanced diploma programs who will have the equivalent of three breadth courses on the basis of their completed general education courses. The students coming from a skilled trade will not have taken general education courses.

The three colleges approached the gap in breadth content from the perspective that the core courses of the source programs/trades training will have exposed students to other modes of thinking (e.g., science, technology, etc.) that fall outside of trades management business and therefore can be considered non-core content. Using this principle, faculty members reviewed the curriculum of the source programs to identify non-core content that can count towards meeting the PEQAB breadth benchmarks.

Gap analyses were conducted to determine which core courses in each source program could be considered core in the degree program. Each source program's vocational learning outcomes (VLOs) were mapped to the degree's program learning outcomes (PLOs) to

determine advanced standing into the degree program. This mapping represents core knowledge in the program. Any source program courses identified as meeting the degree PLOs were counted as core curriculum to be recognized for advanced standing from that source program. The remaining courses in the source program – those that do not contribute to the degree’s program outcomes and therefore do not contribute to advanced standing in the program’s core curriculum – were determined to be outside of the core field of study of the degree program and counted as non-core courses. These courses were assessed against the PEQAB breadth benchmarks.

3.4.2 Overview of Bridge Pathways

The long-term goal for the degree completion program is to attract students from a wide range of trades, as well as trade-related postsecondary programs. In order to assess the effectiveness of the pathways, the colleges decided to launch the program with four pathways. These pathways will attract journeypersons from electrical trades and graduates from two- and three-year diplomas programs:

Source Program	Courses Identified for Bridge Pathway
Building Renovation Technology Ontario College Advanced Diploma MTCU Code: 67600	<ol style="list-style-type: none"> 1. Microeconomics 2. Macroeconomics (prerequisite = Microeconomics) 3. Statistics 4. Principles of Business Management and Research (modules 8-14 which focus on research) Number of additional liberal studies courses to be taken as part of the program: 0
Business – Trades Ontario College Diploma (Online) MTCU Code: 50200	<ol style="list-style-type: none"> 1. Microeconomics 2. Macroeconomics (prerequisite = Microeconomics) 3. Statistics 4. Financial Accounting 5. Principles of Business Management and Research (modules 8-14 which focus on research) Number of additional liberal studies courses to be taken as part of the program: 1
Motive Power Technician Ontario College Diploma MTCU Code: 56405	<ol style="list-style-type: none"> 1. Microeconomics 2. Macroeconomics (prerequisite = Microeconomics) 3. Statistics 4. Financial Accounting 5. Principles of Business Management and Research

Source Program	Courses Identified for Bridge Pathway
	Number of additional liberal studies courses to be taken as part of the program: 3
Electrician (309A, 442A) Ontario College Trades Certificate of Qualification or equivalent Trade Codes: 309A, 442A	<ol style="list-style-type: none"> 1. Microeconomics 2. Macroeconomics (prerequisite = Microeconomics) 3. Statistics 4. Financial Accounting 5. Principles of Business Management and Research Number of additional liberal studies courses to be taken as part of the program: 5

Several Ontario colleges have diploma programs that are approved under the same MTCU program standards/codes. Given the range of curriculum offered in these programs, it is anticipated that the bridge pathway identified may not serve programs delivered by all Ontario colleges. Where there is significant interest, pathways will be established with other colleges. If no bridge pathway is available, qualified graduates wishing to bridge into the proposed degree program will be considered for admission and assessed on a case-by-case basis for advanced standing. Once the proposed degree is established, the three colleges will collaborate with other colleges and skilled trades to complete gap analyses and define additional pathways.

3.4.3 Gap Analysis – Business – Trades Diploma (Online)

Below is a comparison chart of degree outcomes to the Business - Trades Ontario College diploma program. The gap in knowledge and skills which is most evident is the ability to perform the Business-Trades functions. The courses in semesters 5 through 8 in conjunction with the bridge will build on prior knowledge and require students to elevate their learning and begin to create, develop and implement strategies and plans rather than be a contributor to what already exists.

Program website: <http://www.algonquincollege.com/ccol/program/business-trades/part-time-online/>

Summary of identified bridge courses:

1. Financial Accounting
2. Microeconomics
3. Macroeconomics
4. Statistics
5. Principles of Management and Research (Modules 8-14 related to Research)

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)					
Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
1. Support business objectives by leveraging the interdependencies of functional business units including human resources,	3. Use current concepts/systems and technologies to support an organization's business initiatives. 7. Explain the role of the human resource function and its	Knowledge in accounting, economics and information technology	Microeconomics (1) Business Fundamentals (2) Macroeconomics (2) Statistics (3) Financial Accounting (3) Courses from 3 rd and 4 th years cover additional content needed.	Integrate and synthesize various business concepts	A number of courses from the first two years combined with most of 3 rd and 4 th year courses cover any additional content needed.

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)					
Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
marketing, finance and accounting.	<p>impact on an organization.</p> <p>8. Use accounting and financial principles to support the operations of an organization.</p> <p>9. Describe and apply marketing and sales concepts used to support the operations of an organization.</p> <p>10. Outline principles of supply chain management and operations management.</p>				
2. Conduct research to support strategic and operational decisions.	<p>4. Apply basic research skills to support business decision making.</p> <p>10. Outline principles of supply</p>	Basic research principles and methodologies	Principles of Business Management and Research (modules 8-14)	Conduct research using accepted principles and methodologies	3 rd and 4 th year courses cover any additional content needed.

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)

Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	chain management and operations management.				
3. Develop a comprehensive, strategic plan for an innovative new business, product or service.	11. Outline and assess the components of a business plan. 14. Respond to the evolving market needs by developing innovative or modified products, concepts, goods and services.	Strategic thinking concepts	Microeconomics (1) Macroeconomics (2) Courses from 3 rd and 4 th years cover additional content needed.	Synthesize and analyze strategic concepts and principles	Courses from the first two years combined with some of 3 rd and 4 th year courses cover any additional content needed.
4. Apply relevant project and risk management principles and tools to the management of trade businesses.	5. Support the planning, implementation and monitoring of projects. 13. Perform trade-related practices to industry standards.	No gap	Statistics (3)	Perform risk analysis using standard techniques	One course from the first year combined with some of 3 rd and 4 th year courses cover any additional content needed.

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)

Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
<p>5. Identify opportunities and address challenges in trades' businesses using creative and innovative approaches.</p>	<p>1. Identify and discuss the impact of global issues on an organization's business opportunities by using an environmental scan.</p> <p>3. Use current concepts/systems and technologies to support an organization's business initiatives.</p> <p>14. Respond to the evolving market needs by developing innovative or modified products, concepts, goods and services.</p>	<p>No gap</p>	<p>None required</p>	<p>Use a problem-solving approach in changing challenges into opportunities</p>	<p>3rd and 4th year courses cover any additional content needed.</p>
<p>6. Apply principles of management to the operation of</p>	<p>8. Use accounting and financial principles to support the operations of an organization.</p>	<p>No gap</p>	<p>None required</p>	<p>Integrate management concepts with strategic and long-</p>	<p>3rd and 4th year courses cover any additional content needed.</p>

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)

Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
trade’s business ventures.	10. Outline principles of supply chain management and operations management. 13. Perform trade-related practices to industry standards.			term planning and operations	
7. Plan, implement and manage marketing of trades-related products or services to foster business growth.	5. Support the planning, implementation and monitoring of projects. 9. Describe and apply marketing and sales concepts used to support the operations of an organization. 13. Perform trade-related practices to industry standards.	No gap	None required	Perform deep integration of advanced marketing concepts with business management and planning	3 rd and 4 th year courses cover any additional content needed.

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)					
Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
8. Comply with relevant laws, regulations, policies, ethical principles, and industry practices and standards.	<p>2. Apply principles of corporate sustainability, corporate social responsibility and ethics to support an organization’s business initiatives.</p> <p>6. Perform work in compliance with relevant statutes, regulations and business practices.</p> <p>12. Develop strategies for ongoing personal and professional development to enhance work performance in the business field.</p> <p>13. Perform trade-related practices to industry standards.</p>	No gap	None required	Link and apply best practice approaches and compliance for organizational benefit	3 rd and 4 th year courses cover any additional content needed.

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)

Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
9. Select and use appropriate software and other technologies to meet business goals.	3. Use current concepts/systems and technologies to support an organization's business initiatives.	Knowledge in basic information technology concepts	Statistics (3) Courses from 3 rd and 4 th year cover remaining content needed.	Apply basic and advanced IT concepts for creating and sustaining a competitive advantage in the business world	One course from the first second year combined with some of 3 rd and 4 th year courses cover any additional content needed.
10. Interpret financial information using management accounting concepts and apply to strategic decision-making.	8. Use accounting and financial principles to support the operations of an organization.	Knowledge in advanced financial and accounting concepts	Microeconomics (1) Financial Accounting (3) Courses from 3 rd and 4 th years cover any additional content needed.	Apply finance and accounting principles and methodologies	Two courses from the first two years combined with some of 3 rd and 4 th year courses cover any additional content needed.
11. Identify and apply discipline specific practices that contribute to the local and global community through cultural diversity, social responsibility, economic commitment and	1. Identify and discuss the impact of global issues on an organization's business opportunities by using an environmental scan. 2. Apply principles of corporate sustainability, corporate social	No gap			

Gap Analysis – Students from Business – Trades Diploma (MTCU Code 50200)					
Trades Management Degree Program Outcomes	Outcomes of Prior Study – Business – Trades Diploma	Gap in Content Knowledge or Skills in Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
environmental stewardship.	<p>responsibility and ethics to support an organization’s business initiatives.</p> <p>15. Identify and apply discipline-specific practices that contribute to the local and global community through social responsibility, economic commitment and environmental stewardship.</p>				

3.4.4 Gap Analysis – Motive Power Technician Diploma

Below is a comparison chart of degree outcomes to the Motive Power Technician program. The gap in knowledge and skills which is most evident throughout is the ability to perform the Business-related functions. The courses in semesters 5 through 8 in conjunction with the bridge will build on their prior knowledge and require them to elevate their learning and begin to create, develop and implement strategies and plans rather than be a contributor to what already exists. Program website: <https://www.mohawkcollege.ca/programs/skilled-trades/motive-power-technician-446>

Summary of identified bridge courses:

1. Financial Accounting
2. Microeconomics
3. Macroeconomics
4. Statistics
5. Principles of Business Management and Research (all modules)

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)					
Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
1. Support business objectives by leveraging the interdependencies of functional business units including human resources, marketing, finance and accounting.	11. Use information technology and computer skills to support work in a motive power environment. 13. Apply business practices, project management skills, and communication skills to	Students will have exposure to shop management, which includes basic finance, basic HR, prioritization, optimization, supply chain, data analysis, customer service, and basic marketing. However, they may lack some financial accounting	Financial Accounting (3) 3 rd and 4 th year degree courses will address any other gaps	Since the marketing and HR courses in third year start from the introductory level, no gaps exist in marketing or HR. Interweaving of functional areas requires some knowledge of IT.	3 rd and 4 th year degree courses will address any gaps

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>improve customer service.</p> <p>14. Assist in quality-control and quality-assurance programs and procedures.</p>				
<p>2. Conduct research to support strategic and operational decisions.</p>	<p>1. Analyse, diagnose, and solve various motive power system problems by using problem-solving and critical thinking skills and strategies and by applying fundamental knowledge of motor vehicle operation, components, and their interrelationships</p> <p>10. Communicate information effectively, credibly, and accurately by producing supporting documentation to appropriate standards</p>	<p>Students will have some exposure to research and writing research essays with citations but will lack degree level research principles and methodologies; Inadequate exposure to scholarship</p>	<p>Statistics (3) and Principles of Business Management and Research</p>	<p>Inadequate exposure to research scholarship, quantitative concepts and analytical techniques may exist</p>	<p>Statistics bridge course will cover key quantitative concepts and analytical techniques needed for quantitative research. Principles of Business Management and Research and other 3rd and 4th year courses will address gap in sophistication as well as content</p>

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
3. Deploy strategic planning techniques to ensure competitive advantage in the Trades industry	Diploma graduates would have taken a career advancement course that teaches strategies for success and key aspects of entrepreneurship and leadership skills	Strategic Concepts	Microeconomics (1) Macroeconomics (2) Courses from 3 rd and 4 th years cover additional content	Environmental scans and developing strategies may be lacking. A firm grasp of Macroeconomic and industry trends and how that influences Microeconomics may also be lacking	Microeconomics and Macroeconomics and other 3 rd and 4 th year courses will address gap in sophistication
4. Apply relevant project and risk management principles and tools to the management of trade businesses.	The diploma PO# 13 students apply some Project Management skills: 13. Apply business practices, project management skills, and communication skills to improve customer service.	Risk Management	Statistics (3) bridge course will help to reinforce basic skills	Students may lack the ability to apply risk management tools and resources to minimize losses	Statistics - bridge course, combined with Project Management and other 3 rd and 4 th year courses will cover any additional content needed.
5. Identify opportunities and address challenges in trades businesses using creative and innovative approaches.	Diploma students learn to investigate market forces 1. Analyse, diagnose, and solve various motive power system problems by using	Although students will know how to investigate market forces relevant to their field, they will need broader exposure to more market forces.	Bridge course: Principles of Business Management and Research	Student will lack ability to manipulate tools, question and apply different tools for validating business ideas	Bridge course: Principles of Business Management and Research, Marketing and other 3 rd and 4 th year courses will

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>problem-solving and critical thinking skills and strategies and by applying fundamental knowledge of motor vehicle operation, components, and their interrelationships</p> <p>10. Communicate information effectively, credibly, and accurately by producing supporting documentation to appropriate standards.</p> <p>13. Apply business practices, project management skills, and communication skills to improve customer service</p>	<p>They may also lack in depth tools to come up with creative ideas.</p>			<p>address gap in sophistication as well as content</p>
<p>6. Apply principles of management to the operation of trades business ventures.</p>	<p>Diploma students will have ability to apply the fundamental principles of management, and some advising abilities,</p>	<p>They may lack adequate exposure to more theories of management, and management scholarship</p>	<p>Bridge course: Principles of Business Management and Research</p>	<p>They may lack exposure to management scholarship</p>	<p>Principles of Business Management and Research, and other 3rd and 4th</p>

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>but underlying theory may be lacking</p> <p>13. Apply business practices, project management skills, and communication skills to improve customer service.</p> <p>14. Assist in quality-control and quality-assurance programs and procedures.</p>				<p>year courses will address gap in sophistication as well as content</p>
<p>7. Plan, implement and manage marketing of trades-related products or services to foster business growth.</p>	<p>11. Use information technology and computer skills to support work in a motive power environment.</p> <p>12. Prepare, support, maintain, and communicate data from log, record, and documentation systems.</p>	<p>Theoretical foundations of Marketing</p>	<p>Marketing and Trades Marketing in 3rd and 4th year</p>	<p>Performing deep integration of advanced marketing concepts with business management and planning will be a gap</p>	<p>Marketing, Trades Marketing and other 3rd and 4th year courses will cover gap in sophistication.</p>

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>13. Apply business practices, project management skills, and communication skills to improve customer service.</p> <p>14. Assist in quality-control and quality-assurance programs and procedures.</p>				
<p>8. Comply with relevant laws, regulations, policies, ethical principles, and industry practices and standards.</p>	<p>15. Develop and use personal and professional strategies and plans to improve professional growth, job performance, and work relationships.</p> <p>16. Complete all assigned work in compliance with occupational, health, safety, and environmental law; established policies and procedures; codes and regulations; and in</p>	<p>None</p>	<p>None required</p>	<p>None identified; however, depth of policy research may need to be enhanced</p>	<p>Business Law and Professional Practice in 3rd year will promote sophistication of policy research</p>

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	accordance with ethical principles.				
9. Select and use appropriate software and other technologies to meet business goals	They will have generic computer training, Windows OS, EXCEL 11. Use information technology and computer skills to support work in a motive power environment. 12. Prepare, support, maintain, and communicate data from log, record, and documentation systems.	None identified	None required	Applying basic and advanced IT concepts for creating and sustaining a competitive advantage in the trades/business world	Computer Business Applications and other 3 rd and 4 th year courses will reinforce application of technology to business
10. Interpret financial information using management accounting concepts and apply to strategic decision-making.	Diploma students will have general accounting, estimating, invoicing ordering, and pricing strategies as well as managerial accounting	They may lack Financial accounting and its application to strategic decision making	Financial Accounting (3) Managing Small and Medium Enterprises (7) Strategic Thinking and Management (8)	Application of finance and accounting principles and methodologies to strategic decision making	Several courses in the 3 rd and 4 th year cover gap in sophistication and content

Gap Analysis – Students from Motive Power Technician Ontario College Diploma (MTCU Code 56405)

Trades Management Degree Program Outcomes	Diploma Program Outcomes	Gap in Content Knowledge or Skills in Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
11. Identify and apply discipline specific practices that contribute to the local and global community through cultural diversity, social responsibility, economic commitment and environmental stewardship.	15. Develop and use personal and professional strategies and plans to improve professional growth, job performance, and work relationships. 16. Complete all assigned work in compliance with occupational, health, safety, and environmental law; established policies and procedures; codes and regulations; and in accordance with ethical principles.	Application of discipline specific practices to corporate sustainability and environmental stewardship	Professional Practice (5) Human Resource Management (6)	Using a problem solving approach to synthesize discipline specific practices to corporate sustainability and environmental stewardship	Professional Practice, HR and other courses in 3 rd and 4 th year will cover the gap

3.4.5 Gap Analysis – Building Renovation Technology Advanced Diploma

Below is a comparison chart of degree outcomes to the Building Renovation Technology advanced diploma program. The gaps in knowledge and skills which are most evident are in qualitative and quantitative research methods and in topics related to economics. The courses in semesters 5 through 8 in conjunction with the bridge will build on their prior knowledge and require them to elevate their learning and begin to create, develop and implement strategies and plans rather than be a contributor to what already exists.

Program website: <https://www.georgebrown.ca/programs/building-renovation-technology-program-t148/>

Summary of identified bridge courses:

1. Microeconomics
2. Macroeconomics
3. Statistics
4. Principles of Management and Research (Modules 8-14 related to Research)

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)					
Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
1. Support business objectives by leveraging the interdependencies of functional business units including human resources, marketing, finance and accounting.	13. Design and implement business strategies to develop home building, renovation and re-development enterprises 14. Apply leadership, supervision and interpersonal skills to	No gap identified. Students have adequate skills and knowledge needed to transition into 3 rd and 4 th year courses which will cover additional content needed.	None needed.	No gap identified. 3 rd and 4 th year courses will cover any additional content needed.	None needed.

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)					
Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	manage building construction and renovation projects.				
2. Conduct research to support strategic and operational decisions.	No direct alignment with any of the program outcomes, though some level of research is required for assignments in the program.	Student will not have adequate preparation for degree level academic research work.	<p>Statistics (3) and Principles of Academic Research</p> <p>Bridge courses in Statistics and Principles of Business Management and Research (modules 8-14) needed to address the gap.</p> <p>Principles of Academic Research will be covered in modules of the hybrid bridge course, Principles of Business Management and Research.</p>	Statistics (3) and Principles of Academic Research needed to carry out year 4 research projects.	A Statistics bridge course will cover key quantitative concepts and analytical techniques needed for quantitative research. Principles of Research will cover the academic research process for qualitative, quantitative and mixed method research, as well as sophistication and depth associated with degree level courses.

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
3. Deploy strategic planning techniques to ensure competitive advantage in the Trades industry	1. Develop and use strategies for ongoing professional development to remain current with industry changes, enhance work performance and explore career opportunities 13. Design and implement business strategies to develop home building, renovation and re-development enterprises.	No gap identified. Students have adequate skills and knowledge needed to transition into 3 rd and 4 th year courses which will cover the additional content needed.	None needed.	No gap identified. 3 rd and 4 th year courses will cover any additional content needed.	None needed.
4. Apply relevant project and risk management principles and tools to the management of trade businesses.	5. Facilitate collaboration and interaction among a range of tradespersons and project stakeholders to support timely completion of building construction and renovation projects 6. Review and interpret project plans and	No gap identified. Students have adequate skills and knowledge needed to transition into 3 rd and 4 th year courses which will cover the additional content needed.	None needed.	No gap identified. 3 rd and 4 th year courses will cover any additional content needed.	None needed

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>produce technical sketches and documents to support building construction and renovation projects.</p> <p>10. Complete building and renovation stages, from site layout and footings to the application of interior and exterior finishes, in accordance with blueprint specifications and conservation principles.</p>				
<p>5. Identify opportunities and address challenges in trades businesses using creative and innovative approaches.</p>	<p>1. Develop and use strategies for ongoing professional development to remain current with industry changes, enhance work performance and explore career opportunities</p>	<p>No gap identified. Students have adequate skills and knowledge needed to transition into 3rd and 4th year courses which will cover the additional content needed.</p>	<p>None needed.</p>	<p>No gap identified. 3rd and 4th year courses to cover any additional content needed.</p>	<p>None needed.</p>

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	13. Design and implement business strategies to develop home building, renovation and re-development enterprises.				
6. Apply principles of management to the operation of trades business ventures.	13. Design and implement business strategies to develop home building, renovation and re-development enterprises. 14. Apply leadership, supervision and interpersonal skills to manage building construction and renovation projects.	Students will lack detailed knowledge in ethics and social responsibility. Years 3 and 4 courses will cover the gaps.	None needed	No bridge course needed. Detailed knowledge in ethics and social responsibility needed, but covered in years 3 and 4.	None needed
7. Plan, implement and manage marketing of trades-related products or services to foster business growth.	13. Design and implement business strategies to develop home building, renovation and re-	No gap identified. Students will have adequate/relevant skills and knowledge needed to transition into 3 rd and 4 th year marketing and	None needed	No gap identified. Years 3 and 4 courses will cover any additional content needed.	None needed

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	development enterprises. 14. Apply leadership, supervision and interpersonal skills to manage building construction and renovation projects.	other relevant courses to cover any additional content needed.			
8. Comply with relevant laws, regulations, policies, ethical principles, and industry practices and standards.	2. Comply with and monitor health and safety practices and procedures in accordance with current legislation and regulations. 3. Prepare quotes and monitor that work is completed in compliance with the rights and conditions of contractual obligations, the Ontario and/or National Building Codes, applicable laws, bylaws, standards and	No gap identified. Students will have relevant skills to transition into relevant 3 rd and 4 th year courses to cover any additional content needed.	None needed	No gap identified. 3 rd and 4 th year courses will cover any additional content needed.	None needed

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)					
Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	ethical practices in the building construction and renovation field.				
9. Select and use appropriate software and other technologies to meet business goals	7. Use technologies to obtain, analyze, organize and communicate building construction and renovation information	No gap identified. Students will have adequate skills to transition into relevant 3 rd and 4 th year courses to cover any additional content needed.	None needed	No gap identified 3 rd and 4 th year courses will cover any additional content needed.	None needed
10. Interpret financial information using management accounting concepts and apply to strategic decision-making.	7. Use technologies to obtain, analyze, organize and communicate building construction and renovation information 13. Design and implement business strategies to develop home building, renovation and re-development enterprises.	No gap identified. Students cover bookkeeping, interpretation of financial journals and financial statements, as well as ethics in accounting and finance for decision making. 3 rd and 4 th year courses will cover any additional content needed.	None needed	No gap identified 3 rd and 4 th year courses will cover any additional content needed.	None needed
11. Identify and apply discipline specific	1. Develop and use strategies for ongoing	Students will lack adequate knowledge in globalization,	None needed	No gap identified.	None needed

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
<p>practices that contribute to the local and global community through cultural diversity, social responsibility, economic commitment and environmental stewardship.</p>	<p>professional development to remain current with industry changes, enhance work performance and explore career opportunities.</p> <p>2. Comply with and monitor health and safety practices and procedures in accordance with current legislation and regulations</p> <p>3. Prepare quotes and monitor that work is completed in compliance with the rights and conditions of contractual obligations, the Ontario and/or National Building Codes, applicable laws, bylaws, standards and ethical practices in the</p>	<p>cultural diversity and ethics/social responsibility in domestic and international markets. However, the international business course and other relevant courses in the upper years will fill this gap.</p> <p>Students will also lack knowledge in Microeconomics and Macroeconomics.</p>	<p>Microeconomics (1) Macroeconomics (2) Bridge courses for Microeconomics and Macroeconomics will be needed.</p>	<p>International business course and other relevant courses in the upper years will fill this gap</p> <p>Detailed degree level knowledge in micro and macroeconomics needed.</p>	<p>for international business related topics.</p> <p>Microeconomics and Macroeconomics bridge courses are recommended to introduce students to economic factors which impact business operations</p>

Gap Analysis – Students from Building Renovation Technology Advanced Diploma (MTCU Code 67600)

Trades Management Degree Program Outcomes	Building Renovation Technology Program Outcomes	Gap in Content Knowledge or Skills in Advanced Diploma	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	building construction and renovation field. 4. Promote and maintain sustainability practices in the implementation of building construction and renovation projects				

3.4.6 Gap Analysis – Electrician Ontario College Trades Certificate of Qualification

Degree completion arrangements for journeypersons in electrical trades (309A, 442A) Ontario College Trades Certificate of Qualification or Equivalent

Below is a comparison chart of degree outcomes to journeypersons with an Ontario College Trades Certificate of Qualification or equivalent for electrical trades (309A, 442A). The gap in knowledge and skills which is most evident is the ability to perform the Business-related functions. The courses in semesters 5 through 8 in conjunction with the bridge will build on their prior knowledge and require them to elevate their learning and begin to create, develop and implement strategies and plans rather than be a contributor to what already exists.

Note: For this gap analysis, the following resources were referenced:

- Technical Occupational Skills and Procedures (**TOSP**) are informed by information retrieved from: http://www.red-seal.ca/trades/electricmotor_systech/1999n.4.1_bl.4ck.1-eng.html
- Essential Skills (**ES**) are retrieved from: <http://www.red-seal.ca/resources/.2ss.2nt.3.1l-eng.html>

Summary of identified bridge courses:

1. Microeconomics
2. Macroeconomics
3. Statistics
4. Financial Accounting
5. Principles of Business Management and Research (all modules)

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
<p>1. Support business objectives by leveraging the interdependencies of functional business units including human resources, marketing, finance and accounting.</p>	<p>Red Seal journeypersons would already have experience managing their businesses and applying processes related to cost, time, sourcing materials, etc.</p> <p><u>Red Seal Technical Occupational Skills and Procedures (TOSP):</u></p> <ul style="list-style-type: none"> • 6.02.01 ability to evaluate cost/time factors • 6.02.02 knowledge of source materials and/or substitutes • 6.02.03 ability to source materials or substitutes <p><u>Essential Skills (ES):</u> Numeracy and Working with Others</p> <ul style="list-style-type: none"> • Perform scheduling, budgeting or accounting 	<p>They may be missing some financial accounting; everything else will come in 3rd and 4th years</p>	<p>Financial Accounting (3) 3rd and 4th year courses will address gaps</p>	<p>Interweaving of functional areas requires some knowledge of IT. Marketing and HR courses in third year start from the introductory level, no gaps exist in marketing or HR.</p>	<p>3rd and 4th year degree courses will address any gaps</p>

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<ul style="list-style-type: none"> Coordinate work and share information with others 				
<p>2. Conduct research to support strategic and operational decisions</p>	<p>Journeypersons will have had to research Prints, regulatory code, as well as applying building and electrical code TOSP reference:</p> <ul style="list-style-type: none"> 4.01.07 ability to interface, download data and interpret 7.04.01 ability to assess that all systems are operating within specifications 7.04.02 ability to interpret test and measurement readings 	<p>Degree level research skills / exposure to scholarship</p>	<p>Statistics (3); Principles of Business Management and Research</p>	<p>Degree level research and adequate exposure to scholarship</p>	<p>Statistics bridge course will cover key quantitative concepts and analytical techniques needed for quantitative research. Principles of Business Management and Research and other 3rd and 4th year courses will address gap in sophistication as well as content</p>

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<ul style="list-style-type: none"> 8.02.04 ability to read and document results <p>ES reference: Reading:</p> <ul style="list-style-type: none"> Analyze and integrate information from multiple sources <p>Writing:</p> <ul style="list-style-type: none"> Write with a clear purpose such as to inform or request information 				
3. Deploy strategic planning techniques to ensure competitive advantage in the Trades industry	<p>By virtue of training and experience, journeypersons will have strategic planning skills</p> <p>TOSP reference: Assesses work to be performed:</p>	They may have gaps in Macroeconomic and industry trends and how that influences Microeconomics	Microeconomics (1) Macroeconomics (2)	Journeypersons may have gaps in in the level of analysis required for competitive advantage	Readings and assignments for Microeconomics and Macroeconomics will also address the gap in sophistication

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<ul style="list-style-type: none"> • 6.02.01 ability to evaluate cost/time factors • 6.02.02 knowledge of source materials and/or substitutes • 6.02.03 ability to source materials or substitutes <p>ES reference: Reading:</p> <ul style="list-style-type: none"> • Analyze and integrate information from multiple sources 				
4. Apply relevant project and risk management principles and tools to the management of trade businesses.	Journeypersons would learn principles of Gantt charts and projects. They would have experience with project and contract management.	Exposure to more Risk Management tools may be considered a gap	Statistics (3) Bridge course and Project Management in 3 rd year will help to reinforce basic skills	No real gap coming into 3 rd and 4 th year given that the Project Management course in year 3. However, ability to apply more risk management tools to	Statistics - bridge course, Project Management and other 3 rd and 4 th year courses will address the gap in sophistication

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	<p>TOSP reference:</p> <ul style="list-style-type: none"> 6.02.01 ability to evaluate cost/time factors Also see 6.02.02 and 6.02.03 			trades, may need to be reinforced	
<p>5. Identify opportunities and address challenges in trades businesses using creative and innovative approaches.</p>	<p>Journeypersons are well qualified to identify opportunities especially at macro level; they may be able to identify gaps in marketplace</p> <p>TOSP reference:</p> <ul style="list-style-type: none"> 5.05.02 ability to assess results and determine appropriate actions <p>ES reference: Thinking:</p> <ul style="list-style-type: none"> Organize work effectively to meet 	<p>They may need more exposure to creative and innovative approaches</p>	<p>Marketing (5) Trades Marketing (7) Strategic Thinking and Management (8)</p>	<p>Ability to apply more creative and innovative approaches to business situations.</p>	<p>Marketing, Trades Marketing, and other 3rd and 4th year courses will reinforce skills and help to address any additional gap in sophistication as well as content</p>

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	quality standards and deadlines • Consider all relevant factors before making a decision				
6. Apply principles of management to the operation of trades/ business ventures.	Exposure to some fundamental principles of management which they would already have been applying in their area of trade TOSP reference: • 7.04.01 ability to assess that all systems are operating within specifications • 9.01.01 knowledge of quality assurance and report writing • 9.01.02 knowledge of documentation procedures • 9.01.03 ability to complete quality	Journeypersons may lack exposure to more theories of management, and management scholarship	Bridge Course: Principles of Business Management and Research	Journeypersons may lack exposure to management scholarship	Principles of Business Management and Research will address gap in sophistication as well as content

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	assurance documents • 9.02.02 ability to document components that are absent or non-functional ES reference: Working with Others: • Coordinate work and share information with others • Participate actively in group projects and team meetings Numeracy: • Perform scheduling, budgeting or accounting				
7. Plan, implement and manage marketing of trades-related products or services to foster business growth.	They would have been exposed to basic marketing skills for running their own businesses	May lack theoretical foundations of marketing	Marketing and Trades Marketing in 3 rd and 4 th year	Perform deep integration of advanced marketing concepts with business management and planning	Marketing, Trades Marketing and other 3 rd and 4 th year courses will cover gap in sophistication

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
<p>8. Comply with relevant laws, regulations, policies, ethical principles, and industry practices and standards.</p>	<p>They will have public safety, electrical code, building code (relating to elec. standards set by OCOT)</p> <p>TOSP reference:</p> <ul style="list-style-type: none"> • 4.02.02 ability to interpret specifications, nameplate data, drawings and service manuals • 5.04.03 knowledge of safe component removal procedures <p>Also see TOSP 4.02.03, 4.02.04, 5.04.04, 5.04.05 and 5.05.01</p>	<p>In terms of business law no gap coming into 3rd year</p>	<p>None required</p>	<p>No gap coming into 3rd year since business laws will come in 3rd year.</p>	
<p>9. Select and use appropriate software and other technologies to meet business goals</p>	<p>Journeypersons will have basic excel and programming skills but business formulas may be lacking</p> <p>ES reference:</p>	<p>Applying formulas, technologies and software to business applications could be a gap</p>	<p>The gaps in application will be addressed in Computer Business Applications</p>	<p>In depth analysis of relevant software</p>	<p>Computer Business Applications and other 3rd and 4th year courses will reinforce this skill</p>

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
	Digital Technology: <ul style="list-style-type: none"> • Use company-specific software such as financial or design programs 				
10. Interpret financial information using management accounting concepts and apply to strategic decision-making.	Journeypersons will have general accounting, estimating, invoicing ordering, and pricing strategies and significant amount of managerial accounting ES reference: Numeracy: <ul style="list-style-type: none"> • Perform scheduling, budgeting or accounting Thinking: <ul style="list-style-type: none"> • Consider all relevant factors before making a decision Digital Technology: <ul style="list-style-type: none"> • Use company-specific software such as financial or design programs 	Detailed knowledge of balance sheet, income statement, cash flow (financial accounting)	Financial Accounting (3)		Several courses in the 3 rd and 4 th year will cover any gaps in sophistication and content

Gap Analysis – Students from Electrician (309A, 442A) Ontario College Trades Certificate of Qualification

Trades Management Degree Program Outcomes	Red Seal Certified Journeypersons Outcomes	Gap in Content Knowledge or Skills in Apprenticeship and Diploma Content	Remediation of Gap in Content	Gap in Level of Sophistication or Skill to Meet Degree Standard	Remediation of Gap in Sophistication
11. Identify and apply discipline specific practices that contribute to the local and global community through cultural diversity, social responsibility, economic commitment and environmental stewardship.	Career advancement and work practices courses cover some of these	Application of discipline specific practices to corporate sustainability and environmental stewardship	Professional Practice (5) Human Resource Management (7)	Using a problem-solving approach to synthesize discipline specific practices to corporate sustainability and environmental stewardship	Professional Practice, HR and other courses in 3 rd and 4 th year will cover any gaps in sophistication

3.4.7 Advanced Standing – PLAR

The colleges are in the process of defining a program-specific process for Prior Learning Assessment and Recognition (PLAR). This process will be reviewed and refined by all three Registrar Offices. Once finalized, the PLAR process will be integrated into the admissions process for the program and be utilized on an individual student basis, as applicable.

Section 4 Program Content

4.1 Overview of Program Development and Structure

The Vice President Academics at the three colleges formed the initial vision and partnership for the proposed program and collaboration. All three colleges have a strong commitment to skilled trades training and the degree is seen as an opportunity to leverage each college's strengths to promote careers throughout the sector. A complementary impetus for program development was that an eCampusOntario call for proposals provided funding for the significant time and resources required to design and develop the program.

A Trades Management Operating Steering Committee (TMOSC) was formed that included senior management representatives from each college. The TMOSC met 1-3 times monthly to make strategic decisions related to program and curriculum development, commit resources, communicate program status to stakeholders, and address challenges. A project manager was contracted to coordinate activities of the three colleges and maintain a shared drive of program documentation.

4.1.1 Program Development Team

The three colleges began collaboration in August 2016 on the idea for the degree completion program. The program development team in the table below included a range of faculty and administrative members involved at varying stages of the planning, development, and internal approval processes.

Team Member	Credential or Position
Maggie Cusson, M.Ed. (Teaching, Learning and Evaluation)	Dean, Academic Development, Algonquin College
Jessica DeVries, M.Ed. (Teaching, Learning and Evaluation)	Chair, Academic Development, Algonquin College
Sandra Larwill, Master of Distance Education	Academic Manager, Centre for Continuing and Online Learning, Algonquin College
Stephen Murphy, M.Ed.	Faculty and Curriculum Consultant, Academic Development, Algonquin College
Haitham Tamim, PhD (Business Administration), MBA	Subject Matter Expert, Algonquin College
Shaun Barr, M.Ed.	Chair, Construction Trades and Building Systems, Algonquin College
Maureen Sheppard, MLIS	Librarian, Coordinator, Algonquin College Library

Team Member	Credential or Position
Elizabeth Speers, Ed.D (Developing Human Resources)	Director, Centre for Business, George Brown College
Daphne Bonar, PhD (History)	Manager, Program Planning and Development, Office of Academic Excellence, George Brown College
Joyce Manu, MBA	Professor, Centre for Business, George Brown College
Hydeh Mottaghi, PhD in Management (Operations Management), MBA	Professor, Centre for Business, George Brown College
Gordon Wang, PhD, Management of Organizational Behaviour and HR	Professor, Centre for Business, George Brown College
Srinivas Inguva, PhD in Commerce, Master of Commerce (Accounting and Costing)	Professor, Centre for Business, George Brown College
Charlotte Goldfried, M.Ed. in Counselling Psychology; LLB	Professor, Centre for Business, George Brown College; Also oversees textbook selection and policies
Jules Lewis, MA (Education)	Program Coordinator, Building Renovation Technology, George Brown College
Christa Lohead, MA, MI	Liaison Librarian (Interim) - Business & Design, George Brown College
Ian Craine, Master's degree in Biology	Instructional Designer and Professor, George Brown College
Stella Bastone, M.Ed. (Distance Education)	Instructional Designer and Professor, George Brown College
Cebert Adamson, M.Sc.	Dean, Continuing Education, Academic Quality and Centre for Teaching & Learning, Mohawk College
Judith Orogun, Ed.D (Curriculum Development and Systemic Change), M.A.	Curriculum Development Specialist, Mohawk College
Laurence Smith, MA Ed.	Professor, School of Business, Mohawk College
Angelo Cosco, Licensed Journeyperson (Automotive Service Technician and Truck & Coach Service Technician)	Associate Dean, Skills Trades & Apprenticeship, Mohawk College

Team Member	Credential or Position
Marla Robinson, M.Ed. (in progress), Educational Leadership Studies	Professor, Skilled Trades & Apprenticeship, Mohawk College
Brian Gould, MA (Learning and Technology)	Instructional Designer, Mohawk College
Meaghan Tyrell, MA, MLIS	Librarian, Mohawk College

4.1.2 Program and Curriculum Development Process

The curriculum-related activities undertaken by the colleges can be grouped into six areas:

1. Structuring curriculum development collaboration
2. Researching and designing the program structure
3. Developing course outlines for all four years and creating 12 online courses
4. Designing bridge pathways from related offerings
5. Identifying a bank of online liberal studies courses
6. Identifying and integrating supplemental curriculum and supports

Each activity area is described below in detail.

1. Structuring curriculum development collaboration:

- A tri-college curriculum design and development team was formed to collaborate on providing a consistent student experience across all online courses.
- Two facilitated sessions were held to inform development of common elements (February 22, 2017 and April 12, 2017). Colleges shared samples from a range of existing courses containing multiple elements so that each college could test conversion to their learning management system (LMS).
- As a result of the collaborations, shared resources were developed for the program:
 - Course template (including look and feel)
 - Course menu structure that could be easily implemented in two different Learning Management Systems (LMSs)
 - Universal Style Guide for simplicity
- In addition to providing needed curriculum development supports, the team reported that their work provided members with:
 - a forum for collective problem solving
 - access to readily available expert viewpoints in service of shared e-learning principles

- professional development as the members considered multiple approaches to interactive development
 - opportunities to spread innovative ideas across institutions
 - introduction to a new, modernized approach to programming and governance.
- The collaboration of the curriculum design and development team was recognized by eCampusOntario with a best collaborative project award at the 2017 Technology Enabled Seminar + Showcase (TESS) seminar/showcase. Please see Section 13 for more information on the project team and TESS award.

2. Researching and designing program structure:

Led by the TMOSC, the program development team undertook the following activities to define the program structure:

- Formed a consensus of the key characteristics of the proposed degree program:
 - **Target audience:** Employed students with a training/education background related to skilled trades. Students will have either completed a diploma related to skilled trades or are working as a journey person.
 - **Subject area:** Business administration with a specialization in trades management. The business-related competencies would be in demand and required by people who want to take on greater responsibilities in their current work environment and/or pursue a management career in medium to large organizations.
 - **Degree completion:** By recognizing the prior education/training of the students, program delivery would focus only on the bridge pathways and upper level courses.
 - **Fully online with flexible delivery:** Delivery will provide the flexibility needed by tradespersons so that they can continue to work while taking the program. The program provides a part-time alternative so that students can take only one or two courses at a time.
 - **Home institution flexibility:** Students will be able to enrol in any one of the three colleges with each college delivering specified courses that leverage their academic strengths and capacity for delivery.
 - **Joint testamur:** Upon graduation, students will receive a joint testamur that includes the names of all three colleges.
- Researched existing models of degree completion programs for the skilled trades. Unfortunately, there are few academic pathways for skilled tradespersons to gain business management acumen in Canada, with none in Ontario. Most opportunities require at least some face-to-face learning which raises the barrier of geography and optimizing flexibility for students. The team determined that they would need to design and adopt creative solutions by leveraging existing infrastructures such as OntarioLearn.

- Defined the core competency areas that need to be included in a four-year Honours Bachelor of Business Administration (BBA) degree, regardless of specialization. This provided:
 - a four-year framework from which to conduct gap analyses from source diploma programs and skilled trades
 - a consensus across the three colleges on the areas of study that must be included and delivered in the upper level of the program. These included managerial skills, accounting, project management, operations management, Canadian business law and human resource management, marketing, research, negotiation strategies, and risk management.

- Gathered external input on considerations, opportunities and challenges related to offering a BBA with a specialization in trades management:
 - Administered online surveys to current students and alumni from 21 programs across the 3 colleges.
 - Contracted a third-party organization (Hanover Research) to conduct labour market research, including employer demand, comparable programs, etc.
 - Contracted a third-party researcher (T.S. Klassen Consulting) who interviewed representatives from Postsecondary Education Quality Assessment Board (PEQAB); The College of Trades (CoT); The Ministry of Training, Colleges and Universities (MTCU) including Colleges Branch, University Branch, and Apprenticeship Branch; The Ontario College Quality Assurance Service (OCQAS); Small business trades organizations / companies including small business owner / operators; and, Independent trades persons.
 - Conducted consultations with faculty from skilled trades areas, as well as local sector partners. Several participants from these consultations agreed to participate in the tri-college program advisory committee (PAC).

- Drafted program outcomes that were refined with feedback from PAC members.

- Identified each college's strengths, existing specialization and faculty interest. This process assisted in determining assignment of course development and delivery.

3. Developing course outlines for all four years and creating 12 online courses:

- Each of the program's core courses were assigned to a college. The college was then responsible for assigning appropriate faculty resources to review similar course outlines from the three colleges (as applicable) and develop a course outline for this degree.

- eCampusOntario funding was secured in late 2016 for the development of 12 online, degree-level courses and to provide capacity for the tri-college collaborative activities. The following 12 courses for the degree were developed:

Level	Courses Developed with eCO Funding	Assigned College
5	Risk Management	Algonquin
5	Professional Practice	Mohawk
6	Canadian Business Law	George Brown
6	Project Management	Algonquin
6	Human Resource Management	George Brown
6	Managerial Accounting	George Brown
7	Operations Management	George Brown
7	Managing Small and Medium Enterprises	Algonquin
7	Trades Marketing	Mohawk
7 & 8	Capstone Applied Research Project	Mohawk
8	Strategic Thinking and Management	Mohawk
8	Negotiation Strategies	Algonquin

- Development of these 12 courses provided valuable opportunities for the colleges to identify how best to structure and deliver the curriculum. Examples of results achieved:
 - The design techniques used to develop the courses applied innovative technologies, pedagogies, and approaches to ensure an asynchronous online learning experience for learners. For several courses, this was accomplished through the creation of small blocks of learning activities using Articulate360 content authoring software allowing for the repurposing of learning objects in order to meet the program learning outcomes.
 - The course content was developed using a modular approach to maintain the attention of the learner in the self-paced online environment. The content uses a series of mini-lectures to explain theory and provide step-by-step demonstrations. These mini-lectures make use of graphics and basic animations that are synchronized to narration that is short in duration in order to maintain learner’s attention.
 - Simulation activities were developed and integrated into courses. For example, in the *Negotiation Strategies* course, a Negotiation Simulation introduces learners to multiple role-playing scenarios in which learners navigate through interactive content and define their experience using branching scenarios choices. This ability to manipulate the content allows learners to personalize their learning experience reflecting on their unique outcomes.
 - When a particular topic required more explanation, additional videos and/or reflection activities were developed to convey and reinforce additional content.

4. Designing bridge pathways from related offerings:

The program development team identified three postsecondary programs and one skilled trade as the initial pathways into the degree completion program. Detailed gap analyses were conducted to customize the pathway into Level 5/Year 3 of the program. Refer to Section 3.4 for more details on these pathways.

The following process was used to identify the non-core or breadth content in each bridge pathway:

- Identify the number of general education courses in the source program. Non-core diploma level courses are counted at full value towards the 20% breadth requirement.
- Analyze core curriculum of the source programs/skilled trade to determine if it could be considered as “introductory” level non-core content.

This process allowed the colleges to determine how many non-core courses a student entering the degree completion program can be credited with, so that their transcript can note that they have met a percentage of the non-core courses requirement.

Core courses in Years 3 and 4 of the proposed degree completion program were reviewed for non-core/breadth content. The goal of this activity was to determine if the colleges could further reduce the number of required non-core courses. This analysis did not identify any additional breadth content. However, once the program is approved and courses fully developed, the colleges will revisit this analysis to determine if additional breadth content can be identified to further reduce the number of liberal studies courses to be taken.

5. Identifying a bank of online liberal studies courses:

Since the OntarioLearn delivery infrastructure will be used for the program, it made sense for the colleges to leverage the courses available via OntarioLearn. The degree-level liberal studies courses currently offered or in development for being offered starting in 2020-21 were reviewed. While some of these courses are offered by other colleges (e.g., Humber and Seneca), all liberal studies courses identified in Section 4.6.2 of this application have been confirmed as meeting degree-level standards through approval of other degree programs.

6. Identifying and integrating supplemental curriculum and supports:

The program development team identified two existing sources of online curriculum which will be integrated in program delivery:

- **Algonquin College’s online modules that orient students to online learning.** These modules will be made available to all students but will be non-mandatory.
- **The Work-Integrated Learning Open Module Initiative:** An eCampusOntario-funded collaboration (Niagara, Georgian, Algonquin, Lambton colleges) developed interactive modules that represent over 35 hours of rich content that can be used by faculty, career services staff, and employers to support student learning in applied and work-integrated settings. Refer to Section 13 for additional information.

Each component of the above curriculum development process yielded helpful feedback that assisted the curriculum development team in continued refinement and strengthening of the program content presented in this application.

4.1.3 Program Structure

The lower level courses were identified as part of program design activities but will not be delivered as part of the program, except for courses that are in a bridge pathway into the upper level of the degree:

Year/Level	Course	Assigned College
Year 1 Level 1	Microeconomics*	Algonquin
	Trades Calculations/Business Mathematics	Mohawk
	Business Communications	George Brown
	Workplace Health and Safety	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Year 1 Level 2	Business Fundamentals	Algonquin
	Macroeconomics*	Algonquin
	Technical Communications	Algonquin
	<i>Breadth (Liberal Studies elective)</i>	
Year 2 Level 3	Career Advancement/Work Experience Preparation	George Brown
	Principles of Management	George Brown
	Statistics*	Algonquin
	Financial Accounting*	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Year 2 Level 4	Organizational Behaviour	Algonquin
	Introduction to Research	Algonquin
	<i>Breadth (Liberal Studies elective)</i>	
	<i>Breadth (Liberal Studies elective)</i>	

* Delivered as part of one or more bridge pathways identified to date

The upper level courses and work-integrated learning component to be delivered as part of the degree completion program:

Year/Level	Course	Assigned College
Year 3 Level 5	Computer Business Applications	George Brown
	Risk Management	Algonquin
	Professional Practice	Mohawk
	Marketing	Mohawk
	<i>Breadth (Liberal Studies elective)</i>	
Year 3 Level 6	Canadian Business Law	George Brown
	Managerial Accounting	George Brown
	Project Management	Algonquin
	Human Resource Management	George Brown
	<i>Breadth (Liberal Studies elective)</i>	
Work-Integrated Learning (420 hours)		
Year 4 Level 7	Operations Management	George Brown
	Managing Small and Medium Enterprises	Algonquin
	Management Information Systems	Algonquin
	Finance	George Brown
	Trades Marketing	Mohawk
	Capstone Applied Research Project	Mohawk
Year 4 Level 8	Strategic Thinking and Management	Mohawk
	International Business	George Brown
	Negotiation Strategies	Algonquin
	Capstone Applied Research Project (<i>Continued</i>)	Mohawk
	<i>Breadth (Liberal Studies elective)</i>	

The following table summarizes and compares the structure of the four-year program with the proposed degree completion delivery:

BBA Trades Management	Four-Year Program Structure	Degree-Completion Program to be Delivered
Number of Core Courses	29 courses	17 courses + bridge courses
Total Core Course Hours	1,274 hours	728 hours
Breadth/Liberal Studies Courses	8 courses (336 hours)	from 3 to 8 courses* (126 to 336 hours) *Depends on source program
Work-Integrated Learning (Focus on business administration)	420 hours	420 hours

4.2 Program Advisory Committee (PAC)

For the proposed degree, a new joint Program Advisory Committee (PAC) was formed to advise on the content and design and structure of the degree. This PAC was involved in discussions related to the degree for over a year and has provided guidance throughout the design and curriculum development stages of the program.

4.2.1 PAC Membership

College	Name, Occupation	Employer	Related Credentials	Professional Affiliations
Algonquin College	Basil Richardson Project Manager	Bradford Construction Ltd	B.A., B.Ed., Construction Engineering Technician	PMP
	Michael Assal President	Taplen Commercial Construction Inc.	Bachelor of Science, Civil Eng., MBA in Finance	Canadian Construction Association, Ottawa Construction Association, Kingston Construction Association, Ottawa General Contractors Association, CCDC Committee Member
	Randy Callaghan Work Force Supervisor	BC Office, PCL	Red Seal - Carpentry CPHR - Charter Professional in Human Resources, BCHRMA	VRCA, BCHRMA, ICBA, BCCA, SICA
Mohawk College	Dan McMeekin Project Manager	Hydro One (retired)	Parts Management and Merchandising, Instrumentation Technician, Electrical Apprenticeships 207F, 309A and 442A	N/A

College	Name, Occupation	Employer	Related Credentials	Professional Affiliations
	David Folk Senior Project Manager	PCL Constructors Canada	Architectural Technology, GSC, LEED Associate	Hamilton Halton General Contractors Association
	David Cameron Learning and Development Coordinator	ArcelorMittal Dofasco	Certified Technical Instructor	Canadian Apprenticeship Forum (BOD), Hamilton Skilled Trade and Apprenticeship Consortium (member)
	John W. Lane Deputy Chief Building Official/ Manager, Building Inspections	City of Hamilton (Building Division)	Architectural Technology	M.A.A.T.O., C.B.C.O., C.P.S.O.
	Scott Armstrong Human Resources Manager	Orlick Industries Ltd.	BA Psychology, Human Resources Certificate	Human Resources Professionals Association of Ontario
	Anthony D'Alessandro Director, Facilities Planning and Engineering Services	Mohawk College	BA Admin. Studies; Industrial Management Technology	SCUP, OCFMA
	Clark Chernak Technology Teacher, Holy Trinity Catholic High School, Auto, Welding, Small Engine Repair	Brantford Haldimand Norfolk Catholic District School Board	Mechanic 310S	Ontario College of Trades – Journey Person Ontario English Catholic Teachers Association – Member, Union Rep
George Brown College	Brad Arnold	Founder, Pipe Shield		
	Bart Szoke	Bart Szoke Architect Inc.		

College	Name, Occupation	Employer	Related Credentials	Professional Affiliations
	Mark Jackson President	Jackson and Associates		
	Mary Lawson Vice-President and General Manager	Dalrose Homes	Various industry training	Canadian Home Builders, Canadian Apprenticeship
	Peter Del Nero Business Development Manager	Concord Steel Centre Ltd.	Mechanical Engineering Technology, CET	OACETT
	Sam Sadeghi Director, Customer Offers and Sustainment	Toronto Hydro		
	Jennifer Stulberg Director, Talent Management	Toronto Hydro	Bachelor of Arts, Sociology, Post-Graduate Diploma Human Resources Management, Masters of Industrial Relations and Human Resources, Certified Human Resources Leader (CHRL)	Human Resources Professional Association (HRP)

4.2.2 PAC Meeting Minutes – February 15, 2018



Program Advisory Committee Meeting
BBA Trades Management
Thursday, February 15, 2018 (6:00pm – 8:00 pm)

Industry Representatives:	College	Present	Regrets
Dan McMeekin, Project Manager (<i>Retired from Hydro One</i>)	Mohawk	x	
David Folk, Senior Project Manager, PCL Constructors Canada	Mohawk	x	
David Cameron, L & D Coordinator, ArcelorMittal Dofasco	Mohawk	x	
Robert Lalli, Prof. Engineer, Strategic Advisor to the General Manager of Planning and Economic Development, City of Hamilton, City of Hamilton	Mohawk		x
Scott Armstrong, Human Resources Manager, Orlick Industries Ltd	Mohawk		x
Basil Richardson, Project Manager, Bradford Construction Ltd.	Algonquin	x	
Michael Assal, President, Taplen Construction	Algonquin	x	
Randy Callaghan, Work Force Supervisor, BC Office, PCL	Algonquin	x	
Shawn Hickey, Project Manager, SiteCast Construction	Algonquin		x
Brad Arnold, Founder, Pipe Shield	GBC		x
Bart Szoke, Bart Szoke Architect Inc.	GBC	x	
Jen Stulberg, Director, Talent Management, Toronto Hydro	GBC	x	
Mark Jackson, President, Jackson and Associates Inc.	GBC	x	
Mary Lawson, Vice President & General Manager, Dalerose Homes	GBC	x	
Sam Sadeghi, Director, Customer Offers and Sustainment, Toronto Hydro	GBC	x	
Peter Del Nero, Concord Steel Centre Ltd.	GBC		x

College Representatives:	College	Present	Regrets
Cebert Adamson, Director Academic Operations, Program Quality & CTL	Mohawk	x	
Anthony D'Alessandro, Director, Facility Plan & Engineering Services	Mohawk	x	
Angelo Cosco, Associate Dean, Skills Trades & Apprenticeship	Mohawk	x	
Andrew McTear, Associate Dean, School of Business	Mohawk	x	
Tracey Kadish, Associate Dean, Business & Media Graduate Studies, Applied Research	Mohawk		x
Tony Cupido, Chief Building Facility Officer	Mohawk	x	
Laurence Smith, Professor, School of Business	Mohawk	x	
Marla Robinson, Professor, Skilled Trades & Apprenticeship	Mohawk		x
Judith Orogun, Curriculum Development Specialist	Mohawk	x	
Nadine Brown, Academic Development Officer	Mohawk	x	
Elizabeth Reid, Project Manager	Mohawk	x	
Dave Donaldson, Dean, School of Business	Algonquin		x
Patrick Devey, Dean, Centre for Continuing and Online Learning	Algonquin	x	
Peter Fortura, Chair, Business Administration Core and Services	Algonquin		x

Jessica DeVries, Chair, Academic Development	Algonquin	x	
Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning	Algonquin	x	
Stephen Murphy, Curriculum Consultant, Academic Development	Algonquin	x	
Maggie Cusson, Dean, Academic Development	Algonquin		x
Sandy Green, Program Support Officer	Algonquin	x	
Graeme Kent, ITS Support Staff	Algonquin	x	
Chris Janzen, Dean, Faculty of Technology and Trades	Algonquin		x
Elizabeth Speers, Director, Centre for Business	GBC	x	
Adel Esayed, Dean, Centre for Construction, Engineering & Technology	GBC	x	
Denise Devlin-Li, Chair, Apprenticeship & Skilled Trades	GBC	x	
Jules Lewis, Program Coordinator, Building Renovation Technology	GBC	x	
Steven Racey, Professor, Refrigeration & Air Conditioning Apprenticeship	GBC	x	
Freeda Konstant, Administrative Assistant to Director, Centre for Business	GBC	x	
Daphne Bonar, Manager, Degree Development & Academic Pathways	GBC		x
Joyce Manu, Professor, Centre for Business	GBC		x

1	<p>Welcome and Introductions:</p> <ul style="list-style-type: none"> • Cebert Adamson formally welcomed the industry and college representatives and thanked everyone for attending this initial joint PAC meeting. • Introductions were made by people at each location.
2	<p>Convening of the PAC:</p> <ul style="list-style-type: none"> • The three colleges have been working collaboratively since July 2016 on the concept, rationale, structure and design of this innovative program. • Many of the industry representatives present have been involved in sector consultations and have already provided significant input into this new degree. • This joint PAC meeting is being shared via technology. It is a new process and the colleges are interested in any feedback members have on how this approach can be approved.
3	<p>PAC Roles and Responsibilities; Nomination of PAC Co-Chairs:</p> <ul style="list-style-type: none"> • The pre-meeting materials included details on the roles and responsibilities of PAC members. A key difference with this committee is that we are proposing that there be 3 co-chairs (one from each college) with each co-chair/college taking turns leading the meeting. • Any industry members interested in a co-chair role are asked to contact the person from their respective colleges (Cebert Adamson, Elizabeth Speers/Adel Esayed, Sandra Larwill) • At the next meeting in April 2018, the PAC will vote for the co-chair roles.
4	<p>Introduction to College Degrees:</p> <ul style="list-style-type: none"> • Elizabeth Speers provided an overview of the characteristics of a college degree and process for development. A handout about college degrees was also provided. • It can take 3 or 4 years from the idea of a degree to actually launch the degree given the significant analysis, research and curriculum development that is all part of the process.

<p>5</p>	<p>Value of Proposed Program:</p> <ul style="list-style-type: none"> • It is important to note that the proposed type of degree completion program for trades management is not the first in Canada. Ontario is a bit behind the western provinces in supporting academic pathways. Several postsecondary institutions have established similar programs including Northern Alberta Institute of Technology (NAIT), British Columbia Institute of Technology (BCIT), University of the Fraser Valley and Thompson Rivers University (TRU). • Our program will be innovative in that three colleges are collaboratively delivering the last two years fully online. The colleges have already been funded for online course development. • The committee discussed the prospective student groups and how they would benefit from the program: <p>1. Tradespersons who own a small business:</p> <ul style="list-style-type: none"> • The majority of these small businesses have less than 10 employees. • These owners need a suite of skills and would find this program useful. <p>2. Employees of mid-size to large organizations:</p> <ul style="list-style-type: none"> • People in a larger organization looking to move up into a higher management position. • Graduates who are looking to advance their skills and want to get into the business side of trades. • Organizations would be very interested in this program as a professional development (PD) tool and to help employees develop management and leadership skills. Online delivery is very attractive to organizations offering the degree courses as PD to a management trainee. <p>3. Graduates of technician and technology diploma programs:</p> <ul style="list-style-type: none"> • Recent graduates would be interested in bridging into this degree to add business knowledge and skills as well as gain more experience.
<p>6</p>	<p>Proposed Program Learning Outcomes:</p> <p>Jessica Devries presented the draft program outcomes. The outcomes represent what all program graduates will be expected to achieve. Member comment on draft outcomes:</p> <ul style="list-style-type: none"> • Integrate contract management knowledge. Knowledge of contracts is fundamental to this subject area – how to structure, how to implement, how to administer. • Make provision for labour relations, labour laws and industrial relations, to prepare them for management positions where they may need to interface with several unions.
<p>7</p>	<p>Proposed Program Structure:</p> <p>Jessica Devries reviewed the program structure including the courses offered in each semester and the draft course descriptions. Member feedback included:</p>

- Additional course/curriculum offerings:
 - As noted earlier, contract management needs to be covered. This could be done in Canadian Business Law and/or Risk Management. Students need to know labour law, new lien amendment act, risks associated with contracts, etc.,
 - Succession planning is important, especially for owners of small- or medium-sized businesses.
 - Safety management, including workplace safety management
 - Project control, planning and scheduling
 - Safety costing
 - Quality management
 - Mid-level managers need to have a fair knowledge of labour relations, labour laws and industrial relations, as they may have related responsibilities in their organizations
- Customization of course/curriculum offerings:
 - The program is not targeting specific trades. Within each trade, there are innovations that impact management. These innovations are often linked to adopting/adapting technology to increase productivity.
 - Consider developing electives and/or specialization courses to learn means and methods of specific subject areas.
 - The Strategic Thinking course could include skills and knowledge related to learning about and approaching productivity.
 - College representatives noted that the Ministry approving the program requires a high level of quality assurance and curriculum consistency. As such, the colleges have limited flexibility in offering electives in core curriculum.
- Work experience:
 - It is always helpful for students to have work experience so that they have a context for what they are learning in the program.
 - Consider having work experience as a prerequisite into the program.
- Course structure/delivery:
 - Even as a degree completion program, students are looking at about 20 courses to be taken on a part-time basis. This may mean a 4-year commitment.
 - From the colleges' perspective, student success strategies target high retention and completion rates.
 - Colleges understand that flexibility is key. Alternative delivery options are being considered; e.g., accelerated courses that are delivered in 8 weeks versus the standard 14-week model.
 - Some students may still prefer the 14-week model which may fit better into their time/life commitments.
 - Course availability is often a challenge; a continuous intake model would be helpful.

- Consider a progressive approach that breaks the courses into general and advanced levels. This approach could lead to students receiving a credential/form of recognition after the general level.
- Consider an approach similar to the business trades diploma that has “stackable certificates.” For example, on the way to completing the degree, the student takes courses that result in interim certificates in leadership, management and entrepreneurship.
- Flexibility in the program should also consider that employers who are sponsoring an employee for professional development may want to select courses from the various years to address employee’s on-the-job knowledge gaps. This type of selection may be possible if the colleges offered the courses separately via continuing education.
- Programs/pathways into this degree completion:
 - The idea of this program is that it is a degree completion option. The colleges don’t intend to offer the first two years and plan to develop pathways for students to enter the third year of the degree. Members discussed potential pathways:
 - Journeyperson:
 - Would allow transition into a management role.
 - Red Seal will be one of the pathways into the program.
 - Consider that people with Red Seal trades have over 900 hours of training; it is important that we do not overlook or underestimate their knowledge.
 - The Thompson River degree completion does consider PLAR for Red Seal.
 - Business Trades Diploma: Diploma focuses on people who want to run small- to medium-sized businesses.
- Advanced Standing (course credits and prior learning recognition):
 - Colleges need to be careful on how make assessments – we want student to be successful and therefore we need to make sure student is qualified for program.
 - Acceptance into the program will be based on qualifications, credentials and experience. The colleges are examining the programs in western provinces to determine how best to apply advanced credit and/or prior learning and recognition (PLAR).
 - Tradespeople may not be able to receive direct course credits for courses in Years 1 and 2; consider focusing on PLAR so that the pathway is customized for each student.
 - When considering pathways, it is helpful to identify the target job positions of graduates; e.g.: Business owner, Branch manager, Supervisor of crew, Supervisor of a department, Journeyperson transitioning to project management.
 - Certain job positions require specific skill sets; consider course electives to customize for job positions. College representatives noted that the Ministry requires consistency of core curriculum.
 - Colleges may want to focus on specific job positions and skill sets.

	<ul style="list-style-type: none"> • Breadth/Liberal studies: <ul style="list-style-type: none"> – Degree program are required to have 20% of breadth courses – Many of the target students find it difficult to relate to these courses and having so many in the program will be considered a roadblock. – Consider ways to compress, accelerate or integrate breadth content into the core courses. • Other industry comments: <ul style="list-style-type: none"> – I have an MBA and the program structure reflects the topic areas of a business program. – The program structure seems to be very comprehensive. – As an executive member of the Renovation Committee of BUILD, I can definitely confirm that this program is needed. – This is long overdue for the trades and I support this 100%. – Consider engaging the support and involvement of OACETT (Ontario Association of Certified Engineering Technicians and Technologists). (<i>Brad Arnold offered to provide contact information</i>).
8	<p>Formal Motion on Industry Support: Cebert Adamson asked for a formal show of support to go ahead with the development of this program.</p> <p>Motion: The joint Program Advisory Committee working with Mohawk College, George Brown College and Algonquin College supports and approves the development of an Honours BBA Trades Management.</p> <p>Proposed by: Dan McMeekin Seconded by: Brad Arnold</p> <p>Motion passed unanimously.</p>
9	<p>Next Steps and Wrap Up:</p> <ul style="list-style-type: none"> • Next meeting is now scheduled for April 19, 2018 (6pm to 8pm). • Members are reminded to let their college contact know if they are interested in serving as a co-chair. • Our target launch of program is September 2020. • Prior to the next meeting, updated program information will be circulated including more information on pathways into the degree.
10	<p>Adjournment: 8:00 p.m.</p>

4.2.3 PAC Meeting Minutes – April 19, 2018



Program Advisory Committee Meeting
 BBA Trades Management
 Thursday, April 19, 2018 (6:00pm – 8:00 pm)

Industry Representatives:	College	Present	Regrets
Dan McMeekin, Project Manager (<i>Retired from Hydro One</i>)	Mohawk	x	
David Folk, Senior Project Manager, PCL Constructors Canada	Mohawk	x	
David Cameron, L & D Coordinator, ArcelorMittal Dofasco	Mohawk		x
Robert Lalli, Prof. Engineer, Strategic Advisor to the General Manager of Planning and Economic Development, City of Hamilton, City of Hamilton	Mohawk		x
Scott Armstrong, Human Resources Manager, Orlick Industries Ltd	Mohawk		x
Basil Richardson, Project Manager, Bradford Construction Ltd.	Algonquin	x	
Michael Assal, President, Taplen Construction	Algonquin	x	
Randy Callaghan, Work Force Supervisor, BC Office, PCL	Algonquin	x	
Shawn Hickey, Project Manager, SiteCast Construction	Algonquin		x
Brad Arnold, Founder, Pipe Shield	GBC		x
Bart Szoke, Bart Szoke Architect Inc.	GBC		x
Jen Stulberg, Director, Talent Management, Toronto Hydro	GBC	x	
Mark Jackson, President, Jackson and Associates Inc.	GBC	x	
Mary Lawson, Vice President & General Manager, Dalerose Homes	GBC		x
Sam Sadeghi, Director, Customer Offers and Sustainment, Toronto Hydro	GBC		x
Peter Del Nero, Concord Steel Centre Ltd.	GBC		x

College Representatives:	College	Present	Regrets
Cebert Adamson, Director Academic Operations, Program Quality & CTL	Mohawk	x	
Anthony D'Alessandro, Director, Facility Plan & Engineering Services	Mohawk	x	
Angelo Cosco, Associate Dean, Skills Trades & Apprenticeship	Mohawk	x	
Andrew McTear, Associate Dean, School of Business	Mohawk	x	
Tracey Kadish, Associate Dean, Business & Media Graduate Studies, Applied Research	Mohawk	x	
Tony Cupido, Chief Building Facility Officer	Mohawk		x
Laurence Smith, Professor, School of Business	Mohawk	x	
Marla Robinson, Professor, Skilled Trades & Apprenticeship	Mohawk		x
Judith Orogun, Curriculum Development Specialist	Mohawk	x	
Nadine Brown, Academic Development Officer	Mohawk	x	
Elizabeth Reid, Project Manager	Mohawk	x	
Dave Donaldson, Dean, School of Business	Algonquin		x

Patrick Devey, Dean, Centre for Continuing and Online Learning	Algonquin		x
Shaun Barr, Chair, Construction Trades and Building Systems	Algonquin		x
Jessica DeVries, Chair, Academic Development	Algonquin		x
Sandra Larwill, Academic Manager, Centre for Continuing and Online Learning	Algonquin	x	
Stephen Murphy, Curriculum Consultant, Academic Development	Algonquin	x	
Haitham Tamim, Subject Matter Expert	Algonquin	x	
Maggie Cusson, Dean, Academic Development	Algonquin		x
Sandy Green, Program Support Officer	Algonquin	x	
Graeme Kent, ITS Support Staff	Algonquin	x	
Chris Janzen, Dean, Faculty of Technology and Trades	Algonquin		x
Ian Austin, Dean, Centre for Business	GBC	x	
Elizabeth Speers, Director, Centre for Business	GBC	x	
Adel Esayed, Dean, Centre for Construction, Engineering & Technology	GBC	x	
Denise Devlin-Li, Chair, Apprenticeship & Skilled Trades	GBC		x
Jules Lewis, Program Coordinator, Building Renovation Technology	GBC	x	
Steven Racey, Professor, Refrigeration & Air Conditioning Apprenticeship	GBC	x	
Freeda Konstant, Administrative Assistant to Director, Centre for Business	GBC	x	
Daphne Bonar, Manager, Degree Development & Academic Pathways	GBC		x
Joyce Manu, Professor, Centre for Business	GBC	x	

1	<p>Welcome and Introductions:</p> <ul style="list-style-type: none"> Cebert Adamson formally welcomed industry and college representatives. Introductions were made by attendees at each location.
2	<p>Review of Last Meeting Minutes</p> <ul style="list-style-type: none"> Minutes were reviewed by the committee with no modifications recommended. Motion: Accept the minutes of the last meeting as distributed. Proposed by: Dan McMeekin Seconded by: Randy Callaghan Motion passed unanimously
3	<p>Nomination of PAC Chair and Vice Chair</p> <ul style="list-style-type: none"> On the matter of Co-chairs, Dan McMeekin and David Folk accepted nominations. Motion: Nominate Dan McMeekin as PAC Chair Proposed by: David Folk Seconded by: Michael Assal Dan McMeekin elected unanimously Motion: Nominate David Folk as PAC Vice-Chair

	<p>Proposed by: Dan McMeekin Seconded by: Tracey Kadish David Folk elected unanimously</p>	
4	<p>Discussion on Curriculum:</p> <ul style="list-style-type: none"> • Feedback provided by PAC members at the last meeting was reviewed by curriculum development specialists and subject matter experts. Judith Orogun provided a summary of courses that have content that integrates PAC feedback: <ul style="list-style-type: none"> – Contract management integrated into <i>Canadian Business Law</i> and <i>Risk Management</i> – Labour relations and labour laws integrated into <i>Human Resources Management</i> – Succession planning integrated into <i>Managing Small and Medium Enterprises</i> and <i>Human Resource Management</i> – Safety management integrated into <i>Workplace Health and Safety</i>, <i>Human Resource Management</i> and <i>Managing Small and Medium Enterprises</i> – Project control, planning and scheduling integrated into <i>Project Management</i> – Quality management integrated into <i>Project Management</i> • Members reviewed the modified program structure, course descriptions and course outcomes. Feedback provided: <ul style="list-style-type: none"> – Include recent changes in construction law. – Ensure issues such as code of conduct, ethics, social media, etc., are integrated into <i>Human Resource Management</i>. It was noted that <i>Professional Practice</i> is designed to cover ethics. – Do not focus only on commercial law, ensure relevant residential law is covered. – Cover the concept of “work in progress” (unit of work, measures, productivity tracking, etc.). It is critical to success for many skilled trades and when managing the subtrades. It can be addressed as part of <i>Financial Accounting</i>, <i>Project Management</i>, and <i>Operations Management</i>. – While code and standards knowledge (e.g., building codes) is important, it is anticipated that students will have already covered this as part of their skilled trades training or in prior postsecondary programs. – The course outcomes for <i>Trade Calculations/Business Mathematics</i> should be reviewed given that trigonometry may not be appropriate for a business math course. As part of the review, consider math skills already attained through prior skilled trades training. – <i>Fundamentals for IT</i> should be revisited to ensure course outcomes are correct and cover required knowledge and skills. Students should be introduced to the platforms used by industry, productivity tools available (e.g., Bluebeam, Revu, Procore), GPS applications in construction, etc. 	

	<ul style="list-style-type: none"> – <i>Managerial Accounting</i> should cover ways to track labour, accounts payable, managing purchases, accounts receivables, holdbacks, etc. Cashflow is a critical component. Procurement strategies are also important. While journeymen are well trained for their trades, they often need to develop knowledge and skills related to at managing purchases and tracking (i.e., project control and accounting). – It was agreed that case studies will be helpful in several courses; e.g., workplace health and safety issues, especially with recent cases of negligence impacting industry. 	
5	<p>Discussion on Pathways into the Degree:</p> <ul style="list-style-type: none"> • As a degree completion program, our students will be entering Year 3 and receive advanced standing based on prior training, education and experience. • Angelo Cosco outlined the research being conducted to better understand how other institutions have created comparable pathways. Innovative pathways being examined are part of programs offered by the Northern Alberta Institute of Technology (NAIT) in Edmonton and Thompson Rivers University (TRU) in Kamloops. • The TRU pathway provides a block credit transfer of 60 credits for journeymen who have a high school diploma with minimum university requirements, plus Red Seal: <ul style="list-style-type: none"> – 60 credits towards 120 credits for the degree <ul style="list-style-type: none"> ▪ 45 credits must be achieved at the third and fourth year level ▪ 15 credits can include bridging courses and any other identified gap courses – Angelo Cosco noted that the TRU program is not for all journeymen. It is targeted at those who would qualify for university programs, having already taken Advanced Senior Mathematics and Science and have a Red Seal certification. • As an initial step for this program, the colleges are working to establish a baseline block credit transfer for Red Seal journeymen to enter a bridge pathway into our degree. • Pathways from skilled trades currently under development: <ul style="list-style-type: none"> – Electrical Trades 309A, 442A, 447A (Red Seal) – Master Electrician License – many are looking to start their own business – Automotive Service Technician – 310S (Red Seal) 	

	<ul style="list-style-type: none"> – Each college is working on a bridge pathway for an existing diploma program: <ul style="list-style-type: none"> ▪ Mohawk: Motive Power Technician diploma ▪ George Brown: Building Renovation Technology advanced diploma ▪ Algonquin: Business – Trades diploma – The colleges are also exploring the target audience of tech teachers in secondary and postsecondary institutions who are interested in advancing their careers through taking a business administration degree. • Member comments on pathways: <ul style="list-style-type: none"> – Be careful in considering Red Seal certification as a prerequisite. There are no business knowledge and skills associated with attaining this designation. – In moving forward with a focus on Red Seal and university-ready applicants, consider the impact on enrolment and applicability to some trades. – Ontario Hydro is interested in a bridge pathway from Powerline Technician (Red Seal). – There are several breadth course electives needed in this program; consider advising potential applicants that they could take these electives prior to entering the bridge pathways. 	
6	<p>Formal Motion on Industry Support:</p> <ul style="list-style-type: none"> • Motion: The joint Program Advisory Committee working with Mohawk College, George Brown College and Algonquin College, has reviewed the curriculum as presented for the BBA Trades Management degree, supports the need for this program in the community, and recommends this program for approval to the Colleges’ Board of Governors. Proposed by: David Folk Seconded by: Dan McMeekin Motion passed unanimously 	
7	<p>Next Steps and Wrap Up:</p> <ul style="list-style-type: none"> • Sandra Larwill spoke on the value of receiving letters of support from industry partners. The sample letter will be distributed with the minutes and members are asked to provide letters by May 17, 2018. • Ceibert Adamson indicated that the colleges are still targeting a September 2020 program launch, pending ministry approval. 	
8	<p>Adjournment:</p> <ul style="list-style-type: none"> • Ceibert Adamson thanked everyone for their participation. He also noted that the three colleges have already received an award from eCampusOntario for 	

	the collaborative nature of this program and the colleges are looking forward to continued collaboration with industry.	
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4.2.4 PAC Update and Motion – August 2018

After the April 19, 2018 PAC meeting, the colleges' subject matter experts and curriculum specialists updated and refined the course outlines in preparation for submission to the Ministry for approval. In addition to integrating PAC's feedback received during the PAC meetings, the colleges modified the program structure.

In August 2018, all PAC members were emailed updated course descriptions and course outcomes, as well as a document that summarized the changes made to the program structure for your review. Rather than schedule a meeting in August to discuss the updated curriculum, the colleges asked the PAC members to respond to the program development as follows:

1. Review the updated curriculum and changes made to the program structure.
2. Reply via email as to whether they were in agreement of the following motion:

Motion: The joint Program Advisory Committee working with Mohawk College, George Brown College and Algonquin College, has reviewed the updated program structure and curriculum as presented for the BBA Trades Management degree, supports the need for this program in the community, and recommends this program for approval.

Proposed by: David Folk

Seconded by: Dan McMeekin

The PAC indicated strong support for the changes and the motion was passed unanimously.

4.3 Professional Accreditation

There are no regulatory bodies applicable to the proposed program.

4.4 Learning Outcomes

4.4.1 Program Outcomes

The graduate will reliably demonstrate the ability to:

1. Support business objectives by leveraging the interdependencies of functional business units including human resources, marketing, finance and accounting.
2. Conduct research to support strategic and operational decisions.
3. Deploy strategic planning techniques to ensure competitive advantage in the Trades industry.
4. Apply relevant project and risk management principles and tools to the management of trade businesses.
5. Identify opportunities and address challenges in trades' businesses using creative and innovative approaches.
6. Apply principles of management to the operation of trade's business ventures.
7. Plan, implement and manage marketing of trades-related products or services to foster business growth.
8. Comply with relevant laws, regulations, policies, ethical principles, and industry practices and standards.
9. Select and use appropriate software and other technologies to meet business goals.
10. Interpret financial information using management accounting concepts and apply to strategic decision-making.
11. Identify and apply discipline specific practices that contribute to the local and global community through cultural diversity, social responsibility, economic commitment and environmental stewardship.

4.4.2 Mapping of Courses to Degree Level Standards

Degree level Learning Outcomes	1. Depth and Breadth of Knowledge						2. Knowledge of Methods	3. Application of Knowledge			4. Communication Skills	5. Awareness of Limits of Knowledge	6. Professional Capacity Autonomy		
	a)	b)	c)	d)	e)	f)	Methods of enquiry or creative activity, or both, in their primary area of study. (evaluate and devise arguments, and comment on scholarship)	a)	b)	c)	Communicate accurately and reliably, orally and in writing, to a range of audiences	Limits to their own knowledge and ability, ambiguity and limits to knowledge and influence analyses and interpretations	a)	b)	c)
	Developed knowledge of key concepts, methodologies, current advances, theoretical approaches and assumptions in the discipline and in a specialized area of a discipline	Inter- and Intra-disciplinary knowledge and relationships	Research, analysis and assessment of hypotheses relevant to one or more of the major fields in a discipline	Research experience in an area of the discipline	Critical thinking and analytical skills inside and outside the discipline	Learning outside the discipline		Critical use of qualitative and quantitative information	Use a range of established techniques	Critical use of scholarly reviews and primary sources			Qualities and transferable skills in the area of personal and interpersonal skills	Manage lifelong learning, personally and professionally	Academic integrity and social responsibility
Level 1															
Microeconomics	X				X	X									
Trade Calculations/Business Mathematics		X			X	X			X			X			
Business Communications	X		X		X	X			X	X	X				
Workplace Health and Safety	X	X	X		X	X		X				X			
Liberal Studies (Elective)															
Level 2															
Business Fundamentals	X	X					X		X				X		X
Macroeconomics	X				X	X									

Degree level Learning Outcomes	1. Depth and Breadth of Knowledge						2. Knowledge of Methods	3. Application of Knowledge			4. Communication Skills	5. Awareness of Limits of Knowledge	6. Professional Capacity Autonomy		
	a)	b)	c)	d)	e)	f)	Methods of enquiry or creative activity, or both, in their primary area of study. (evaluate and devise arguments, and comment on scholarship)	a)	b)	c)	Communicate accurately and reliably, orally and in writing, to a range of audiences	Limits to their own knowledge and ability, ambiguity and limits to knowledge and influence analyses and interpretations	a)	b)	c)
	Developed knowledge of key concepts, methodologies, current advances, theoretical approaches and assumptions in the discipline and in a specialized area of a discipline	Inter- and Intra-disciplinary knowledge and relationships	Research, analysis and assessment of hypotheses relevant to one or more of the major fields in a discipline	Research experience in an area of the discipline	Critical thinking and analytical skills inside and outside the discipline	Learning outside the discipline		Critical use of qualitative and quantitative information	Use a range of established techniques	Critical use of scholarly reviews and primary sources			Qualities and transferable skills in the area of personal and interpersonal skills	Manage lifelong learning, personally and professionally	Academic integrity and social responsibility
Technical Communications			X			X		X	X	X	X				
Liberal Studies (Elective)															
Level 3															
Career Advancement/Work Experience Preparation											X		X	X	X
Principles of Management	X	X					X						X	X	
Statistics	X		X	X		X			X						
Financial Accounting	X	X					X	X	X			X	X		
Liberal Studies (Elective)															
Level 4															
Organizational Behaviour	X	X	X	X			X	X	X		X	X	X	X	X

Degree level Learning Outcomes	1. Depth and Breadth of Knowledge						2. Knowledge of Methods	3. Application of Knowledge			4. Communication Skills	5. Awareness of Limits of Knowledge	6. Professional Capacity Autonomy		
	a)	b)	c)	d)	e)	f)	Methods of enquiry or creative activity, or both, in their primary area of study. (evaluate and devise arguments, and comment on scholarship)	a)	b)	c)	Communicate accurately and reliably, orally and in writing, to a range of audiences	Limits to their own knowledge and ability, ambiguity and limits to knowledge and influence analyses and interpretations	a)	b)	c)
	Developed knowledge of key concepts, methodologies, current advances, theoretical approaches and assumptions in the discipline and in a specialized area of a discipline	Inter- and Intra-disciplinary knowledge and relationships	Research, analysis and assessment of hypotheses relevant to one or more of the major fields in a discipline	Research experience in an area of the discipline	Critical thinking and analytical skills inside and outside the discipline	Learning outside the discipline		Critical use of qualitative and quantitative information	Use a range of established techniques	Critical use of scholarly reviews and primary sources			Qualities and transferable skills in the area of personal and interpersonal skills	Manage lifelong learning, personally and professionally	Academic integrity and social responsibility
Introduction to Research	X		X	X	X		X	X	X		X		X	X	
Liberal Studies (Elective)															
Liberal Studies (Elective)															
Level 5															
Computer Business Applications						X		X		X					
Risk Management	X	X			X	X		X	X				X	X	
Professional Practice	X	X	X		X	X		X			X		X	X	
Marketing	X	X					X	X	X		X			X	
Liberal Studies (Elective)															
Level 6															
Canadian Business Law	X				X	X		X	X	X	X	X	X	X	
Managerial Accounting	X	X	X		X		X	X	X		X	X	X		
Project Management	X	X	X			X		X	X		X		X	X	

Degree level Learning Outcomes	1. Depth and Breadth of Knowledge						2. Knowledge of Methods	3. Application of Knowledge			4. Communication Skills	5. Awareness of Limits of Knowledge	6. Professional Capacity Autonomy		
	a)	b)	c)	d)	e)	f)	Methods of enquiry or creative activity, or both, in their primary area of study. (evaluate and devise arguments, and comment on scholarship)	a)	b)	c)	Communicate accurately and reliably, orally and in writing, to a range of audiences	Limits to their own knowledge and ability, ambiguity and limits to knowledge and influence analyses and interpretations	a)	b)	c)
	Developed knowledge of key concepts, methodologies, current advances, theoretical approaches and assumptions in the discipline and in a specialized area of a discipline	Inter- and Intra-disciplinary knowledge and relationships	Research, analysis and assessment of hypotheses relevant to one or more of the major fields in a discipline	Research experience in an area of the discipline	Critical thinking and analytical skills inside and outside the discipline	Learning outside the discipline		Critical use of qualitative and quantitative information	Use a range of established techniques	Critical use of scholarly reviews and primary sources			Qualities and transferable skills in the area of personal and interpersonal skills	Manage lifelong learning, personally and professionally	Academic integrity and social responsibility
Human Resource Management	X	X			X		X	X			X	X	X		X
Liberal Studies (Elective)															
Level 7															
Operations Management	X	X	X		X		X	X					X		X
Managing Small and Medium Enterprises	X	X	X		X		X	X		X	X		X		X
Management Information Systems	X	X			X		X	X						X	
Finance	X	X			X		X	X						X	X
Trades Marketing	X	X	X		X		X	X	X	X	X	X			
Capstone Applied Research Project	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Level 8															

Degree level Learning Outcomes	1. Depth and Breadth of Knowledge						2. Knowledge of Methods	3. Application of Knowledge			4. Communication Skills	5. Awareness of Limits of Knowledge	6. Professional Capacity Autonomy		
	a)	b)	c)	d)	e)	f)	Methods of enquiry or creative activity, or both, in their primary area of study. (evaluate and devise arguments, and comment on scholarship)	a)	b)	c)	Communicate accurately and reliably, orally and in writing, to a range of audiences	Limits to their own knowledge and ability, ambiguity and limits to knowledge and influence analyses and interpretations	a)	b)	c)
	Developed knowledge of key concepts, methodologies, current advances, theoretical approaches and assumptions in the discipline and in a specialized area of a discipline	Inter- and Intra-disciplinary knowledge and relationships	Research, analysis and assessment of hypotheses relevant to one or more of the major fields in a discipline	Research experience in an area of the discipline	Critical thinking and analytical skills inside and outside the discipline	Learning outside the discipline		Critical use of qualitative and quantitative information	Use a range of established techniques	Critical use of scholarly reviews and primary sources			Qualities and transferable skills in the area of personal and interpersonal skills	Manage lifelong learning, personally and professionally	Academic integrity and social responsibility
Strategic Thinking & Management	X	X	X		X	X	X	X	X	X	X		X		
International Business	X	X			X			X	X	X	X		X	X	X
Negotiation Strategies	X		X		X			X	X	X	X				
Capstone Applied Research Project (Continued)	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Liberal Studies (Elective)															

4.4.3 Mapping of Core and Non-Core Courses to Program Learning Outcomes

The table below shows whether the PLOs are taught (T), assessed (A), or reinforced (R), which also assists with the development and delivery of the courses and provides a more detailed and holistic view by level how the courses contribute to the program.

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
Level 01												
	Microeconomics	TA		TA							TA	
	Trades Calculations/Business Mathematics										TA	
	Business Communications	TA	TA									
	Workplace Health and Safety				TA		TA		TA			
	Liberal Studies (Elective)											
Level 02												
	Business Fundamentals	TA				TA	TA	TA	TA		TA	TA
	Macroeconomics			TA								TA
	Technical Communications	TA	TA									
	Liberal Studies (Elective)											
Level 03												
	Career Advancement/Work Experience Preparation					TA			TA			TA
	Principles of Management	TA		TA	TA	TA	TA					TA
	Statistics				TA					TA		
	Financial Accounting	TA								TA	TA	
	Liberal Studies (Elective)											
Level 04												
	Organizational Behaviour	TA		TA			TA		TA			TA
	Introduction to Research		TA									
	Liberal Studies (Elective)											
	Liberal Studies (Elective)											

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
Level 05												
	Computer Business Applications				TA					TA	TA	
	Risk Management			TA	TA							
	Professional Practice		TA	TA	TA				TA			TA
	Marketing			TA		TA		TA				
	Liberal Studies (Elective)											
Level 06												
	Canadian Business Law		TA						TA			TA
	Managerial Accounting	TA									TA	
	Project Management	TA		TA	TA		TA		TA		TA	TA
	Human Resource Management						TA		TA			TA
	Liberal Studies (Elective)											
	Work-Integrated Learning (420 Hours)	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR
Level 07												
	Operations Management	TA	TA		TA		TA			TA		
	Managing Small and Medium Enterprises	TA		TA	TA	TA	AR	TA	AR		TA	AR
	Management Information Systems									AR		
	Finance			TA	TA		AR				AR	
	Trades Marketing	TA				TA		AR		AR		
	Capstone Applied Research Project	AR	TA	AR	AR	AR	AR	AR	TA	AR	AR	AR
Level 08												
	Strategic Thinking and Management	AR		TA	TA	TA	AR	AR	AR		AR	AR
	International Business			TA	TA	AR		AR	AR			AR
	Negotiation Strategies			TA	TA						AR	

Course Number	Course Name	1	2	3	4	5	6	7	8	9	10	11
	Capstone Applied Research Project (Cont'd)	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR	AR
	Liberal Studies (Elective)											

4.5 Course Schedules

4.5.1 Course Schedule 1 (Removed for Web Version)

4.5.2 Course Schedule 2

This course schedule is identical to Course Schedule 1 with the exception that it does not identify the names of instructors.

Year and Level	Course Title	College	Total Core Course Level Hours	Total Non-Core Course Level Hours	Course Prerequisites and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
YEAR 1 Level 1	Microeconomics	AC	42			PhD, Mathematics
	Trades Calculations/Business Mathematics	MC	42			PhD, Mathematics
	Business Communications	GBC	42			PhD, English PhD, English Literature
	Workplace Health and Safety	GBC	42			MBA, Human Resource Management
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 1 Level 2	Business Fundamentals	AC	42			PhD, Business Administration
	Macroeconomics	AC	42		Microeconomics	PhD, Mathematics
	Technical Communications	AC	42			PhD, English Language and Literature
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 2 Level 3	Career Advancement/ Work Experience Preparation (<i>Non-credit</i>)	GBC				PhD, Psychology
	Principles of Management	GBC	42			MBA
	Statistics	AC	42			PhD, Mathematics
	Financial Accounting	GBC	42			PhD, Accounting and Finance

Year and Level	Course Title	College	Total Core Course Level Hours	Total Non-Core Course Level Hours	Course Prerequisites and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 2 Level 4	Organizational Behaviour	AC	42			PhD, Hospitality and Tourism Management
	Introduction to Research	AC	42			PhD, Sociology
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 3 Level 5	Computer Business Applications	GBC	42			MBA, Finance and Information Technology MBA, eBusiness and Technology Management
	Risk Management	AC	42			Graduate degree in related discipline; PhD preferred
	Professional Practice	MC	42			Graduate degree in related discipline; PhD preferred
	Marketing	MC	42			MBA
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 3 Level 6	Canadian Business Law	GBC	42			Master of Laws (LLM)
	Managerial Accounting	GBC	42		Financial Accounting	PhD, Accounting and Finance
	Project Management	AC	42			Graduate degree in related discipline; PhD preferred; PMP preferred
	Human Resource Management	GBC	42			PhD, Management of OB&HR
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
YEAR 4 Level 7	BBUS4001 Operations Management	GBC	42			PhD, Management (Operations Research)
	Managing Small and Medium Enterprises	AC	56			Graduate degree in business, or related discipline; PhD preferred

Year and Level	Course Title	College	Total Core Course Level Hours	Total Non-Core Course Level Hours	Course Prerequisites and Co-requisites	Instructor's Highest Qualification Earned and Discipline of Study
	Management Information Systems	AC	42		Computer Business Applications	Graduate degree in business, or related discipline; PhD preferred
	Finance	GBC	42			PhD, Finance
	Trades Marketing	MC	42		Marketing	MBA
	Capstone Applied Research	MC	42		Computer Business Applications, Risk Management, Professional Practice, Marketing, Canadian Business Law, Managerial Accounting, Project Management, Human Resources Management	PhD in management, or related business field
YEAR 4 Level 8	Strategic Thinking and Management	MC	42			PhD, Information Systems
	International Business	GBC	42			MBA PhD, Management Science and Engineering
	Negotiation Strategies	AC	42			Graduate degree in business, or related discipline; PhD preferred
	Capstone Applied Research (Continued)	MC	42			PhD in management, or related business field
	<i>Breadth (Liberal Studies elective)</i>			42		Graduate degree in related discipline; PhD preferred
Subtotal Course Hours			1,274	336		
Total Program Hours			1,610			

4.6 Course Descriptions

4.6.1 Core Course Descriptions

Year and Level	Course Title	Calendar Course Description
Y1 L1	Microeconomics	Microeconomics studies the behavior of individuals and the market to help businesses make decisions on the allocation of resources. Centering on the modern market economy as a system, students explore the principles of microeconomics using economic models to analyze consumer and firm behaviour. Students examine the concepts of resources allocation, demand and supply, market structure and market failure. In addition, students identify the impact of government regulation in markets on economic efficiency, as well as how decisions are made in the business environment.
Y1 L1	Trades Calculations/Business Mathematics	This course is designed to equip students with the skills needed for analyzing and solving mathematical problems in the Trades, and in the field of Finance. Trade-specific problems will be solved by converting systems of measurements and working with fractions, decimals algebra, equations, and applying trigonometry. Finance concepts and calculations covered in the course will enable students to solve problems related to investment options, interest rates, time value of money, annuities and mortgages. Financial calculators and spreadsheets will be used to facilitate calculations that underlie most financial transactions.

Year and Level	Course Title	Calendar Course Description
Y1 L1	Business Communications	Successful managers must be able to communicate effectively using a wide range of written, audio and visual techniques. Students expand their writing skills and explore several types of technical written communications, including correspondence, proposals, progress reports, formal and informal reports. Basic techniques for active listening and presentation skills are developed. Students develop the ability to critique presentations providing formative feedback for improvement. The course culminates with a formal research report and presentation designed to analyze and address an approved issue/problem for a specific audience.
Y1 L1	Workplace Health and Safety	This course allows students to view excellence in health and safety as an essential and integral aspect of all levels of operations within an organization. Students examine human suffering from accidents and injuries, lost production, and the social costs of health care, with special emphasis on primary prevention and wellness measures. Students learn how to ensure due diligence, and comply with legal regulations by analyzing current health and safety legislation, and understanding the duties and responsibilities of workers and employers. The need for, and the benefits associated with joint responsibility by workers and management through an internal responsibility system, is integrated throughout the course. Practical applications of all material are assimilated.

Year and Level	Course Title	Calendar Course Description
Y1 L2	Business Fundamentals	<p>In today's growing global economy, organizations are facing many new, diverse and competing challenges that have significant impact on their organizations. Students discover the essential management concepts of planning, organizing, leading and controlling. Other topics include human resources, strategy, decision making, ethics and social responsibility as well as organizational culture and change. Students apply various theoretical frameworks utilizing tools including case methodology, terms and discussions.</p>
Y1 L2	Macroeconomics	<p>Macroeconomics is a social science that examines the objectives and policies that affect the whole economy. Students explore the principles of macroeconomics using economic models to analyze the performance of the economy at an aggregate level. Through lectures and discussions, Students examine how the level of unemployment, inflation and national income are determined, investigate the impact that fiscal and monetary policies have on stabilizing the economy and analyze Canada's international economic relationships, including the international flows of goods and of capital.</p> <p>Prerequisite: Microeconomics</p>
Y1 L2	Technical Communications	<p>Students develop an appreciation of both the applications and the implications of technical communication. Through a combination of written and oral assignments, the practical requirements of technical communication, along with some of its theoretical foundations, are investigated. As part of these investigations, students examine, discuss and prepare the components of a formal technical report.</p>

Year and Level	Course Title	Calendar Course Description
Y2 L3	Career Advancement/Work Experience Preparation	This course allows students to apply their theoretical knowledge in the real world business environment. It also provides an opportunity for them to apply soft skills, including teambuilding, communication and time management. The standard performance goals help students to modify their skills to meet employer/workplace expectations. This course very well provides valuable and relevant work experience, and equips students with transferable skills sought by employers. It is an excellent way of exploring career interests before graduation.
Y2 L3	Principles of Management	Students in this course examine the role of 'Management' in organizations. Topics in the course are structured around the main pillars of management: Planning, Organizing, Leading and Controlling. Students analyze the principles, concepts and techniques used by managers to achieve goals and improve overall organizational performance. Through application activities, students practice how to review organizational needs, set objectives, and develop short and long-term plans to achieve those objectives.
Y2 L3	Statistics	Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation and hypothesis testing. These theoretical concepts are explained through practical examples from various sectors. Students develop the required background for further study related to research.

Year and Level	Course Title	Calendar Course Description
Y2 L3	Financial Accounting	This course includes detailed coverage of accounting principles, reporting and statement preparation. Students examine the overall theoretical structure of accounting and apply the key concepts. Course activities allow students to use the accounting cycle in preparing and analyzing different financial statements for decision making. Students will be exposed to relevant accounting software, and use various technical aspects ASPE and IFRS.
Y2 L4	Organizational Behaviour	The behaviour of individuals and groups within the workplace has a large impact on an organization's achievement of its goals. Strategic organizations understand this impact and work to ensure that groups and individuals are supporting the overall mission and vision. Using various methods, theories, principles and accepted research in the field of organizational behaviour, students examine the behaviour of individuals and small groups in the workplace, as well as the whole organization and its relation to the wider business environment. Students also discuss how organizational behaviour can be used to support strategic human resources initiatives.
Y2 L4	Introduction to Research	Academic research requires students to possess a fundamental knowledge of accepted methodologies and practices. An overview of the research process and tools prepares students to engage in scholarly work. Emphasis is on evaluation, selection and documentation of primary and secondary sources, as well as the development of a research project.

Year and Level	Course Title	Calendar Course Description
Y3 L5	Computer Business Applications	<p>Students in this course are introduced to Office 2016 and Office 365, with emphasis on collaborative, team-based tools. Students have the opportunity to produce advanced Microsoft Word documents such as flyers, letterheads and research papers that include graphics, tables and references. They prepare multimedia presentations with graphics, charts, animation and media clips. Spreadsheets are introduced in the course, and student prepare charts using mathematical data and formulas. The course also introduces students to major IT concepts including hardware, software and networking. Students are given the opportunity to practice how to use productivity software and Accounting Information Systems to improve business operations and decision making.</p>
Y3 L5	Risk Management	<p>Risk Management provides the means to systematically manage uncertainty and increase the likelihood of meeting objectives. Students explore and apply risk management processes of identification, analysis, response and control to manage risk within the trades. Detailed theoretical and practical experiences are provided to help students apply the Risk Management Framework in various situations common to trade practices. Through project and case-based activities, students also analyze and apply various tools and techniques, formulate strategies, and develop creative-thinking and problem-solving skills to minimize risks and maximize opportunities.</p>

Year and Level	Course Title	Calendar Course Description
Y3 L5	Professional Practice	Describe, analyze and critique different ethical and moral codes on a corporate and personal basis. Examine viability and legitimacy as an introduction to major ethical theories and ideas as it applies in today's workplace. Gather information through case studies and report on individual industry views, legislation and your own moral code and philosophies. Explore the standards of right and wrong (or good and bad), as it relates to business and trades.
Y3 L5	Marketing	Marketing is an essential skill for individuals in literally every profession. However, for this program, students will examine the essentials of Marketing especially as it relates to trades. They will also be facilitated to develop awareness of integral marketing terminology and examine all aspects of the marketing environment including social, economic, legal, regulatory, competitive, and technological. Additional skills to which students will be exposed, include research and evaluation skills as they relate to current and relevant marketing strategies and campaigns for return on investment as it relates to their specific trades.

Year and Level	Course Title	Calendar Course Description
Y3 L6	Canadian Business Law	<p>This course introduces students to the Canadian legal system. Following a discussion of the tort law and professional liability, the course turns to the principles of contract law. Key aspects of business law are discussed including the Sale of Goods Act, Consumer Protection Law, Guarantees, Negotiable Instruments, Security for debt and the Bankruptcy Act. Recent developments in intellectual property law are discussed, as well as issues in real property. The legal implications of the various methods of business organization are examined: sole proprietorships, partnership and limited liability partnerships and incorporation. The methods of incorporation, external responsibilities of corporation, liability of directors and role of shareholders' agreements are discussed.</p>
Y3 L6	Managerial Accounting	<p>Students in this course will be introduced to the role, concepts, and practices of management accounting in the business environment. Through an examination of cost terms, job order, process costing systems, and cost behaviour, students will analyze the foundations of managerial accounting. Planning and control issues are introduced through the study of cost-volume-profit relationships and activity-based costing. The case study method of developing critical thinking skills will also be introduced.</p> <p>Prerequisite: Financial Accounting</p>

Year and Level	Course Title	Calendar Course Description
Y3 L6	Project Management	Effective project management techniques help managers meet the needs of their business by ensuring their projects remain on time, within budget and under control. Students examine common theories, principles and practices behind project management. Students also participate in lab-based activities to develop competencies in the project management cycle from inception (project charter) to closing.
Y3 L6	Human Resource Management	This course exposes students to the field of Human Resources Management (HRM). The course provides a foundation in theory and practice in human resource functions such as human resource planning, recruitment and selection of staff, training and development, performance management, compensation and benefits, employment law, labour relations and occupational health and safety. The course examines the shared and complementary responsibilities of line managers and HR specialists to ensure organizational effectiveness.
Y4 L7	Operations Management	This course introduces students to the purpose of Operations Management. Students learn to use a variety of tools and techniques to manage and improve the creation of goods/ services, where the input is transformed to output with an emphasis on Lean Philosophy. Students explore more about Operations Management concepts by visiting selected organizations and delivering formal presentations based on topics investigated during the tour.

Year and Level	Course Title	Calendar Course Description
Y4 L7	Managing Small and Medium Enterprises	<p>Setting up and managing a small and medium size enterprises require a great deal of knowledge and experience. Some of the topic areas include the legal structure, budgets, government resources, marketing, human resources and financial planning. Students also learn how new innovative research can expand or initiate new business opportunities. Practical business skills include developing a business plan, creating a strategic plan based on mission and vision, complying with federal and provincial regulations and managing employees.</p>
Y4 L7	Management Information Systems	<p>Leveraging information systems for making informed strategic decisions is a key aspect of current business practice. Students practice analytical skills aligning information systems with organizational strategies for achieving improved business performance. Through the use of case studies, students examine business-related problems and develop skills in detailing potential solutions and making recommendations. Students also explore techniques of information systems planning, resource management and new technology solutions.</p> <p>Prerequisite: Computer Business Applications</p>
Y4 L7	Finance	<p>‘Finance’ examines financial planning strategies used by individuals, firms and governments to manage and maximize wealth. In this course, students will be introduced to tools and strategies used by individuals and firms when making investment and other financial decisions. Time and risk factors in the valuation of securities such as stocks and bonds are analyzed, in addition to corporate investments decisions. Through case studies and other application activities, students apply theories and concepts learned in the course.</p>

Year and Level	Course Title	Calendar Course Description
Y4 L7	Trades Marketing	<p>Having a competitive advantage is a major determinant of business success. In this course, students will acquire relevant marketing related skills to prepare them to adequately identify and implement processes for achieving a competitive advantage. They will learn to manage marketing information, conduct environmental scans and evaluate results using criteria related to financial viability. Learners will also plan, build and launch their own trades/business electronic media venues.</p> <p>Prerequisite: Marketing</p>
Y4 L7 & L8	Capstone Applied Research	<p>The ability to make informed decisions is a quality necessary for business success. In this course, learners will examine the main concepts and skills associated with trades-related research and marketing, formulate research questions and establish parameters for an effective trades and marketing research. They will develop a feasible research proposal and implement it by conducting research related to their specific trades and/or business. Learners will select the most appropriate research methods, collect and code data and apply statistical analysis to large-scale data sets. Finally, learners will effectively communicate findings orally and in writing to multiple audiences.</p> <p>Prerequisites: Computer Business Applications; Risk Management; Professional Practice; Marketing; Canadian Business Law; Managerial Accounting; Project Management; Human Resources Management</p>

Year and Level	Course Title	Calendar Course Description
Y4 L8	Strategic Thinking and Management	Examine the probable success or failure of a strategy by considering the opportunities and threats in the competitive landscape together with the organizational strengths and weaknesses that can influence the strategic success of a business. Develop strategies which match the firm's culture and capabilities, resources and management style with opportunities identified in the industry. Apply models of creative thinking to solve current challenges and optimize opportunities in business, using trades-related case studies and scenarios.
Y4 L8	International Business	Students in this course are introduced to the levels of involvement in international business. The impact of different forces such as culture, economics, politics and geography on international business decision-making are analyzed. Topics covered include: globalization, international business entry modes, risk management, human resource management, financing, marketing, and international production/distribution. Application of theories and concepts in course activities enable students to practice the process involved in planning and executing international ventures.
Y4 L8	Negotiation Strategies	A core entrepreneurial and managerial skill is the ability to professionally sell and effectively negotiate in a wide range of business situations to maximize value. Students develop the ability and confidence to negotiate a win-win situation regarding deal making, employment discussions, corporate team building, labour-management discussions, contracts, and handling disputes. Students develop an advanced level of professional selling and negotiating skills.

4.6.2 Non-Core Course Descriptions

Breadth Course Details	Breadth Course Title and Description
<p>College: Algonquin</p> <p>Course Code: AL-CUL4000</p> <p>Level: Upper</p> <p>Pre-requisites: ENL1100 and PHI1000</p> <p>Area: Global and Indigenous cultures</p>	<p>Course Title: Global Citizenship</p> <p>Informed citizens in today's world appreciate the meaning of civic life at the local, national and global level. Students reflect on and develop a personal awareness of the meaning of freedoms, rights and obligations in a diverse global community and consider the political, social and economic drivers that influence patterns of human behaviour and the health of the planet. Based on general principles of global citizenship, students look beyond national borders to assess personal responsibilities related to the health and well-being of the planet and inhabitants. Students critically evaluate information related to environmental and social health, equipped with attitudes and behaviours that foster global environmental and social responsibility.</p>
<p>College: Algonquin</p> <p>Course Code: AL-SOC4001</p> <p>Level: Upper</p> <p>Pre-requisite: SOC2000</p> <p>Area: Social Sciences</p>	<p>Course Title: Global Perspectives</p> <p>Sociology, through its exploration of the organization of society and the connections between people and their surroundings, provides new ways of looking at the world. Using fundamental knowledge in the field of sociology, students analyze globalization and its impact on Canadian society. Students take opposing views to debate the opportunities and challenges that come with globalization.</p>
<p>College: Algonquin</p> <p>Course Code: AL-ENL4200</p> <p>Level: Upper</p> <p>Pre-requisite: ENL1100</p> <p>Area: Humanities</p>	<p>Course Title: New Worlds and Alternative Realities: Speculative Fiction</p> <p>Speculative fiction gathers together all those works of fiction in which new worlds or alternative realities are envisioned. Within this category of prose, students have the opportunity to explore the various sub-genres that present readers with new ways of thinking about some of the issues that face society. Students also develop skills in critical analysis using a variety of approaches and methodologies from literary studies.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Algonquin</p> <p>Course Code: AL-SOC4000</p> <p>Level: Upper</p> <p>Pre-requisite: SOC2000</p> <p>Area: Social Sciences</p>	<p>Course Title: Criminology</p> <p>The interdisciplinary study of social science examining the individual and social aspects of crime is known as criminology. Students work through an introduction to the social science perspective on crime. Presentations, discussions, and assignments allow students to investigate the various theoretical positions related to crime and criminal behaviour. Working forward from the types and definitions of crime, students trace some of the links between government policy and the impacts of these policies on both society and the individual.</p>
<p>College: Algonquin</p> <p>Course Code: AL-PHI4100</p> <p>Level: Upper</p> <p>Pre-requisite: PHI1000</p> <p>Area: Humanities</p>	<p>Course Title: Survival in the Information Age: Risk and the Media</p> <p>On an almost daily basis, the media, through its various outlets - television, radio, web sites, RSS, and podcasts - reports on issues that address our wellbeing. Through discussions, readings, and assignments, students enhance their ability to interpret and question information presented by the media by better understanding the inherent risks. Issues like alternative medicine (i.e. vaccinations) and socio-legal issues (i.e. bullying, hacking, surveillance, privacy) provide grounds for students to use principles from the social science as a means to think critically about real and perceived risks in daily life.</p>
<p>College: Algonquin</p> <p>Course Code: AL-PHY4000</p> <p>Level: Upper</p> <p>Pre-requisite: N/A</p> <p>Area: Sciences</p>	<p>Course Title: Big Bangs, Black Holes, and the Cosmos</p> <p>The dynamic and exciting field of Cosmology outlines our current understanding of the Universe from its start, at the so called Big Bang, through the ensuing 13 plus billion years to the present and beyond. Students learn how to discuss our present understanding of the three phases of the Universe as well as its five part make up, with matter making up only 4% of the whole. Students explain our knowledge of the various phases of evolution of the Cosmos and also the latest theories and experiments that are trying to address our uncertainties. Throughout the course, students evaluate and debate many of today's ideas and concepts revolving around cosmology.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Algonquin</p> <p>Course Code: AL-PHI4002</p> <p>Level: Upper</p> <p>Pre-requisite: N/A</p> <p>Area: Humanities</p>	<p>Course Title: Philosophy of Drugs</p> <p>Drugs are everywhere: professionals prescribe them to us to make us “better”; we take them recreationally; we give them to our children, pets and other loved ones; we buy them on the streets, in grocery stores and grow them in our gardens. What are “drugs”? Why are some drugs legal and others not? How do drugs get to market? What ethical issues are relevant in a global drug industry? Are current intellectual property regimes appropriate if the goal of drug research is to promote benefits to society? Students critically examine these, and other, questions through the lens of historical and contemporary ethical, philosophical and legal theories and arguments. Students engage in various peer-oriented learning activities throughout the course.</p>
<p>College: Algonquin</p> <p>Course Code: AL- ENL4100</p> <p>Level: Upper</p> <p>Pre-requisite: ENL1100</p> <p>Area: Humanities</p>	<p>Course Title: Creative Writing</p> <p>Whether for personal or public consumption, many people enjoy writing short fiction to express their creative energy while improving upon their overall writing abilities. Working with professional short stories as models, students examine the stylistic components that contribute to the excitement, atmosphere and overall readability of short fiction. Students share their work and provide formal feedback on the work of others.</p>
<p>College: Algonquin</p> <p>Course Code: AL- PHI4000</p> <p>Level: Upper</p> <p>Pre-requisite: PHI1000</p> <p>Area: Humanities</p>	<p>Course Title: Philosophy and Popular Culture</p> <p>Many facets of today's popular culture engage, directly or indirectly, with the concerns of a variety of philosophical traditions. Drawing on a number of examples, students explore both the way popular culture permeates and spreads through society and the way it interprets and presents philosophical questions. Students develop skills and techniques for assessing the soundness and validity of thought experiments.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Algonquin</p> <p>Course Code: AL- PHI4004</p> <p>Level: Upper</p> <p>Pre-requisite: N/A</p> <p>Area: Humanities</p>	<p>Course Title: Technology, Society and the Environment</p> <p>Environmental issues have come to occupy a central place in the marketplace, politics, policy, and society at large. Owing largely to the many environmental consequences that have accompanied industrialization, we humans have been forced to rethink the complex relationship between technology, society and the environment. Students investigate philosophical concepts and theories surrounding technology, society and the environment including: the “naturalness” of technology, sustainability and animal rights. Students critically examine course material by focusing on questions such as: What is nature, and what role do/should humans occupy in it? What do we owe non-human organisms? What do we owe future generations? Students engage in various peer-oriented learning activities throughout the course.</p>
<p>College: Algonquin</p> <p>Course Code: AL- ENL4016</p> <p>Level: Upper</p> <p>Pre-requisite: ENL1100</p> <p>Area: Humanities</p>	<p>Course Title: World Literature</p> <p>Exposure to broad sources of literature promotes an open-minded perspective on today's global society. Students explore key texts from world literature. Students explore themes, styles and writers from a variety of cultures. Critical analysis of texts supports the development of arguments related to the assigned readings.</p>
<p>College: Algonquin</p> <p>Course Code: AL- PHI4003</p> <p>Level: Upper</p> <p>Pre-requisite: N/A</p> <p>Area: Humanities</p>	<p>Course Title: The Philosophy of Love and Sex</p> <p>Love and sex are central to the human condition, and have been topics of academic inquiry and controversy throughout history. Various practices surrounding love and sex are celebrated in Western culture, such as monogamy and marriage, while other practices, such as polygamy and pedophilia, are condemned. Why is this? Students critically explore these and other issues surrounding love and sex using examples from popular music, movies and literature, framing those issues with the help of historical and contemporary philosophical theories and arguments. Students engage in various peer-oriented learning activities throughout the course.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Seneca</p> <p>Course Code: SE-LSO430</p> <p>Level: Upper</p> <p>Pre-requisite: ENG106 or equivalent</p> <p>Area: Social Sciences</p>	<p>Course Title: Gaming and Gender – The Digital Divide</p> <p>This degree elective breadth course combines the study of digital games and psychological, sociological, cultural, aesthetic and literary influences characteristic in online gaming. Students explore parallels between modern societal values related to gender and those occurring in the gaming world. Through experiential learning opportunities involving gameplay, students examine a variety of elements and how they converge or diverge from socio-cultural norms.</p>
<p>College: Seneca</p> <p>Course Code: SE-LSO121</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p>	<p>Course Title: Introduction to Political Science</p> <p>The world of politics can be difficult to understand without some theoretical training. Yet it is vital for citizens of a democracy to understand how politics works. For all its complexity and frequent inelegance, politics is what allows humans to manage their differences, share their resources, protect their rights, and change their governments.</p> <p>In this course political science methodologies, approaches and theories will be introduced, allowing students to learn how the state, the structures of government and the political process impact their daily lives. Students will deepen their understanding of politics and political ideologies and learn how they are relevant to securing or advancing their material interests.</p>
<p>College: Seneca</p> <p>Course Code: SE-LSO120</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p>	<p>Course Title: Introduction to Sociology</p> <p>Sociology is the scientific study of society. This course is a general introduction to the concepts, theories, and major perspectives of sociology. An examination of research studies drawn from Canada and beyond our borders will highlight the significance of using a sociological imagination. Students in this subject will also be involved in the science of sociology by developing their own sociological research proposal.</p>
<p>College: Seneca</p> <p>Course Code: SE-LSO375</p> <p>Level: Upper</p>	<p>Course Title: Introduction to World Drama</p> <p>The course provides an introduction to a variety of dramatic works from around the world. The course presents the</p>

Breadth Course Details	Breadth Course Title and Description
<p>Pre-requisite: None</p> <p>Area: Humanities</p>	<p>art and history of theatre as it has evolved from pre-historic times to our post-modern world. We will examine the literature of theatre, structure, form, genre and style as well as how a play text is transformed into theatre.</p>
<p>College: Seneca</p> <p>Course Code: SE-LSO230</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p>	<p>Course Title: Modern Social and Political Thought</p> <p>The twenty-first century begins with the promise of new ideas, new technologies as well as the challenges associated with these apparent changes. This course introduces students to the seminal ideas of major Western thinkers of the modern period. Using an integrated, interdisciplinary approach, students will enhance their capacity to think critically and historically about their own time, the recent past, and the social movements that have shaped our age and our ways of thinking.</p>
<p>College: Seneca</p> <p>Course Code: SE-LSO220</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p>	<p>Course Title: Selected Themes in Canadian History</p> <p>This course introduces students to selected issues in Canadian history. Using the methodology of social history, learners will analyze a variety of contemporary issues from a historical perspective. Topics include Canadian government and the constitution, aboriginal peoples, industrialization and urbanization, religious life, culture, and women in Canada.</p>
<p>College: Seneca</p> <p>Course Code: SE-INC300</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p>	<p>Course Title: Social Media & Professional Identity: The Web of Influence</p> <p>Every day, millions of people share their opinions with a global audience via Tweets, #s, blogs, wikis, videos, likes, tags, text messages and online comments. Digital spaces and mobile technologies allow us to be connected to our personal and professional networks and communities 24/7. In what ways does this hyper-connectivity impact the ways in which people regard their place in the world and define themselves? In this course we will analyse the social, ethical, political and cultural ramifications of societies that are increasingly mobile and digital. The impact of new genres and forms of expression on our identities will be explored as we actively participate in online networks and create materials for social media.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Seneca</p> <p>Course Code: SE-INW200</p> <p>Level: Upper</p> <p>Pre-requisite: INW100 or permission of the coordinator</p> <p>Area: Humanities</p>	<p>Course Title: World Civilizations: 16th Century to Modern Times</p> <p>Students in INW200 will develop a broad understanding of world civilizations that have contributed to our sense of world history. Students will explore the development and interactions of various societies over time by examining world historical processes and using a range of disciplinary approaches (i.e. history, philosophy, sociology, art history, etc.). In INW200 students will discover how this complex tapestry of narratives has culminated in our modern understanding of the world as a <i>global village</i>.</p>
<p>College: Seneca</p> <p>Course Code: SE-INW100</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p>	<p>Course Title: World Civilizations: Bronze Age to the 15th Century</p> <p>Students in INW100 will develop a broad understanding of world civilizations that have contributed to our sense of world history. Students will explore the development and interactions of various societies over time by examining world historical processes from a range of disciplinary approaches (i.e. history, philosophy, sociology, art history, etc.). In INW100 students will discover how this complex tapestry of narratives has culminated in our modern understanding of the world as a <i>global village</i>.</p>
<p>College: Seneca</p> <p>Course Code: SE-INH301</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p>	<p>Course Title: Gender and Sexuality in World History</p> <p>Historically, women and men have been expected to behave in gender appropriate ways. Yet what is considered appropriately feminine or masculine is not fixed; instead, these ideals are socially constructed, depend on time and place, and are influenced by other categories of identity like status or class, and race and ethnicity. In this course we will examine the construction of gender ideals and consider the impact of these ideals on aspects of life ranging from the most private (sex, sexual identity, sexual regulation, family formation) to the most public (work, citizenship and political power, war, conquest). Covering the classical period to the modern period and including societies in the Americas, Africa, Asia and Europe, this course will take a comparative approach and will analyze the impact of cultural contact on</p>

Breadth Course Details	Breadth Course Title and Description
	gender ideals. Whether accepted, adapted or rejected, gender expectations have affected every aspect of men's and women's lives in world history.
<p>College: George Brown</p> <p>Course Code: GB-LHUM1211</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p> <p>(Not currently on OntarioLearn)</p>	<p>Course Title: <i>Storytelling, Meaning and Influence</i></p> <p>Story-telling has become a significant research topic in fields as diverse as psychology, neurophysiology, law, business and organizational behavior, as researchers and practitioners try to understand how people construct and convey meaning. With print and multimedia examples drawn from a range of disciplines, this online course examines the stories of individuals, organizations and communities. Through primary and secondary research, students will investigate how story-telling creates identity, communicates beliefs and value systems and influences behavior. Students will document stories in their community and create their own multimedia story.</p>
<p>College: George Brown</p> <p>Course Code: GB-LSSC1206</p> <p>Level: Lower</p> <p>Pre-requisite: None</p> <p>Area: Social Sciences</p> <p>(Not currently on OntarioLearn)</p>	<p>Course Title: <i>Aboriginal Education in the Canadian Context</i></p> <p>This course offers an overview of Indigenous Peoples and Education in Canada. The course looks at education in an historical and present-day context, including ways in which Indigenous communities educated their children prior to European contact. It examines the Canadian state's policies on education of Indigenous peoples and explores education in Indigenous communities today. Specifically, the course provides an understanding of residential schools and their impact on the lives of Indigenous peoples, families and diverse communities. Additionally, students will look at the various ways in which Indigenous people continue to challenge and resist colonial education and reclaim education for themselves and their communities.</p> <p>The main aim of <i>Aboriginal Education in the Canadian Context</i> is to provide students with a framework for understanding the historical and contemporary issues surrounding Indigenous Education in Canada. It is hoped that through this course students will gain critical insights into the lives and educational attainment of Indigenous peoples.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: George Brown</p> <p>Course Code: GB-LHUM1310</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p> <p>(Not currently on OntarioLearn)</p>	<p>Course Title: Existentialism</p> <p>What is worth living for? If we have an answer—say, love, happiness, justice, or eternal life—where did we get this answer from? Are religion, social norms, political and economic ideologies credible sources? If not, are we free to create any value and meaning we want for our own lives? And if we are completely free, what sort of responsibility do we have to other people, if any? In this course, we will be exploring these perplexing but fundamental questions about human existence through an examination of philosophical essays, film, literature and theatre from a movement of thinkers and artists known as the existentialists.</p>
<p>College: George Brown</p> <p>Course Code: GB-LHUM13XX</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p> <p>(Not currently on OntarioLearn)</p>	<p>Course Title: Peacing, Together, The Middle East</p> <p>The Middle East often makes the headlines. The phrase “Middle East” appears on various media in relation to topics ranging from the politics of oil to the price of gas, terrorism, war, women’s rights, Islam, or the trials and triumphs of democracy. Meanwhile, there is generally little understanding of the region beyond its representation in headlines or in pop culture. Covering the history of the region from the advent of Islam to the present day, this course provides a basic historical understanding of this diverse and complex region and the global influences which have shaped, and continue to shape, what is known as the “Middle East” today. Through a survey of the region’s history, culture, and involvement in international politics, participants will gain a better understanding of this intricate and fascinating region and its vital place within the global community.</p>
<p>College: Humber</p> <p>Course Code: HU-HUMA3100 / HUMA310</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Humanities</p>	<p>Course Title: Visual Culture Over Time</p> <p>Course and course outline in development for Fall 2019 launch via OntarioLearn.</p>

Breadth Course Details	Breadth Course Title and Description
<p>College: Humber</p> <p>Course Code: HU-SCIE3100 / SCIE310</p> <p>Level: Upper</p> <p>Pre-requisite: None</p> <p>Area: Science</p>	<p>Course Title: Extinction: Biodiversity and Human Action</p> <p>Course and course outline in development for Fall 2019 launch via OntarioLearn.</p>

4.6.3 Bridging Course Descriptions

Bridge Course Title, College Course Code and Course Description	Course Learning Requirements <i>Upon successful completion students will have demonstrated an ability to:</i>
<p>Course Title: Microeconomics</p> <p>Algonquin Course Code: ECO4101</p> <p>Course Description: Microeconomics studies the behavior of individuals and the market to help businesses make decisions on the allocation of resources. Centering on the modern market economy as a system, students explore the principles of microeconomics using economic models to analyze consumer and firm behaviour. Students examine the concepts of resources allocation, demand and supply, market structure and market failure. In addition, students identify the impact of government regulation in markets on economic efficiency, as well as how decisions are made in the business environment.</p>	<ol style="list-style-type: none"> 1. Define economics and explain the basic principles of economics. 2. Investigate competitive market allocation resources and changes in demand/supply from the perspective of Supply Chain Management (SCM) framework. 3. Generalize the effects of government intervention in the economic marketplace. 4. Interpret changes in costs of production in the case of SCM in various business organizations. 5. Assess labour markets and the distribution of income in Canada. 6. Explain how environmental considerations can be addressed within a market economy. 7. Summarize the role of public policy in environmental protection.

Bridge Course Title, College Course Code and Course Description	Course Learning Requirements <i>Upon successful completion students will have demonstrated an ability to:</i>
<p>Course Title: Macroeconomics Algonquin Course Code: ECO4201 Course Description: Macroeconomics is a social science that examines the objectives and policies that affect the whole economy. Students explore the principles of macroeconomics using economic models to analyze the performance of the economy at an aggregate level. Through lectures and discussions, Students examine how the level of unemployment, inflation and national income are determined, investigate the impact that fiscal and monetary policies have on stabilizing the economy and analyze Canada's international economic relationships, including the international flows of goods and of capital.</p>	<ol style="list-style-type: none"> 1. Analyze how and why living standards vary from country to country compute real GDP per person; understand the impact productivity has on a nation's economy; understand the importance of government policies for economic growth and improving standards of living. 2. Define the different types of unemployment in the economy, and analyze the economic factors that influence unemployment. 3. Define the concept of price level. Evaluate the causes and economic costs of inflation. 4. Explain the role and functions of money in a modern economy. 5. Analyze macroeconomic fluctuations in aggregate production, employment, and inflation using the Aggregate Demand / Aggregate Supply model. 6. Evaluate the government's use of fiscal policy and the Bank of Canada's use of monetary policy to stabilize the macro-economy. 7. Analyze Canada's international economic relationships, including the international flows of goods and of capital.
<p>Course Title: Statistics Algonquin Course Code: QUA2000 Course Description: Students explore fundamental statistical concepts and use statistical software to summarize, analyze and present both descriptive and inferential statistics. Topics include central tendency, variation, probability, central limit theorem, sampling, estimation and hypothesis testing. These theoretical concepts are explained through practical examples from various sectors. Students develop</p>	<ol style="list-style-type: none"> 1. Organize and present data, by constructing graphs, charts, frequency distribution and histograms, measures of central tendency and measures of variability of data. 2. Explain the basic rules of probability and define the characteristics of the binomial probability distribution and the normal distribution, and use the distributions to solve problems. 3. Discuss the importance of sampling, and describe the properties of sampling distribution of the mean and the sampling distribution of proportions. 4. Construct confidence levels about a sample mean, sample proportion and explain the use of hypothesis testing as a way of drawing

Bridge Course Title, College Course Code and Course Description	Course Learning Requirements <i>Upon successful completion students will have demonstrated an ability to:</i>
the required background for further study related to research.	conclusions about a population parameter from sampling statistics. 5. Use statistical software to analyze the relationship between two variables.
<p> Course Title: Financial Accounting George Brown Course Code: TBD Course Description: This course includes detailed coverage of accounting principles, reporting and statement preparation. Students examine the overall theoretical structure of accounting and apply the key concepts. Course activities allow students to use the accounting cycle in preparing and analyzing different financial statements for decision making. Students will be exposed to relevant accounting software, and use various technical aspects ASPE and IFRS. </p>	<ol style="list-style-type: none"> 1. Analyze the components of the theoretical structure of accounting. 2. Summarize the steps in the accounting cycle. 3. Review and prepare different financial statements. 4. Recognize income, under the different recognitions principles. 5. Demonstrate the proper valuation of current asset on the balance sheet, and the cost allocation of tangible capital assets. 6. Analyze and apply the proper account procedures for temporary and long-term investments in debt and equity securities. 7. Assess and apply current reporting standards to the treatment of various financial statements and transactions.
<p> Course Title: Principles of Business Management and Research George Brown Course Code: TBD Course Description: Students in this course examine the factors which impact today's business operations. Key managerial functions of planning, organizing, leading and controlling are analyzed to determine the techniques and tools used by managers to achieve organizational goals. Organizational behaviour issues are analyzed to determine the impact on individuals, groups, and the wider work environment. Students also analyze the academic research process, and apply their knowledge in research projects. </p>	<ol style="list-style-type: none"> 1. Analyze modern trends in business operations and the techniques used by organizational leaders to sustain operations. 2. Illustrate how the managerial functions of planning, organizing, leading and controlling are applied, to achieve organizational goals. 3. Evaluate how organizational behavior issues impact individual and group behavior, as well as the overall health of the work environments. 4. Analyze the academic research process and the components of different research types. 5. Critique academic research to highlight the strengths and weaknesses. 6. Apply the academic research process in research projects.

4.7 Course Outlines

The course outlines for all four years of the BBA Trades Management (Honours) program are provided in this section. As a degree completion program, it is the intent of the three colleges to deliver only the bridging courses and core courses in the upper levels 5 to 8. The students will be provided access to degree-level liberal studies courses available through OntarioLearn.

4.7.1 Core Course Outlines (Removed for Web Version)

4.7.2 Non-Core Course Outlines

The non-core course outlines on file with PEQAB are current. For the proposed degree, the colleges will access the degree-level online liberal studies courses approved by PEQAB that are available through OntarioLearn.

4.7.3 Bridge Course Outlines (Removed for Web Version)

4.8 Work-Integrated Learning Experience

4.8.1 Work-Integrated Learning Experience Requirements

Students participate in a mandatory work-integrated learning experience which may or may not be in one continuous block but will total 420 hours. It is expected that students will be paid for this work experience.

4.8.2 Work Experience Opportunities

Mohawk College's work-integrated learning experiences are a part of the general experiential learning component, supported through the Department of Co-operative (Co-op) Education. This experience combines preparatory theory-based education with 420 hours of structured work experiences (or equivalent), for which students receive credit. The work experience effectively creates a cognitive bridge between academic rigor and exposure to practice in the area of study. It allows students to develop their related workplace skills, gain essential work experience and understand the real-world expectations of employment in management positions. It hones their professionalism and interpersonal skills.

The Co-operative Education program has three major components, which take place before, during and after a work term experience. To maximize the benefits of this experience, a Mohawk College Co-op Coordinator works closely with each student to ensure a high degree of support throughout the co-op process. The work-integrated learning experience is a highly valuable central component of the Bachelor of Business Administration – Trades Management degree program as it enables the student to integrate the academic curriculum with actual experience in the field. Students have the opportunity to work with professionals while integrating and practicing their own knowledge and skills as well as gain an understanding of the role, demands and rewards of the profession in general. This is especially important as students will already have ample experiences in their skilled areas but will need to apply it to management, which will be value added.

Placements are usually in the Hamilton, Brantford, Burlington and Niagara Areas, where the organizations from a range of large and notable manufacturing and skilled trades/business are located. One of such major organizations is ArcelorMittal Dofasco. Nevertheless, students may choose to seek placements elsewhere and will be supported by the program and the Mohawk Co-operative Education Department, which is adequately staffed by experienced Co-op coordinators who are career professionals with industry connections.

We expect that students of the BBA Trades Management (Honours) will be placed with many of our notable training partners which include ArcelorMittal Dofasco, PCL Construction, FANUC and Walters Group. Given the multi-faceted nature of Hamilton and Golden Horseshoe labour market, it is expected that a broad variety of work experience opportunities will be available through organizations with which the College is associated.

4.8.3 Work-Integrated Learning (WIL) Outcomes

The three colleges agreed on the following outcomes for the WIL component of the program:

1. Take responsibility for one's own learning and development.
2. Contribute to the practical application of discipline-specific concepts in a workplace environment.
3. Apply critical thinking skills to achieve desired outcomes.
4. Develop effective relations within a team of professionals.

4.8.4 Work-Integrated Learning (WIL) Evaluation

The three colleges agree to use the following Final Work-Term Evaluation Rubrics (both self-assessment and employer) and the web-based Performance Appraisal (completed by the employer):

<p><u>Performance Appraisal for Cooperative Education (Final Evaluation-by Employer)</u></p> <p>Supervisor’s Name: Organization: Student’s Name: Are you satisfied with the student’s performance (Y/N):</p> <p>Please rank the student’s abilities and skills based on the following criteria in the rubric.</p> <p>Points/comments are assigned to each skill/competency/work habit etc. (0 Points-Unsatisfactory, 1 Point-Satisfactory, 2 Points-Exemplary, Comments-if applicable)</p>
<p>Outcome #1: Take responsibility for one’s own learning and development.</p> <p>Motivation and enthusiasm</p> <p>Student shows motivation and eagerness to learn.</p> <p>Student shows enthusiasm in approaching work tasks.</p> <p>Student takes responsibility for his/her learning objectives.</p> <p>Work habits</p> <p>Student is punctual and attends regularly, notices of absences appropriately reported.</p> <p>Student is thorough and prompt in completion of tasks and assignments.</p> <p>Student is diligent in following instructions.</p> <p>Student shows appropriateness of appearance and presentation.</p> <p>Student seeks new challenges, assignments and projects.</p> <p>Student shows initiative in ongoing communication and collaboration with mentor in a timely and effective manner.</p> <p>Student accepts suggestions and criticisms and maintains confidence.</p> <p>Learning Objectives</p> <p>Student reviewed learning objectives.</p> <p>Student drafted measurable learning objectives.</p> <p>Student clarified learning objectives and career goals throughout the work placement.</p>
<p>Outcome #2: Contribute to the practical application of discipline-specific concepts in a workplace environment.</p> <p>Apply discipline-specific knowledge and skills</p>

Student applies discipline-specific knowledge and skills.
Organization and planning
Student manages time on tasks and completes work in a timely manner.
Student communicates information and ideas in both writing and speaking in a manner that is clear, grammatically correct and appropriate to the audience.
Student listens to others' ideas and opinions with an open mind.
Student expresses his/her ideas and opinions openly using language that demonstrates respect for people and their differences.
Outcome #3: Apply critical thinking skills to achieve desired outcomes.
Adaptability
Student learns from the placement experience, to react to unexpected circumstances.
Student is open to new ideas.
Student accepts and learns from differences in the experiences of others.
Creativity
Student seeks new and better ways of doing things.
Self-evaluation
Student accurately assesses his/her level of effectiveness and competence in practice and identifies strengths and learning needs.
Decision-making
Student analyzes work situations and makes appropriate decisions and acts on them.
Outcome #4: Develop effective relations within a team of professionals.
Interpersonal and intercultural skills
Student cooperates and works effectively with manager.
Student shows consideration and respect to others and maintains purposeful working relationship that respect diversity (culture, beliefs, sexual orientation).
Student works effectively in a team environment.
Student conducts oneself in a professional manner based on industry expectations.
Strong knowledge of the company and work environment
Student shows effort to increase his/her knowledge of the organization, its mission, policies, rules and regulations in relation of the work performed.

Student Self-Assessment Final Rubric

Student's Full Name:

Supervisor's Name:

Organization:

Please rank your abilities and skills based on the following criteria in the rubric. This assessment will be a helpful tool when writing your final report and may be discussed with your employer during the final review.

Points/comments are assigned to each skill/competency/work habit etc.
(0 Points-Unsatisfactory, 1 Point-Satisfactory, 2 Points-Exemplary, Comments-if applicable)

Outcome #1: Take responsibility for one's own learning and development.

Motivation and enthusiasm

I show motivation and eagerness to learn.

I show enthusiasm in approaching work tasks.

I take responsibility for his/her learning objectives.

Work habits

I am punctual and attends regularly, notices of absences appropriately reported.

I am thorough and prompt in completion of tasks and assignments.

I am diligent in following instructions.

I show appropriateness of appearance and presentation.

I seek new challenges, assignments and projects.

I show initiative in ongoing communication and collaboration with mentor in a timely and effective manner.

I accept suggestions and criticisms and maintain confidence.

Learning Objectives

I reviewed learning objectives.

I drafted measurable learning objectives.

I clarified learning objectives and career goals throughout the work placement.

Outcome #2: Contribute to the practical application of discipline-specific concepts in a workplace environment.

Apply discipline-specific knowledge and skills

I apply discipline-specific knowledge and skills.

Organization and planning

I manage time on tasks and complete work in a timely manner.

I communicate information and ideas in both writing and speaking in a manner that is clear, grammatically correct and appropriate to the audience.

I listen to others' ideas and opinions with an open mind.
I express my ideas and opinions openly using language that demonstrates respect for people and their differences.
Outcome #3: Apply critical thinking skills to achieve desired outcomes.
Adaptability
I learn from the placement experience, to react to unexpected circumstances.
I am open to new ideas.
I accept and learn from differences in the experiences of others.
Creativity
I seek new and better ways of doing things.
Self-evaluation
I accurately assess my level of effectiveness and competence in practice and identifies strengths and learning needs.
Decision-making
I analyze work situations and make appropriate decisions and act on them.
Outcome #4: Develop effective relations within a team of professionals.
Interpersonal and intercultural skills
I cooperate and work effectively with my manager.
I show consideration and respect to others and maintain purposeful working relationships that respect diversity (culture, beliefs, sexual orientation).
I work effectively in a team environment.
I conduct oneself in a professional manner based on industry expectations.
Strong knowledge of the company and work environment
I show effort to increase my knowledge of the organization, its mission, policies, rules and regulations in relation of the work performed.
Please provide any concerns/comments about your WIL experience.

4.8.5 Preparation for Work Experience

The four-year program structure includes a Year 2/Level 3 non-credit course in Career Advancement/Work Experience Preparation. Since the degree completion students will not have taken this course, the three colleges will make available alternative preparation supports. Students will be given access to the online modules developed through The WIL

Open Module Initiative. This initiative was the result of a collaboration between Niagara College, Georgian College, Algonquin College, and Lambton College, using funding provided by the province of Ontario, via eCampusOntario.

Completion of the following online modules from the WIL Open Module Initiative will be optional since it is anticipated that most of the students will already be working full time and will seek WIL opportunities with their existing employers:

Unit	Module
1. Orientation to Work-Integrated Learning	1.1 Work-Integrated Learning: A Primer
	1.2 Benefits and Challenges of Work-Integrated Learning
	1.3 Reflective Practice in the Workplace
2. Job Search Skills	2.1 Finding and Evaluating Job Opportunities
	2.2 Identifying Employability and Transferable Skills
	2.3 Writing a Resume and Reference Page
	2.4 Writing a Cover Letter
	2.5 Networking Strategies
3. Interview Skills	3.1 Interview Preparation, First Impressions and Etiquette
	3.2 Interview Types, Formats and Structures
	3.3 Common Interview Questions
	3.4 Questions to Ask an Interviewer
	3.5 After the Interview
4. Professional Expectations and Competencies	4.1 Independence in WIL
	4.2 Adaptability and Flexibility in WIL
	4.3 Problem Solving in WIL
	4.4 Ethical Behaviour and Considerations in WIL
	4.5 Privacy and Confidentiality Considerations in WIL
5. Interpersonal Expectations and Competencies	5.1 Interpersonal Communication
	5.2 Intercultural Communication
	5.3 Project Management
	5.4 Group Dynamics and Working Collaboratively
	5.5 Negotiating Conflict in the Workplace
6. Research and Communication Skills	6.1 Research Skills
	6.2 Professional Communication
	6.3 Writing Emails and Memos
	6.4 Giving Effective Presentations
7. Your Professional Future	7.1 Career Portfolios
	7.2 Translating Your Skills for Future Employment
	7.3 Opportunities in Your Field
	7.4 Continuous Learning and Professional Development

For more information about the WIL Open Module Initiative, please refer to Section 13.

4.8.6 Support for Work Experience

The Co-op Education Department's business development team will work closely with the Manufacturing, Construction and other Trades-related businesses to identify opportunities for Mohawk College's expansion into new areas of employment related to the proposed BBA Trades Management (Honours) degree program. Given the multi-faceted nature of the Hamilton and Golden Horseshoe labour market, it is expected that a broad variety of work experiences will be available, through organizations with which the college is associated.

The Co-operative Education Department at Mohawk College consists of 11 staff members across all campuses and provides comprehensive support to all co-op students. The Department strives to develop long-term relationships with employers to generate a steady stream of relevant work term opportunities for our students. Students receive a wide range of supports to help them achieve success, including

- Independent Career Advising and Mentoring
- Resume and Cover Letter workshops
- Interview Skills Development and Individual Practice Sessions
- Success on the Job workshops
- Workplace Health and Safety workshops

The Co-op Coordinators are career professionals with industry connections who are available for personal mentoring with students. They conduct a site visit to each student on a work term, thus supporting both the student and the employer. They often act as skilled and knowledgeable mediators in workplace misunderstandings and can advocate on behalf of the student if needed.

The Mohawk Co-op Department's business development team plays a key role in supporting the development of new work-integrated learning opportunities. The Business Developers generate new work term opportunities through activities such as creating and delivering outreach initiatives, maximizing social media, connecting with association/organizations, attending industry-specific trade shows/events and calling employers directly.

4.8.7 Work-Integrated Learning Course Outline (Removed for Web Version)

Section 5 Program Delivery

5.1 Online Delivery via OntarioLearn

5.1.1 Overview of OntarioLearn

The proposed program will be delivered through OntarioLearn Online Collaborative (OntarioLearn). Established in 1995, OntarioLearn is a consortium of Ontario's 24 publicly-funded colleges that shares online courses and programs to make them accessible to students across the province and beyond. The consortium follows a host/registering college seat-sharing model and accommodates colleges' various learning management systems (Blackboard, D2L, First Class and Moodle) and administrative processes through its technology infrastructure. An innovative, systemic impacting virtual entity, it currently administers more than 73,000 student registrations each year, providing access to over 1,200 online courses and over 550 online programs. On average, students taking courses via OntarioLearn have a retention rate of 90% and success rate of 78% (Source: www.ontariolearn.com).

For the proposed program, OntarioLearn will be used as follows:

- Students will first access the Ontario College Application Service (OCAS) to apply for admission into the program. As part of the application process, they will need to select Algonquin, George Brown or Mohawk as their home institution.
- For the proposed program, each of the three colleges will follow the host/registering model and host their specific program courses. Each college partner will assume a host and registering role pending course ownership:

Host College Role:	Registering College Role:
<ul style="list-style-type: none">• Owns the curriculum and delivers courses (s) for the 3 partners• Responsible for course quality assurance• Hires and manages the online facilitators• Provides course information sheets with course details (textbooks, other resources, requirements) to partner members along with course outlines• Provides grades upon completion of courses	<ul style="list-style-type: none">• Select courses from the degree partners to offer at their college• Advertise the courses• Register students, collect fees, process grades• Order and sell required textbooks• Invigilate final exams• Pay share of the facilitator fee to Host College• Pay Technical Service Provider

(Source: OntarioLearn)

- Students use their home institution’s registration process to register for courses. They will then access/take their courses through OntarioLearn’s secure portal. For example, within one semester, an Algonquin student will log into OntarioLearn’s portal to access courses hosted by George Brown, Mohawk and/or Algonquin.
- Upon completion of a course, the hosting college uses the OntarioLearn technology infrastructure to send final grades to the home institution of the student. The home institution informs their students of final course grades.

There are several benefits of using OntarioLearn, including:

- Low Risk
- Cost effective
- Flexibility
- Rationalization of resources
- Avoidance of duplication (course/program)
- Access to each colleges’ courses
- Combined registrations facilitate sufficient student numbers to run courses
- Access to an innovative and systemic delivery infrastructure
- Credentialing and credit recognition
- Tests and final examinations can be offered and invigilated online or in-person.
- OntarioLearn’s technological support for faculty and students is provided 24 hours a day, 7 days a week and 365 days a year, using phone, online ticket, and live chat.

For more information about OntarioLearn, refer to: <https://www.ontariolearn.com/>

5.1.2 OntarioLearn and Three-College MOU

The BBA Trades Management (Honours) program is anticipated to be the first Ontario degree program fully delivered via the OntarioLearn infrastructure. OntarioLearn and the three colleges have collaboratively designed the business model for the program that supports financial sustainability and a positive student experience. To foster consistent processes and minimize administrative challenges, it is agreed that program delivery and access to program courses will be exclusive to Algonquin, George Brown and Mohawk for at least a four-year pilot period. Refer to Section 13 for the signed Memorandum of Understanding detailing the collaboration.

5.1.3 Program Development Support from eCampusOntario

Through eCampusOntario, a not-for-profit corporation, the Government of Ontario makes funding available to postsecondary institutions for the development of online courses, programs, modules and student and faculty supports. The design and development of the

proposed program was made possible through funding of \$697,700 over a 15-month period (January 2017 to March 2018). This funding provided the three colleges with the capacity to:

- Develop 12 upper-level (Years 3 and 4) fully-online courses (\$597,900)
- Collaborate on degree design and development (\$99,800)

Please refer to Section 4.1 for more details on the design and development process used for the proposed program.

5.2 Mohawk College's Online Capacity

Through its strategic plan and priorities, Mohawk College is committed to growing online delivery options for students and faculty. Online course development at Mohawk College is a collaborative approach between the various academic and administrative units and departments to achieve a quality product.

Based on the OntarioLearn quality standards, online offerings are designed and reviewed for quality and consistency to assure they meet the high standards learners expect. Efficacy frameworks provide administrators and instructors processes for review and evaluation that are predictive, to improve learning outcomes using specific interventions.

The QualityMatters™ Higher Education Rubric Fifth Edition, 2014 (Modified for OntarioLearn) provides a framework for online course design and development through a set of eight general standards. At Mohawk College, this set of standards is recommended as a best practice guide for the design and development of courses, including overall course design, development and application of course outlines, alignment of evaluation methods, as well as learning resources and technology used. The inclusion of appropriate learning activities, learner supports, accessibility and usability information is guided by this framework. Templates and resources based on this framework support easy implementation by faculty.

For designing and developing fully online programs and courses, templates and resources are available for the academic areas. The Online Development Process is based upon the User-Centred Design Process, which provides step-by-step instructions for each stage of the process, starting with developing the initial plan, analyzing the current situation of the program/course, and continuing with the design and development phases, while also including guiding information on testing and refining the program or course.

The College has extended the core toolset with many different integrated products, including Kaltura (our streaming media service), Capture@Mohawk (our Panopto-based video capture platform used to record teaching), Turnitin Feedback Studio (for plagiarism detection) and many others.

A dedicated online development unit is charged with the responsibility of collaborating with program areas, subject matter experts and the Centre for Teaching & Learning to design courses that meet the Quality Matters Rubric for online learning. The team is always cognizant of the need to ensure student success.

Courses therefore must:

- Adhere to the program standards/policies/guidelines as articulated by the MTCU
- Align to standards/codes of practice as outlined by professional and industry bodies
- Align to the program quality standards, specifically as it relates to alignment of learning outcomes, assessment and delivery methods
- Reflect universal instructional design principles and comply with the AODA regulations
- Meet the essential elements criteria as established by the Centre for Teaching and Learning
- Provide information on the necessary supports available for students during the teaching learning process
- Provide information to students on access to the necessary resources, including textbooks, journals, applicable software and hardware
- Provide information to the learner on technology requirements

Additionally, the college provides high level support to the academic units in the development and delivery of courses for online offering.

Online course development will be guided by the Community of Inquiry approach to design and development which ensures that all three spheres of the educational experience – cognitive, teaching, and social – and their intersections combine to represent a rich, interactive, and challenging online learning environment.

Social-constructivist principles of learning are also integral. Students' cultures and contexts are honoured in the social process of learning and knowledge creation. There are multiple springboards to share former experiences as well as to collaborate and construct new knowledge frameworks or ways of knowing.

See Section 6 for more information about the physical and learning resources available to faculty and students, the plan for upgrading resources and policies related to blended, hybrid and online delivery.

5.3 Quality Assurance of Delivery

Mohawk College assures the delivery of quality academic programming through a variety of means: new program development and program review processes; an effective employee recruitment process; faculty development programs (CEDP) for new faculty; on-going

professional development for employees; the collection and utilization of student feedback; and quality assurance processes. Additional information related to the assurance of the delivery of quality academic programming can be found in the Program Evaluation Standard in Section 10. The Program Quality Policy (AS-2000-2013) can be found in Section 14.

Mohawk College conducts sustained, evidence-based and participatory inquiry to ensure that courses and programs (whether delivered using traditional, web facilitated, blended, hybrid, or online methods) are achieving the intended learning outcomes. Furthermore, the results of the quality assurance practices and processes are used to guide curriculum design and delivery, pedagogy, and educational processes. Curriculum design and delivery are assessed throughout the program life cycle, with more in-depth analysis taking place during the implementation phase. At each stage of the process, Mohawk ensures that its policies and procedures are aligned to those of the appropriate Ministries, approving agencies and professional bodies, where appropriate and relevant.

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

A number of college committees and councils are involved in program approvals and quality assurance measures. These include:

- Program Development Team
- Administrative Management Team
- Program Advisory Committees
- Program Curriculum Committees
- Mohawk Executive Group
- Board of Governors

Contained in the "Policies" section of this submission is the College's policy and handbook on Quality Assurance – program review, which describes the College's commitment to regular academic program review and the College's capacity to provide college-wide infrastructure and student support services such as libraries, learning centres, computer labs, appropriately equipped classrooms, student services and student work space.

New Program Development

All programs developed and delivered by Mohawk College maintain consistency with Ministry of Training, Colleges and Universities (MTCU) standards where applicable. Regular review,

restructuring, reorganization and enhancement of programs is an essential strategy for keeping pace with demographic shifts, changing employment trends, global competition and student and employer needs.

Clear links to the College's Strategic Plan, Academic Plan and brand must be demonstrated and opportunities to leverage assets such as blended learning and applied research infrastructure are stressed. New program development is grounded in market research and assessed against financial benchmarks. Guided by principles outlined in the Academic Plan, new programs will be designed to:

- Employ cross-disciplinary learning
- Include experiential learning opportunities
- Embed institutional learning outcomes
- Embrace internationalization
- Utilize new learning technologies and emphasize leading technology being employed in the field
- Offer multiple entrance and exit pathways for students

The development of any new program is a collaborative effort involving faculty in the department, curriculum design specialists, subject matter experts, industry representatives, and a team of supporters from Institutional Research, Program Quality, Admissions and the periphery areas that support program development.

5.4 Student Feedback

Student feedback helps faculty to improve teaching effectiveness and assists academic areas in monitoring the quality of programs.

At Mohawk, students have the opportunity to provide feedback on teaching for courses in which they are enrolled. During a pre-determined period each term, faculty must provide at least ten minutes for students to complete an internal, college wide survey which is then collected and analyzed. Student identities are kept confidential and results are released to faculty and Associate Deans after the release of final grades. Survey results are posted in aggregate form (see Feedback form in Appendix 3).

In addition, Mohawk collects performance data for the annual Colleges Ontario Key Performance Indicators (KPIs) survey. Indicators on graduate satisfaction, student satisfaction, employer satisfaction, employment rate, and graduation rate can be valuable in helping improve and refine teaching and learning practices.

Mohawk is ranked among the top colleges in the Greater Toronto and Hamilton Area for overall student satisfaction. Mohawk is also highly rated in quality of programs, services and facilities.

The College's Student Feedback Policy (*Policy Number: AS-2003-2013*) is in place to ensure consistency in student feedback principles. It can be found in Section 14.

5.5 Student Assessment and Workload

As part of the formalized program review processes, each college has regular opportunities to gather feedback on student performance and workload for the proposed Bachelor of Business Administration (Trades Management) (Honours). As the courses are developed and delivered, program faculty will review and map course assessments to ensure a balance of student workload and expectations. As the program is delivered, the map will also be adjusted as necessary and reviewed annually as part of the program review process to ensure that adjustments are reflected in the course outlines and content for the following year.

Additionally, as outlined in the MOU signed by the three colleges, the program coordinators/leads will be responsible for establishing regular meetings and sharing of information, including coordinated evaluation of student learning on a semester basis (including end of term evaluation and promotion decisions). This information will inform the annual collaborative curriculum review process for the program.

Section 6 Capacity to Deliver

6.1 Demonstrated Strength

6.1.1 Mohawk College

Mohawk College has the institutional capacity to deliver the BBA Trades Management (Honours) degree program. In terms of physical and learning resources, student support, and faculty credentials, the College is well prepared to provide the education and work-integrated experience necessary for students to attain the stated learning outcomes.

Working with community partners, Mohawk launched an ambitious and highly successful Access Strategy in 2012 to encourage participation in postsecondary education in ‘at risk’ communities and complemented the strategy with a suite of student success initiatives. The college’s Strategic Plan champions five key themes and priorities that guide decision making and define the College’s culture: Student Success, Graduate Success, Collaboration & Partnerships, Community Leadership and Strong Foundations. Aligned with the Strategic Plan, the Strategic Mandate Agreement with the Ministry of Training, Colleges and Universities concentrates on five priorities: Student Experience, Innovation in Teaching and Learning Excellence, Access and Equity, Applied Research Excellence Impact and Innovation, Economic Development, and Community Engagement.

As leaders in student success research, Mohawk College has collaborated with various research partners, including the Education Policy Research Initiative (EPRI) and the Higher Education Quality Council of Ontario (HEQCO), to investigate student success initiatives and understand ‘what works.’ A number of publications have been released demonstrating Mohawk’s impact on student success and achievement.

The College’s mission of “creating new realities by opening endless opportunities” is key to the development of any new program at Mohawk. The BBA Trades Management (Honours) program will generate opportunities for students in both business and trades-related organizations.

6.1.2 McKeil School of Business, Media & Entertainment

The McKeil School of Business, Media & Entertainment offers 44 programs that prepare students for successful careers in a diverse range of business areas such as accounting, marketing, human resources, public relations, business analytics, international business, as well as programs in media and entertainment. It is also home to Ontario’s one-of-a-kind Graduate Certificate program in Accessible Media Production, highlighting opportunities to support the needs of people with disabilities and to create new tools and content for people with disabilities.

Known for commitment and quality, professors and students of the McKeil School of Business, Media & Entertainment continue to excel provincially and nationally. For example, in 2018, Carol Fleck, a faculty member, was named as one of the 100 Influential Women in Canadian Supply Chain Management by the Supply Chain Management Association. The McKeil School of Business, Media & Entertainment has also been awarded funding for several research projects, enhancing Mohawk’s position as a leader in NSERC/Ontario Centre for Excellence activities.

6.1.3 Skilled Trades and Apprenticeship

Mohawk serves 4,500 apprenticeship students annually and offers 39 programs in the skilled trades and apprenticeships. Its programs are offered in a range of skilled trades areas including construction, manufacturing, mechanical techniques (plumbing, welding, cabinetry, etc.), electrical wiring and automotive service.

6.2 Educational Resources – Learning Resources and Technologies

Mohawk College Library provides learning services that support twenty-first-century skills and graduate success. It offers research assistance, citation support, and encourages the cultivation of information literacy and digital literacy. The Library’s services reflect and value equity of access as demonstrated by its provision of student-centred resources and support. With the launch of the online BBA Trades Management (Honours) program through OntarioLearn, Mohawk College Library will be able to expand its virtual student-centred services.

Campus Library Locations

<p>Fennell Campus 135 Fennell Avenue West, Hamilton ON L9C 0E5</p>
<p>Total Library Area:</p> <ul style="list-style-type: none"> • Cummings Library: 594.0 m² • Collaboratory: 574.1 m² • bizHUB: 270.4 m² • TECHBAR: 23.9 m²
<p>Facilities by Seats:</p> <ul style="list-style-type: none"> • Library: 266 seats • Classroom (study hall): 50 seats, 4 projectors, whiteboards • Silent study: 52 seats (15 study carrels, 3 tables with 30 seats in total, 7 tub chairs) • Collaboratory: 156 seats

- bizHUB: 123 seats
- Digital Creativity Centre: 155 seats

Bookable Space:

- Collaboratory: 13 tables, 80 seats, 12 monitors
- bizHUB: 3 rooms, 15 seats
- Digital Creativity Centre: 3 media studios, 1 seminar room, 4 study rooms, 48 seats

Computers available for student use:

- 105 PCs, 10 Macs
- 65 laptops
- Printer/copier/scanner: 5 machines
- 3D printers: 2

Hours of Operation (may vary slightly between semesters):

- Monday-Thursday: 8:00am to 9:00pm
- Friday: 8:00am to 8:00pm
- Saturday: 8:30am to 4:30pm
- Sunday: 11:00am to 3:00pm

IAHS Campus

1400 Main Street West, Room 104, Hamilton ON L8S 1C7

Total Library Area: 706.0 m²

Total Number of Seats: 82, including:

Bookable Space:

- 3 group study rooms room, 16 seats with whiteboards

Computers available for student use:

- 17 PCs, 1 ALS stations
- 16 Chromebooks, 6 Laptops

Hours of Operation (may vary slightly between semesters):

- Monday-Thursday: 8:00am to 8:00pm
- Friday: 8:00am to 4:30pm
- Saturday: 10:00am to 2:00pm
- Sunday: 10:00am to 2:00pm

<p>Stoney Creek Library 481 Barton Street, Room A122, Stoney Creek ON L8E 2L7</p>
<p>Total Library Area: 460.7 m² Total Number of Seats: 130 including:</p> <ul style="list-style-type: none"> • Silent Study: 26 seats (22 study carrels, 4 tub chairs) <p>Computers available for student use:</p> <ul style="list-style-type: none"> • 21 PCs • 28 Chromebooks 10 Laptops • Printer/copier/scanner: 1 machine <p>Hours of Operation (may vary slightly between semesters):</p> <ul style="list-style-type: none"> • Monday-Thursday: 8:00am to 7:00pm • Friday: 8:00am to 4:00pm • Saturday & Sunday: Closed

6.2.1 Library Collections

Mohawk College Library’s collection is dynamic and evolving. The curriculum-based learning needs of the program will be supported with resources that are available in a digital format. The curation of digital content aligns with the intention to deliver the proposed program entirely online. The collection currently supports 154 programs, including full time and continuing education, as well as applied research activities. Mohawk College Library’s collection is diverse, offering resources in various formats such as books, ebooks, online journals and streaming videos. The collection currently includes:

- 1,421,835 eBooks
- 34,415 eJournals
- 11 Video Streaming Databases
- 75 Databases
- 205 Research Guides
- Interlibrary loan service with access to collections from 24 Ontario colleges as well as access to materials through some universities and out-of-province colleges

Mohawk College Library Research Guides are a virtual platform where resources for a particular program are contained in one place. In the summer of 2018, Mohawk College Library upgraded its research guide platform (LibApps) to allow content to be fully integrated within the college’s secure Learning Management System.

6.2.2 Library Computer Resources and Equipment

Mohawk College Library also supports the technological needs of students. This support is provided through the Library's TECH BAR. The TECH BAR assists students in using the Mohawk College's Learning Management System, navigating the college's intranet, MyMohawk, and acquiring off-campus access. Access to tech support is available off-campus through the Tech Chat service or via email and accessible during the Library's hours of operation. Mohawk College Library also provides tech loans at Mohawk College's three campus locations. Equipment available to borrow includes laptops, Chromebooks, mice, Mac adapters, and webcams.

In addition to the above services and supports, Wi-Fi is available within Mohawk College's three campuses. This service is available through Mohawk-WIFI. Assistance with Wi-Fi setup is also available both in person and remotely. Lastly, accessibility and mobile access are central to the user-friendly design of the Mohawk College Library's website.

6.2.3 Library Learning Spaces (Physical and Virtual)

To support and promote student success, Mohawk has over 30,000 square feet of purposely-designed collaborative space for studying or group work across all campuses. In addition to these spaces, there are many other options for study and group meetings, including in the libraries, the David Braley Athletic and Recreation Centre and the MCACES and MSA Study Space & Resource Rooms. The College also provides numerous informal spaces for collaborative or independent study with tables, chairs and benches throughout the corridors on all campuses. Through an innovative faculty initiative from the Centre for Teaching & Learning, students can crowdsource lecture notes directly within eLearn, the college's Learning Management System. Access to virtual learning spaces for collaboration is also enhanced through mobile teaching technologies to which faculty and students have unlimited access.

Libguide Access to Library Resources

As part of the initial collaboration process between the three colleges, it has been determined that a common Libguide template will be created for this degree. Libguides are an easy-to-use content management system used by the librarians at Algonquin College, George Brown College and Mohawk College. They provide an online platform for access to electronic resources, and can be configured to display the library resources that have been selected to support this degree, such as books, databases and journals.

Librarians will use this platform to make library resources available to students learning off-campus. Libguides are easy to maintain and can be distributed into learning management

systems or any other educational platforms. Further collaboration is required to determine access pathways, however it is anticipated that each college will create a Libguide containing links to their library's version of the common resources. The libguides will then be distributed into Learning Management Systems, where students will have easy access to the library resources provided by their home college. The use of this resource will assist in providing access to equitable resources across three campuses while working within the parameters of license agreements from vendors.

An in-progress example libguide for the BBA Trades Management (Honours) degree, for George Brown College students, is available to view here:

https://researchguides.georgebrown.ca/BBA_trades_management.

A similar in-progress example libguide for Mohawk College students is available to view here:

http://mohawkcollege.ca.libguides.com/BBA_trades_management

6.2.4 Library Learning Supports and Accessibility

The underlying philosophy of Mohawk College Library's approach is that it enables students to discover, access and use information effectively. The Library collaborates with other key stakeholders within the college to support the college's educational mission to provide responsive reference service, encourage information literacy skills, and provide a fulsome discussion around digital literacy – all of which are complemented by our robust technology infrastructure. Additionally, the Library will continue to work with our partner institutions, Algonquin College and George Brown College, to ensure that there is equitable support for all students in the degree program, regardless of their home institutions.

Mohawk College Library currently offers the following learning supports:

- **Reference service:** This is available through multiple channels, including online, in person or by phone. All students are entitled to individualized support with assignments, citation help, and assistance with research at their point of need. These needs can be met either in person or remotely.
- **Information Literacy:** Information literacy instruction is a central service offered by Mohawk College Librarians. The intent behind these sessions is to provide students with the necessary tools required for finding, using and analyzing information or data. Information literacy skills are essential in terms of graduate success, and this focus endorses one of Mohawk College's Strategic Priorities, lifelong learning. In addition to this, it encourages students to answer questions, develop new questions and create new knowledge. Mohawk College Library also promotes academic integrity in its instruction sessions by addressing best practices surrounding ethical information use.

- Mohawk College Library regularly offers information literacy sessions to classes and teaches searching and evaluating methods, as well as program-specific content in order to effectively complete assignments
 - In 2017, Mohawk College Library provided 261 classes on information literacy and digital literacy, connecting with over 3,000 Mohawk College students.
 - The Librarians at Mohawk College, in consultation with the Librarians at Algonquin College and George Brown College, recommend live, online information literacy sessions and would like to explore the possibility of offering these services through OntarioLearn or an alternative learning management system. There is also the possibility of providing interactive, online tutorials offering information literacy support. At the present, further discussions are ongoing with the partner institutions to determine next steps in this process.
- **Digital Literacy:** The ability to use technology is a key aspect of supporting twenty-first-century literacies. Further to this, technology is central to blended learning. Mohawk College Library's TECH Bar provides assistance to students through remote technical support.
 - **Accessible Hours:** Mohawk College Library maintains operational hours that best meet the academic needs of its students. In addition to this, the library offers extended hours of service during midterms and peak exam times.
 - **Adaptive Technology and Accessibility:** Mohawk College Library is committed to providing equal access to services and collections to all students, faculty and staff at the college. In terms of technology, all library computers are equipped with JAWS and ZoomText Software. Where the library facilities and/or services are inaccessible, the library will accommodate users with disabilities in a timely manner through the Accessible Content E-Portal (ACE). ACE is a service provided by the Ontario Council of University Libraries and it serves as a repository for accessible library content that is available in five different accessible formats (two types of PDFs, text, DAISY and epub). Upon request, Mohawk College Library provides an accessible or conversion-ready format of print-based resources held in its collection.

Select eBook collections have accessibility features that work with a screen reader or JAWS. In addition to this, certain eBook databases include keyboard shortcuts that enhance accessibility. In terms of streaming content, Mohawk College Library acquires content that has accessibility features built-in, such as, closed captioning and video transcripts. The majority of our databases are accessible and can be navigated with only a keyboard. Text-to-speech is also available when using magazine or journal article displays.

- **Copyright Support:** Mohawk College Library provides copyright support to staff, faculty and students. Regular outreach is made to educate, support and engage stakeholders in

the matters related to intellectual property and education. Mohawk College Library staff collaborate with other stakeholders within Mohawk College about copyright and the college’s responsibilities involving intellectual property. In addition to this, Mohawk College Librarians provide advice in response to questions from instructors, researchers or students. Mohawk College Library’s efforts aim to facilitate an understanding of copyright law and any licensing agreements that govern the use of copyrighted materials. Mohawk College Library complements their person-to-person support with their [Copyright Research Guide](#). This research guide is regularly reviewed for accuracy and is updated each semester or as necessary. In addition, Mohawk College maintains its membership to Access Copyright, an organization of creators and publishers through which the copying of materials to educational institutions is licensed in an effort to uphold copyright compliance.

- Librarian Liaison and Outreach:** In the spring of 2017, Mohawk College Library restructured its liaison model, offering augmented supports to students and faculty. The outcome of this effort was an increase in library instruction by over 400%. In brief, the Library Liaison team collaborates with Mohawk College’s academic divisions, support departments and external organizations in order to develop services and solutions that meet the learning objectives of various programs. Mohawk College Librarians each work within assigned academic program areas, establishing strong relationships through Librarian consultation, resource selection, curriculum development and class instruction.

Mohawk College’s Liaison Librarians have an in-depth understanding of their program areas and play an important role in supporting faculty through research and instructional support. Liaison Librarians offer research consultation and tailor their instruction in order to best support students in their studies. Mohawk College Library’s liaison model ensures that collaboration with faculty is ongoing and the use of library supports are optimized in order to better assist students with their program-specific learning outcomes.

6.2.5 Library Service Standards

Mohawk College Library staff collaborates and partners with others both on campus and beyond:

Performance Indicator	Measures	Benefit to Students
Librarians liaise with faculty to build study collections, develop services and solutions to support learning and research	Textbook and supplementary reading lists are obtained prior to the start of the semester	Resources are relevant and available to support learning and research

Performance Indicator	Measures	Benefit to Students
	<p>Assignments for the majority of courses are obtained at the beginning of the semester or in advance to allow preparation for instruction;</p> <p>Librarians are regularly consulted at appropriate stages in the development and evaluation of Programs, Accreditation and PEQAB</p> <p>Increase in faculty/librarian consultation</p> <p>Increase in opportunities for Librarians to attend faculty meetings, their inclusion on faculty distribution lists, and/or embedded in faculty office areas</p>	<p>Quality of programs enhanced by ensuring the adequacy of collections</p> <p>Student services provided by the library are customized to address specific learning needs</p> <p>Library facilities and collections are tailored to student needs</p> <p>Students learn how to use professional literature to support their coursework</p> <p>Students receive help at their point of need</p>

Mohawk College Librarians provide library instruction in program-specific resources and methods for literature searching:

Performance Indicator	Measures	Benefits to Students
Embed information literacy learning outcomes into curricula, courses, and assignments	<p>Instruction is embedded in the Learning Management System</p> <p>Statistics of classes held</p>	<p>Students have an understanding of the resources available to complete assigned work</p> <p>Instruction is relevant to learning outcomes</p> <p>Resources are aligned to learning outcomes</p>

Performance Indicator	Measures	Benefits to Students
	Lessons plans customized for each class	

Mohawk College Library acquires collections and technologies that are aligned with areas of research and curriculum development:

Performance Indicator	Measures	Benefit to Students
The scope of the collection meets curriculum and learning needs	Usage statistics of collections Feedback about resources Library collections are found adequate through program review, and accreditation processes	A well-defined collection policy ensures that content acquired has the focus, depth and currency required for the programs
Mohawk College Library invites input from faculty and students to identify relevant materials	Log maintained of student- driven requests for resources Resources identified through liaison activity	Collections have high relevance to the program areas and the expertise of faculty ensure the richness of content Resources are available in time for course commencement
The Mohawk College Library has an efficient system to procure materials for the collection	Selection process meets prescribed timelines and expenditures are regularly tracked. Acquisitions reports are accurate and shared with key stakeholders	An efficient ordering process ensures the timely delivery of materials to support courses
Mohawk College Library embeds resources on the website, within	New resources are tested and integrated into the website within	Students have the opportunity to remotely access a wide range of electronic resources

Performance Indicator	Measures	Benefit to Students
research guides and other information portals	a month of the purchase	

6.2.6 Collaboration with Faculty Liaison Librarian

Mohawk College Library currently has a Liaison Librarian embedded within the business program. The librarian regularly collaborates with faculty and staff in order to ensure that library collections and services are sufficiently promoted. In addition to this, ongoing discussions with business faculty are essential in order to maintain a relevant collection, support research and instruction, and resource alignment with the teaching and learning outcomes for the program. The Mohawk College Liaison Librarian provides research consultation and tailored classroom instruction for faculty. The collaborative partnership between business faculty and the Liaison Librarian is essential to the successful implementation and continued success of the proposed BBA program. A focus on ongoing collaboration will ensure that the collections and services of the Library will remain accessible, inclusive and responsive to the learning objectives of the program.

With respect to the proposed program, Mohawk’s Faculty Liaison Librarian for Business is currently collaborating with the Liaison Librarians at Algonquin College and George Brown College. Such collaboration is essential to establish faculty outreach, support degree development, and continue to be a key stakeholder in the implementation of the BBA Trades Management (Honours) program. Ongoing discussion between the three librarians from each institution will ensure equal access to resources during the degree development and implementation processes.

At the curriculum level, librarians have access to comprehensive, current, and high-quality resources to support innovative and emerging trends within the disciplines. For the proposed program, the Liaison Librarian for Mohawk College will consult with faculty in order to ensure that the library’s various resources are integrated into the curriculum. Resources would include a wide spectrum of secondary sources such as books, e-books, databases, journals, reports, theses, and streaming videos. The Liaison Librarian will work in partnership with fellow Librarians at Algonquin College and George Brown College in order to ensure equal and adequate access to resources. In addition to this, course outcomes are to be aligned with library resources and promote lifelong learning and graduate success.

Mohawk College Library intends to have its resources and services embedded within the curriculum of any new program in order to provide students with access to essential resources that support learning outcomes. With the redevelopment of the library liaison model in 2017, Mohawk College Librarians have begun to make significant headway on this initiative. The

overarching goal is that all courses should promote information literacy and Mohawk College Library encourages faculty to integrate introductory library instruction into course outlines. Further collaboration between the partner colleges will take place to determine the nature and content of online library instruction. Delivery via LMS, interactive video tutorials or online videos may be possible.

In addition, Library Staff at Mohawk College typically offer advanced library instruction for courses with assignments and capstone projects that require students to conduct advanced and comprehensive academic research. Mohawk College Librarians also offer copyright sessions to help familiarize students in design with the practical and legal matters surrounding intellectual property rights and copyright.

The refinement of information literacy skills is essential to faculty professional development and maintaining status as “dual professionals.” Collaboration with librarians ensures faculty members are fluent in information discovery, search, and retrieval skills across the library’s expansive suite of databases and electronic information repositories. Ongoing consultation with library staff ensures that Mohawk College Faculty has current knowledge of the Canadian Copyright Act as well as Mohawk College’s policy on academic integrity.

6.2.7 Assessment of Current Resources – Field of Study

The Liaison Librarian for Business conducted a collection assessment to determine whether the proposed BBA Trades Management (Honours) program would be adequately resourced and whether the appropriate materials are available for college faculty and students. Subsequently, Mohawk College Library’s business collection was assessed in order to determine the adequacy of resources supporting faculty and students. As this degree will be delivered entirely online, this assessment specifically looks at online content such as e-books, online/electronic journal subscriptions, databases and open educational resources.

It is important to note that further collaboration will be required between the librarians at our partner colleges in order to identify core resources for this program. Once these resources have been identified, existing content in the collection will be further assessed. Additional resources may be required to ensure equitable and adequate coverage among the partner colleges.

Library catalogues and journal databases were searched using the following Library of Congress subject terms:

Library of Congress Subject Terms	
Industrial Management	Business logistics
Construction industry -- Management	Small business -- Management.

Library of Congress Subject Terms	
Automobile industry and trade --Management	Industrial marketing
Transportation equipment	Strategic planning
Manufacturing industries -- Management	International business enterprises
Warehouses--Management	Business ethics
Information technology -- Management	Risk management
Project management	Managerial accounting
Management information systems	Personnel management
Marketing	Operations management

E-books:

Further collaboration is required to determine core resources for this degree. However, as all three colleges currently subscribe to the EBSCO Academic e-Book collection and the ProQuest College Complete e-Book Collection, it is anticipated that these will make up some of the core resources for this program.

An assessment of these e-Book collections will be conducted with a view to ensuring that the Mohawk College would provide an online collection for immediate and convenient consultation and use. This assessment will be prepared by searching for materials via subject headings and keywords drawn from an analysis of draft course outlines.

A quantitative assessment of the collection will identify related subject areas with relevant titles and with current titles (defined by items published within the last five years (2013-2018)).

Periodical Subscriptions:

It is important to note that further collaboration with our partner colleges is required to determine core resources for this degree. Once these have been determined, an in-depth comparison of article databases and individual journal titles will be required to ensure equitable and adequate coverage of subject areas.

Databases: Articles, e-Books & Reports:

Mohawk College Library currently subscribes to the following databases that are directly relevant to this program:

Databases	
Academic Search Complete	Gale Virtual Reference Library
Business Source Premier	LexisNexis (+ QuickLaw)
Canadian Business and Current Affairs	McGraw Hill Entrepreneurship and Small Business eBooks
Canadian Reference Centre	Newswires
CARDonline	
Ebook Central	

To ensure equality, students enrolled in the BBA Trades Management (Honours) degree need to have equitable access to article databases, regardless of college. Due to licensing agreements with article database vendors, each college must subscribe individually to a database in order for all students in the degree to have equal access. In some cases, databases will have content that is similar to the content of another database; in many cases, however, database content is unique to the vendor. Further assessment and collaboration are required to determine core databases for this degree.

As a first step toward determining equitable article database offerings, a comparison was made of the database holdings for all three Colleges. At this time, the following three (3) databases are common to all three Colleges, with an additional database partially in common:

1. Canadian Business and Current Affairs: Complete

Full-text access to Canadian newspapers, business magazines, scholarly journals, trade journals, wire feeds and more. This database combines all of the Canadian Business and Current Affairs databases: CBCA Business, CBCA Current Events, CBCA Education, and CBCA Reference.

2. Lexis Nexis & QuickLaw

Access to Canadian Court cases, tribunals and arbitration decisions.

3. Business Source Premier

All three colleges currently subscribe to different versions of this resource. This database is the industry's most widely used business research database. This collection features full text and searchable cited references for well-reputed journals that cover a wide variety of management and business disciplines. Content also includes company and industry profiles, SWOT analyses and market, country and product reports.

Overall Assessment:

Further collaboration is required to determine core resources for this degree. It is expected that a future assessment of the Mohawk College Library resources will reveal suitable holdings in the area of business, construction, management, mechanical/electrical engineering and skilled trades. Advanced or specialized resources may be required to support student and faculty research in the industries and trades that are not offered at Mohawk College.

6.2.8 Recommendations

1. Industry-Specific e-Books

At this time, the Mohawk College Library current e-Book holdings provide adequate subject coverage for the construction, building renovation, engineering, and utilities industries. At present, Mohawk College Library has committed nearly \$60 000 of its funds to refresh the eBook collection. For the delivery of this program, Mohawk College Library has proactively acquired nearly one hundred titles on various disciplines in order to support the development of this program. Coverage of industries such as transportation (including automobile, aviation and aerospace), manufacturing, warehousing and others may or may not be on par with holdings at our partner colleges. Further collaboration with Algonquin College and George Brown College will be required to determine which resources will be considered core to this degree.

2. Article & Industry Report Databases

Consideration is being given to IBISWorld, an industry information database that contains reliable, up to date information and analysis of Canadian industries, including those included in this degree. As this database is becoming standard in the industry, it is anticipated that this resource may be required to provide additional coverage for this program.

Any additional journals or databases required to meet the teaching demands and learning outcomes of the program will be identified by faculty in the McKeil School of Business, Media & Entertainment, in consultation and with recommendations from the Liaison Librarian.

3. Embedded Liaison Librarian Model

Most importantly, the proposed BBA Trades Management (Honours) program will benefit from the continued support of an embedded Liaison Librarian. The incorporation of an embedded Liaison Librarian fosters an environment of comprehensive collaboration, and will work with partner colleges to ensure equitable support is consistently offered to faculty at all three colleges.

An embedded model allows faculty and the library to create and support program content with the best resources available in terms of currency, quality, depth, diversity, and accessibility. It also ensures the library's collection and approach to information literacy instruction are aligned with course content, assignments, and learning outcomes. Integrated collaboration also benefits faculty professional development in the adoption of new information literacy and technology skills, and the discovery of resources that point to innovation and emerging trends within the field. Through regular and meaningful collaboration, librarians and faculty can help support and enrich students' experiences and success in the BBA Trades Management (Honours) program.

6.2.9 Assessment of Current Technology: Hardware/Software – Field of Study

Well-organized design templates were utilized throughout Mohawk's course building process to ensure effective and consistent design. When built into the Learning Management System (LMS), these templates correlated directly with the web-based HTML user interface pages which resulted in visually appealing, high functioning, well-organized course sites that benefit the online learner. The web-based HTML pages also facilitate the use of text-to-speech technology 'ReadSpeaker' which is embedded into Mohawk College's LMS. Additionally, multimedia tools including lecture videos interspersed with formative quiz questions were implemented to promote learner engagement and stimulation and to assist students with reaching course learning outcomes.

6.2.10 Learning Resources Upgrading and Renewal – Field of Study

In order to remain current and effectively partner with collaborating college libraries, Mohawk College Library commits to the procurement of eBooks, media, and electronic journals and databases. With consideration for a contingency fund, Mohawk College will collaborate with the partnering libraries to identify, purchase and provide access to selected eBooks. Additionally, the acquisition of specific journal titles in the field of Trades Management may also be required and will be considered.

Lastly, the partnering Librarians at Algonquin, George Brown and Mohawk College identified IBISWorld as a recommended resource for this program. IBISWorld provides industry intelligence and business reports based on official data sources. Currently, Algonquin and George Brown College have a subscription to this resource and Mohawk College will subscribe, post-approval, as deemed necessary.

6.3 College Facilities, Space, and Capacity

6.3.1 Learning Management System (LMS)

eLearn@Mohawk is Mohawk College's Learning Management System (LMS), which is our branded version of Desire2Learn's Brightspace platform for online learning. Based on the Desire2Learn integrated learning platform, eLearn@Mohawk offers a powerful suite of flexible teaching and learning tools for course development, delivery, assessment, and management.

The heart of the platform is the Learning Environment (LE), which provides a rich set of core tools typical to learning management systems, these tools include online quizzing, assignment submission folders, rubrics and discussions. The ability to extend the core functionality of the LE through the integration of other applications and platforms is a key feature of the Brightspace environment and Mohawk has deployed several such integrations with other Desire2Learn and third-party applications, including:

- Desire2Learn ePortfolio, for the sharing of achievements, knowledge and reflections with instructors, advisors, employers and peers, and to demonstrate competency achievements over time;
- Desire2Learn Insights, for predictive analytics for retention strategies, quality assurance, and compliance requirements;
- Panopto, for the creation and publishing of rich video-based learning objects;
- Kaltura, for seamless rich media hosting and streaming;
- Turnitin, for fully-integrated text matching plagiarism detection for assignment submission;
- Respondus LockDown Browser, to securely lock-down the Desire2Learn quizzing platform;
- Office 365 for students to access their Mohawk College email from within the LMS and to allow easy submission of assignments directly from OneDrive
- Blue, for institutional surveying;
- Several integrations with content publishers including McGraw Hill, Pearson, and Nelson, providing single sign-on to custom learning content and environments.

6.3.2 College Renewal and Expansion

Mohawk College is committed to creating sustainable campuses with high quality spaces and cohesive designs that foster academic excellence and integrate the learning environment into the community.

Mohawk's main campus, is home to the Schools of Business, Media & Entertainment; Community, Justice and Liberal Studies; Engineering Technology; Health Studies; Applied Research; International Education; Community Partnerships and Experiential Learning;

Continuing Education, Academic Quality and the Centre for Teaching & Learning. Mohawk broke ground for The Joyce Centre for Partnership & Innovation in 2016 and opened its doors in September 2018. The 96,000 square foot Centre is Canada's largest and Hamilton's first, zero carbon institutional building. The Joyce Centre for Partnership & Innovation represents Mohawk's commitment to, and leadership in, sustainability. It is a 'living lab' that brings together learning and applied research under one roof. Students have full access to all levels of the building, from the basement to the rooftop solar array, so they can learn to operate, maintain and monitor zero carbon buildings. Students work alongside Mohawk's industry partners, who are developing new technologies, solutions and best practices for a future in which zero carbon buildings are the standard.

In addition to major renovation projects, Mohawk commits funds regularly to ensure resources are renewed and upgraded across faculties and campuses.

6.3.3 Equipment in Classrooms

All College campuses offer Smart Rooms for teaching instruction (100 Smart Rooms are located at Fennell, 25 at IAHS and 29 at Stoney Creek). The rooms each contain a Dell Optiplex 9010 AIO Touch Screen Computer with an i7, 8 mb of Ram and a 1TB hard drive. There is also a data projector, document camera, sound system, wireless microphone and iClicker system in each room.

6.3.4 Upgrading of Classrooms

Mohawk College upgrades and enhances our instructional spaces on an ongoing basis, taking into consideration changes in the physical environment, AODA requirements, changes in program delivery, and teaching and learning. Other factors considered include upgrades, which are informed by enrolment plans, faculty support needs, and the growing use of web-based technologies for teaching and learning.

Recently, the College upgraded 450 student workstations in various classrooms at all three campuses. The new desks provide more working space for students and a modesty panel at the front of the desk. The new chairs have two wheels so stations can be re-configured easily.

The new 96,000 sq. ft. zero carbon Joyce Centre for Partnership and Innovation at our Fennell Campus opened in September 2018. The Centre is comprised of classrooms and several specialized labs but learning will not be limited to these spaces. The building can be viewed as a living lab and students will have access to every level of the building, from the solar thermal array on the roof to the mechanical room and the sub-basement water room. Students will get hands-on learning in how to operate, monitor and maintain a zero carbon building.

6.3.5 McKeil School of Business Equipment, Workstations and Laboratory Space

The McKeil School of Business, Media & Entertainment, uses standard College classroom and laboratory student workstations. IT equipment is renewed on a three-year cycle.

6.3.6 Upgrading of Laboratories and Equipment – Computer Labs

The upgrading and renewal of equipment under warranty is determined by the terms and recommendations of the warranty, and Mohawk College follows the manufacturer's maintenance schedule. The College's Information Technology Client Services Department also follows an inspection and repair/upgrading schedule with respect to college equipment. If equipment requires repairs outside of such a schedule, for example while classes are in session, it is repaired or replaced as quickly as possible so as not to interfere with classes, as there is an operational budget and process for such occurrences.

All lab computers for students are typically renewed every three years or as required. Teaching technologies and open-access student labs are funded with the college's Student Information Technology Enhancement Fund (SITE) of approximately \$1 million yearly. Servers, network infrastructure, and teaching lab computer equipment are also renewed using operational funding and other new initiative capital project funding as required. The College has a three to four-year plan for all of the labs. The server infrastructure is kept until unusable or the vendor will not allow maintenance contracts. This process usually results in upgrades every five years. All equipment is inventoried in a database and reports are produced to determine renewal items based on available renewal funds per year.

6.4 Support Services

6.4.1 Learning and Physical Supports

Support for learning and physical resources is provided to students and faculty through the Centre for Teaching and Learning (CTL) and the Mohawk College Library. CTL staff dedicate three Educational Technology Specialists, and one Learning Technologies Technician, four Curriculum Development Specialists, a Learning & Development Consultant and a Universal Design for Learning (UDL) Curriculum Consultant. Other teaching and learning Consultants in CTL include an Indigenous Education Consultant, an International Education Consultant and an Experiential Learning Specialist. In addition to academic support, Social Inc., a place where human rights are protected, also provides support to the college community.

Technical support, group study space, computers and laptops can be reserved or accessed online, by phone or chat, or by visiting any campus Library or Library Tech Bar. Personal one-on-one or small group appointments with trained librarians, and technicians are also available for individual support.

Support for Students

The Library Tech Bar at Fennell, the Institute for Applied Health Sciences (IAHS) at McMaster and Stoney Creek Campus libraries help students in the following areas:

- Setting up Wireless access on their laptop or mobile device
- Troubleshooting Library computers (PC and Mac)
- How to navigate MoCoMotion
- Using eLearn and creating ePortfolios Printing, copying and scanning
- Suggestions and guidance for using tools for collaboration and creativity

The eLearn helpdesk is available by phone and in-person from 8:30 – 4:30 to answer questions related to Mohawk's Learning Management System eLearn@Mohawk; in the evenings, Library staff can be contacted by email and chat.

A StartSmart Orientation session is provided to give students an overview of eLearn@Mohawk and to outline options for support. The Program Coordinator is also available to support individual students, with their specific requests, using Zoom technology. This makes it easy for students to receive adequate support and promotes engagement in the program of study.

Student Commons is a course site in eLearn@Mohawk which contains Self Help written and video tutorials to guide students in using eLearn@Mohawk, a discussion forum for questions, FAQ and terminology guides. This online space is monitored by the Helpdesk Technician to answer questions and ensure information is current and relevant. In addition, each course has

embedded within it, a course orientation with guided navigation, video tutorials and links to contact, if additional support is needed.

Support for Faculty

eLearn@Mohawk tutorial videos and InfoSheets offer 24/7 self-help options to instructors. Educational Technology Specialists, (ETS) are also happy to create tailored PD sessions for using eLearn and other Learning Technologies supported by the college.

The Centre for Teaching & Learning is home to a team of educational designers providing technical and pedagogical support to faculty in their use of [eLearn@Mohawk](#). Each educational technology specialist has direct responsibility for the eLearn and learning technologies needs of specific School/Schools. Customized training is available by request to meet the unique needs of individuals, as well as from small groups to all instructors in a program of study.

Curriculum Development Specialists (CDS) facilitate faculty development offerings. Teaching for Success, for example, is offered twice a year for faculty groups, is organized by the Teaching and Learning Consultant and facilitated by CDSs. These provide individual instruction on a range of topics including outcome-based education, lesson planning, assessment, learning styles, Universal Design for Learning (UDL), inclusivity/diversity, inclusion, access/community partnerships, and accessibility.

Multimedia sound booths located at each campus provide a dedicated space for faculty to create personalized multimedia content for their courses. Each sound booth is equipped with a range of hardware and software to support the creation of quality audio and video resources. Faculty also have access to Software Licences to enable them to create their own content, from the convenience of their homes. These include Panopto, for the creation and publishing of rich video-based learning objects, and Kaltura, for seamless rich media hosting and streaming; Additional teaching and communication technology, such as Zoom licences have also been made available to faculty to maintain a regular online presence to support students.

Mohawk makes the following software and programs available on PCs and Macs at several library locations:

- Adobe Acrobat Pro
- Adobe Digital Editions
- Adobe Master Collection CS6
- ArcGIS
- AutoCAD 2014
- Blender
- Communications Software (Essay Punch, etc.)

- CSAIT Software package (including Microsoft SQL Server, Microsoft Visual Studio, NetBeans IDE, Notepad++, Putty, Oracle Database Express, Oracle VM VirtualBox, VMWare Player, ZOOMIT)
- Digital Fire Insight
- Express Scribe
- FaceTime
- FS Reader

6.4.2 Academic and Personal Supports

The table below provides highlights of services offered.

Support Area	Provides Access To/Information About:
The Square	<ul style="list-style-type: none"> • Request a ONE card student ID • Pay fees • Register for courses • Request a transcript or letter verifying enrolment • Drop off completed forms • Apply to college programs • Financial Assistance
Student Success Advisors	<ul style="list-style-type: none"> • Specialized program and campus knowledge • Adjusting to college life • Questions re: academic probation • Questions re: repeating failed subjects • Procedures for dropping a course • Deciding about program withdrawal • Advice on college policies and procedures • Articulation of other post-secondary programs • Helping to eliminate barriers to success
Counselling Services	<ul style="list-style-type: none"> • Academic issues, including strategies and techniques for effective learning • Career & education options • Personal issues that are getting in the way of academic success (all services are provided confidentially)

Support Area	Provides Access To/Information About:
Accessibility Services	<ul style="list-style-type: none"> Services to ensure all students have an equal opportunity to achieve their educational goals
Student Rights & Responsibility Services	<ul style="list-style-type: none"> Issues related to Student Behaviour, Human Rights, Academic Appeals and Student Complaints

For support services related to Student Protection, please see Section 12.

6.5 Faculty

6.5.1 Four-Year Projection of Cumulative Enrolment

The proposed program is structured to accommodate program enrolment at home institutions as follows:

Enrolment Assumptions	Algonquin	George Brown	Mohawk
Projected Annual Enrolment	25 students	25 students	25 students
Retention Rate	85%	85%	85%

Students will not be part of a cohort that moves through the program together. Projected enrolment at home institutions is as follows:

Year	Algonquin Student Enrolment	George Brown Student Enrolment	Mohawk Student Enrolment	Total Student Enrolment
Year 1 (2021/22)	46	46	46	138
Year 2 (2022/23)	79	79	79	237
Year 3 (2023/24)	79	79	79	237
Year 4 (2024/25)	79	79	79	237

6.5.2 Program Faculty Plan (Part-time Hires)

As noted in the Memorandum of Understanding signed by the three colleges, one full-time faculty member shall be assigned to the program, with salary costs shared by each partner college. The three colleges are also intending to increase the program complement by hiring up to four new part-time faculty with the specializations listed in the table below. The timing of the part-time hire is dependent on student enrolment in the specific courses. As noted in

Course Schedule 1, the three colleges have identified 21 faculty members with the academic credentials and professional experience required to teach in the degree program. Fifteen possess PhD's and six have master's degrees. Faculty hired into the program will possess the required credentials in accordance with the PEQAB benchmark.

Faculty Name	Credentials	Reference to Course Schedule 1 Course Assignment
New Hire #1 Mohawk	PhD in management, or a related field	Level 5: Professional Practice Levels 7/8: Capstone Applied Research
New Hire #1 Algonquin	Graduate degree in related discipline; PhD preferred	Level 5: Risk Management
New Hire #2 Algonquin	Graduate degree in related discipline; PhD preferred; PMP preferred	Level 6: Project Management
New Hire #3 Algonquin	Graduate degree in business, or related discipline; PhD preferred	Level 7: Managing Small and Medium Enterprises Level 7: Management Information Systems Level 8: Negotiation Strategies

6.5.3 Overall Faculty Complement (Removed for Web Version)

6.5.4 Policies Related to Faculty

The electronic policies file (Section 14: Policies) includes policies and procedures pertaining to faculty within the following:

Algonquin College:

- Policy AA 23: Faculty Consultation with Students
- Policy AA 25: Student Course Feedback
- Policy AA 40: Academic Advising
- Policy HR 02: Professional Development Leave
- Policy HR 03: Tuition Assistance - Algonquin College Courses
- Policy HR 04: Tuition Assistance - Degree Completion

- Policy HR 07: Full-time Hiring Process
- Policy HR 10: New Employee Orientation
- Procedure: Credential Evidence and Release of Information
- Procedure: Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement (Effective From: 2017-2021) Excerpt Article 11 Workload

George Brown College:

- Section 14, Appendix G - George Brown College's Program Review Guidelines – Degree Programs, PART A "Program Currency Update"
- Section 14, Appendix I – Academic/Professional Credential Requirements
- Section 14, Appendix J – Components of George Brown Performance Review Cycle for Faculty
- Section 14, Appendix K – Faculty Availability to Students
- Section 14, Appendix L – Professional Development of Faculty
- Procedure: Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement (Effective From: 2017-2021) Excerpt Article 11 Workload

Mohawk College:

- AS-2007-2016 Academic Hiring (Degrees)
- AS-2003-2013 Student Feedback on Teaching
- SS-3103-2009: Program Promotion and Graduation Requirements
- CS-1312-2005 Professional Development for Staff
- Procedure: Ontario Colleges of Applied Arts and Technology Academic Employees Collective Agreement (Effective From: 2017-2021) Excerpt Article 11 Workload

6.6 Curriculum Vitae of Faculty Teaching Core Courses (Removed for Web Version)

Each college has on file, available for inspection, signatures from the faculty and staff whose curriculum vitae (CVs) are included in this submission, attesting to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review and final status of the program application. The CVs of faculty responsible for the delivery of non-core (breadth) courses for which Ministerial Consent has already been granted are on file with PEQAB). The CVs for faculty teaching core courses are included in this section.

Section 7 Credential Recognition

All three colleges pursue new degree opportunities in sectors that are aligned with their college's Strategic Mandate Agreement (SMA), that build on the college's existing areas of strength, and where the college already has significant partnerships and working relationships that can inform and strengthen program development and ongoing delivery. To this end, the colleges engage in consultations with stakeholders at every stage of program design and development.

7.1 Labour Market Information

The proposed program will attract students who are currently employed in positions related to their skilled trades education/training. These individuals will be interested in the program to increase opportunities and facilitate career progression into management positions. Applicants are expected to fall into one of the following target student groups:

1. Tradespersons who own a small business:
 - Most of these small businesses have less than 10 employees.
 - These owners need a suite of skills that this program provides, such as human resources, accounting, marketing, etc.
2. Employees of mid-size to large organizations:
 - People in a larger organization looking to move up into a higher management/supervisory positions.
 - Graduates who are looking to advance their skills and want to get into the business side of trades.
 - Organizations would be very interested in this program as a professional development (PD) tool and to help employees develop management and leadership skills. Online delivery is very attractive to organizations offering the degree courses as PD to a management trainee.
3. Graduates of technician and technology diploma programs:
 - Recent graduates would be interested in bridging into this degree to add business knowledge and skills as well as gain more experience and more or broader base of employment opportunities

The following table provides links to the Ontario Job Profiles information related to the current employment areas of prospective students:

NOC	NOC Description	Job Outlook (2017-2021)	Employed Full-Time	Average Annual Income
7201	<u>Contractors and supervisors, machining, metal forming, shaping and erecting trades and related occupations</u>	Undetermined	76%	\$71,465
7202	<u>Contractors and supervisors, electrical trades and telecommunications occupations</u>	Undetermined	76%	\$83,438
7203	<u>Contractors and supervisors, pipefitting trades</u>	Undetermined	75%	\$86,045
7204	<u>Contractors and supervisors, carpentry trades</u>	Undetermined	67%	\$62,389
7205	<u>Contractors and supervisors, other construction trades, installers, repairers and servicers</u>	Undetermined	62%	\$63,440
7301	<u>Contractors and supervisors, mechanic trades</u>	Undetermined	83%	\$72,684
7302	<u>Contractors and supervisors, heavy equipment operator crews</u>	Above average	68%	\$70,526
0711	<u>Construction managers</u>	Above average	73%	\$86,801
0712	<u>Home building and renovation managers</u>	Above average	57%	\$53,089
0714	<u>Facility operation/management managers</u>	Average	78%	\$67,191
0731	<u>Managers in transportation</u>	Undetermined	82%	\$77,367
0911	<u>Manufacturing managers</u>	Average	81%	\$93,848

The three colleges contracted with Hanover Research, an external third-party organization, to research labour market demand and graduate opportunities. Key findings from Hanover's final report include:

- Labour market trends indicate a positive outlook for graduates of a bachelor's degree program in trades management.** National occupational projections indicate average demand for trades management-related occupations in general, particularly in construction management fields, through 2024. Home-building/renovation manager positions are projected to grow by nearly 13 percent from 2014 to 2024 nationally. In Ontario, the number of job openings for construction and home building/renovation managers is projected to exceed the number job seekers, indicating a positive job market for graduates. Additionally, educational attainment data indicate many trades management professionals are required to hold a bachelor's degree.
- Student demand for a bachelor's degree program in trades management is strong.** National and provincial bachelor's degree completions in Primary Grouping 5 (Business, Management, and Public Administration) from 2010 to 2014 experienced steady growth and awarded a robust volume of conferrals from 2010 to 2014. In Ontario, bachelor's degree in trades and business management specific fields increased at a much stronger than average rate (15.0 percent) from 2012 to 2016, though these fields accounted for a low volume of awards.

- **There is a sizeable prospective market in Ontario for applicants to a bachelor's degree program in trades management, as demonstrated by certificate and apprenticeship completions.** From 2012 to 2016, certificate conferrals in trades fields experienced strong growth (8.4 percent), with 8,529 conferrals awarded in 2016. Likewise, apprenticeship completions in Ontario grew at an annualized rate of 6.2 percent from 2010 to 2014. In 2014 in Ontario, there were 11,643 completed apprenticeships, with an additional 144,909 registrations. The strong and high volume of certificates and apprenticeships in Ontario points to a robust target market for the proposed bachelor's degree program.
- **Competitive saturation for a bachelor's program in trades management in Ontario is weak.** Hanover identified five honours bachelor's degree programs in Ontario, and an additional five non-honours programs in British Columbia, which may compete with the proposed degree program. However, just one of the ten programs is administered online, providing Algonquin, Mohawk, and George Brown with a unique opportunity to enter a non-competitive market. Despite the dearth of these programs, indirect competitors, such as the Blue Seal Certification, may impact the competitive landscape.
- **Algonquin, Mohawk, and George Brown should utilize George Brown's experience with the Prior Learning Assessment Recognition (PLAR) process to award students with academic credit and co-op requirements through prior work experience.** Experiential learning components are required by seven of the ten identified programs, while an additional two have optional field experiences. All five Ontario-based programs require experiential learning, but only George Brown advertises the PLAR process as an option for students to fulfill this requirement through past work experience and demonstration competency. By leveraging George Brown's existing PLAR process, Algonquin, Mohawk, and George Brown can stand out from competitors and market the proposed program as a flexible option for working professionals.

Results of Hanover Research's analysis of occupations at a national level include:

- National occupational projections indicate a stable employment outlook for graduates of the proposed trades management program. Overall, relevant trades management occupations are projected to grow at a rate of 8.6 percent between 2014 and 2024, about as fast as the growth rate for all occupations nationally (8.1 percent). Home building/renovation managers are projected to experience the fastest growth (12.8 percent), while facility operation/maintenance managers are expected to experience the slowest growth (1.9 percent).
- Home building/renovation managers are projected to contribute the highest number of jobs among relevant occupations, contributing 17,000 jobs over the next decade, which accounts for nearly 60 percent of the combined growth for all fields (n=29,200). Aggregated, trades management related professions anticipate creating 29,200 new positions through 2024.

- Short-term occupational projections indicate a mixed employment outlook depending on the trade discipline. Home building/renovation as well as manufacturing and utilities managers face favorable employment prospects in the short term, with the number of job openings exceeding the number of job seekers for all years from 2017 to 2021. Meanwhile, managers in transportation and facility operation/maintenance may face a more competitive job market, with the number of job seekers exceeding positions most years from 2017 to 2021.

Results of Hanover Research’s analysis of occupations at a national level include:

- Graduates of bachelor’s degree programs like the proposed program find employment in industries and occupations related to their field of study. For example, the most common industry for automotive management graduates is motor vehicle and parts dealers, and the most common occupation for construction science and management graduates is construction management. This indicates individuals studying in trades fields tend to remain in the field in which they study.
- Trends among graduates with lower-level credentials are similar, as industries of employment are large the same, while there are slight differences in the frequency in which these graduates hold management positions. In marketing a potential bachelor’s degree in trades management, Algonquin, Mohawk, and George Brown should demonstrate how obtaining a bachelor’s degree can impact graduates’ upward mobility.

In addition to occupational projections, Hanover analyzed relevant job postings and trends to provide additional context to potential graduates’ career opportunities and outlook. To identify relevant positions, Hanover searched Indeed Canada job postings for jobs in a variety of trades management positions in Ontario. As there are a wide variety of trades fields, Hanover focused on construction management, automotive service management, and supply chain management positions.

Most of the examined job postings required at least a postsecondary degree or diploma, but only a third of postings required a bachelor’s degree. Ten of the 15 identified supply chain management positions required a bachelor’s degree for qualification, while two required a master’s degree. Job postings trends indicate postsecondary degrees are common requirements for trades management positions; however, certain fields may more commonly require bachelor’s degrees. The following is a summary of the job postings analysis conducted using www.indeed.ca:

Trades Field	Total Postings from Search	Degree or Diploma Required or Preferred	Bachelor's Degree Required	Experience Required
Construction (n=15)	2,985	80% (n=12)	13% (n=2)	Min: 2-5 years Max: 10-15 years
Automotive Service Manager (n=15)	1,661	47% (n=7)	20% (n=3)	Min: 3+ years Max: 6 years
Supply Chain Manager (n=15)	949	100% (n=15)	67% (n=10)	Min: 3-5 years Max: 15+ years

Depending on their skilled trades background, graduates will be well positioned to apply their business-related knowledge and skills to a range of positions: Foreperson, Business Owner, Union Representative, Trainer/Instructor, Manager, Factory Service Representative, Project Manager, Estimator, Mechanical Engineering Technologist, Industrial Training Designer, Training Director, Safety Officer, University Research Technician, Program Development Officer and Apprenticeship Advisor.¹

The academic pathway to further education which would be available to graduates would be a Master of Business Administration (MBA) offered by numerous universities across Ontario. Letters from several universities indicating recognition of the proposed degree are included later in this section.

7.2 Tracking Program Graduates

Graduates of the proposed program will access alumni services and supports primarily through their home institution. Alumni offices at all three colleges maintain databases of graduates for the colleges' programs and have numerous ways to stay connected with graduates, including:

- Hosting graduate and industry engagement activities such invitations to speak with new students at the beginning of term orientation and providing graduate profiles which are shared with the community.
- Communicating with graduates about the program and alumni-related events on a regular basis through various channels including email and social media.

In addition to the home institutions staying in contact with their graduates, the colleges' MOU outlines the intention of the colleges to establish minimum benchmarks of annual

¹ Canadian Apprenticeship Forum, "Apprenticeship Analysis: The Benefits of a Skilled Trades Career: Journeyman Perspectives & Experiences," October 2015, p. 7, http://caf-fca.org/wp-content/uploads/2015/10/Member8_Journeyman-Careers.pdf

performance of the collaborative program. Such benchmarks will include identifying a process to share program graduate information tracked by each college.

7.3 Credential Recognition – Employers

As outlined in Section 4 – Program Content, the three colleges formed a joint Program Advisory Committee (PAC) to guide development of the proposed degree. This committee meets regularly to provide a variety of perspectives from the Trades sector and from scholars whose work touches on relevant topics.

The three colleges also consulted with employers, business professionals, and industry stakeholders and conducted qualitative research. Feedback from these sources, and the conclusions emanating from the sector consultation were integrated into the program structure and course content presented in this application.

Letters of recognition from the following organizations are included in this section:

1. ArcelorMittal Dofasco
David J. Cameron, L&D Team Leader, Learning and Development
2. Bermingham Foundations Solutions Limited
Dennis Lafleur, Assembly Supervisor
3. Dalerose Homes
Mary Lawson, V.P. General Manager
4. Fruitland Manufacturing
Chris White, President, C.O.O.
5. Jackson & Associates Inc.
Mark Jackson
6. Dan McKeen, Program Manager, Hydro One (Retired)
7. Orlick Industries Limited
Scott Armstrong, Manager, Human Resources
8. PCL Constructors Canada Inc. (Toronto)
David Folk, Senior Project Manager
9. PCL Constructors WestCoast Inc.
Randy Callaghan, Workforce Supervisor

10. Pipe Shield
Brad Arnold, Technical Consultant

11. Taplen Commercial Construction Inc.
Michael Assal, President, President

12. Toronto Hydro-Electric System Limited
Ave Lethbridge, Executive Vice-President and Chief Human Resources & Safety Officer
Jennifer Stulberg, Director, Talent Management

ArcelorMittal Dofasco
Flat Carbon Steel



Thursday, 17 May 2018

Mr. Cebert Adamson
Director Academic Operations, Program Quality & CTL
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Cebert:

Thank you for contacting me regarding the new Honours BBA Trades Management degree that the three colleges plan to launch. I was most interested to review the curriculum information that you provided and learn about the innovative ways in which this program will meet the needs of target students.

Our organization will be able to benefit from this program in two ways. Current employees who wish to acquire or improve their business skills will be able to utilize this program and enhance their ability to maintain the asset that they are responsible for by running it more like a business. That is essentially what they are doing now, but they have not had the advantage of having a program like this to prepare them. The second benefit would be the fact that others will be graduating out of this program with the business skills they need, along with the trade background making them very good candidates to consider when hiring into these roles.

It is very beneficial that the program schedule does not cause disruption to the participants work schedule. The program model and curriculum design you have devised are closely in tune with our needs, and I am happy to extend my support for your plans to offer the degree.

Additionally, I am available and willing to continue to advise you and the faculty on design and curriculum as the program's development progresses.

I support the colleges' decision to offer this program and look forward to our industry receiving the benefit of degree students in Trades Management whether they are our current employees, or new employees hired in to meet our workforce needs.

Yours truly,

A handwritten signature in black ink, appearing to read "David J. Cameron".

David J. Cameron
L&D Team Leader
Learning & Development

ArcelorMittal Dofasco GP
Box 2460
1330 Burlington Street East
Hamilton, Ontario L8N 3J5
Canada

T (905) 548-7049 ext.
F (905) 548-4102
david.j.cameron@arcelormittal.com
www.arcelormittal.com



600 Ferguson Ave. N., Hamilton, Ontario, Canada L8L 4Z9
Phone: (905) 528-7924 • 1-800-888-9432 • Fax: (905) 528-6187 • Email: admin@berminghammer.com • www.berminghammer.com

September 15, 2016

Dear Doug:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

Berminghammer Foundation solutions provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Bermingham Foundation Solutions is a leading manufacturer of diesel pile driving hammers, reverse-circulation drills, leads, and a wide variety of custom foundation equipment. Established in 1897, Bermingham is also Canada's most experienced foundation contractor.

Bermingham's unique blend of manufacturing and contracting operations allows for the ability to constantly experiment with new equipment and procedures, field test modifications, and constantly improve products and construction techniques with each and every project. Whether the project is on land or on the water, Bermingham has the experience and the know-how to succeed

Our organization enjoys a strong relationship with Mohawk College and we have worked closely on a number of innovative programs and training. We are pleased to learn that Mohawk is working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journey person or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: dlaflaur@berminghammer.com or by telephone at: 905-536-1981.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dennis Laflaur', written in a cursive style.

Dennis Laflaur
Assembly supervisor
Birmingham Foundation solution



April 16, 2018

Mr. Cebert Adamson

Director Academic operations, Program Quality & CTL

Mohawk College

135 Fennell avenue West

Hamilton, Ont. L9C 0E5

Dear Cebert,

Thankyou for contacting me regarding the new Honours BBA Traades Management degree that the three colleges plan to launch. I was most interested to review the curriculum information that you provided and learn about the innovative ways in which this program will meet the needs of target students.

The principals of our organization are highly respected leaders in the residential construction industry and recognized across Canada. We have a direct, hands-on approach to our business which allows us to make decisions swiftly and flexibly adapt to client requirements. In addition, we have a strong commitment to supporting the ongoing evolution of the construction sector and nurturing the careers of talented people within south Western Ontario and beyond.

The core business courses at a degree level will provide the type of knowledge and skills we seek when hiring new staff. At our organization, such degree-holding new employees could likely become part of our succession planning. I was especially pleased to see that the online program will be delivered in a manner that will be advantageous for employers with staff wishing to continue work as they study. Since the program model and curriculum design as you have designed are well in line with construction sector needs, I am very happy to extend my support for the plan to offer this degree.

In addition, I am available and willing to continue to advise you and the faculty on the design and curriculum as the development of the program evolves.

I support the colleges' decision to offer this program and look forward to our industry receiving the benefit of degree students in Trades Management during work experience opportunities, as a guest speaker at industry events, or as a mentor to other potential students.

Sincerely,

Mary Lawson

A handwritten signature in blue ink, appearing to read "Mary Lawson", with a long horizontal flourish extending to the right.

V.P. General Manager , Dalerose Homes

110 Main Street • P.O. Box 87 • Erin, Ontario • N0B 1T0

Tel: 519.833.7499 • Fax: 519.833.2099

dalerosecountry@bellnet.ca



September 15, 2016

Doug Daniels CFPHS
Associate Dean, Industrial and Motive Power
481 Barton Street
Stoney Creek, ON
L8E 2L7

Dear Doug:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

Fruitland Manufacturing provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Fruitland® Manufacturing was established in 1957 as a tool & die shop, machine repair facility and manufacturer of custom-designed production machinery. Our customers were comprised of primary steel manufacturers and metal working industries across southern Ontario. We have been keeping pace with modern technologies by committing large investments into new C.N.C. machining equipment and state-of-the-art CAD/CAM systems. Virtually any type of custom machining can be performed by Fruitland ranging from one piece to multiple piece production runs. All of our C.N.C. and conventional machines and equipment are required to be operated by highly qualified and skilled machinists and CNC programmers.

Our organization enjoys a strong relationship with Mohawk College and we have worked closely on a number of innovative programs and training. We are pleased to learn that Mohawk is working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing.

We see such program as a great opportunity for a journeyperson or tradesperson to expand their skill set and remain competitive in a growing market.

Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom

324 Leaside Avenue, Stoney Creek, Ontario, Canada L8E2N7 1-800-663-9003
Fruitland Manufacturing is a division of R.T. Hamilton and Associates Ltd.



attendance. Offering the courses online will be a particular strength and will have greater appeal for our industry.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, please do not hesitate to contact me by email at: cwhite@fruitland-mfg.com or by telephone at: 905 662 6552.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris White".

Chris White
President / C.O.O.



JACKSON
& ASSOCIATES INC.
DESIGN · BUILD · RENOVATE

May 15, 2018

Mr. Cebert Adamson
Director Academic Operations, Program Quality & CTL
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Cebert:

Thank you for reaching out about the new Honours BBA Trades Management degree planned to start (2020) at three colleges; George Brown, Algonquin and Mohawk. I was most fascinated to read over the innovative curriculum and how the program will meet the needs of target pupils.

Our association is a leader in the construction industry in Canada and performs as a participant on numerous Public/Private organized developments. We have an honest and integrity driven method to our profession, which helps us create prompt and malleable decision making to adjust to any clients' needs. Furthermore, we have an obligation to the development of our business standards starting with the learning process of occupations for the capable and bright individuals of the Greater Toronto Area.

When hiring new staff this level of education will offer the nature of comprehension and abilities desired in new employees. In our business, graduates such as these are more likely to be hired into entry- or mid-level management positions, subject to previous experience. I was particularly glad to see that the online program will be delivered in a way that will be beneficial for companies that have staff still continuing their education. The program model and curriculum proposal was devised to follow our sector's necessities, we are happy at Jackson & Associates to extend support for the plans to offer this Honours' degree.

Moreover, as the program's growth develops I am accessible and enthusiastic to assist you and the faculty on design and curriculum of the course, if need be.

I support the colleges' decision to offer this program and look forward to our industry receiving the value of degree students in Trades Management during work experience opportunities, as a guest speaker, and ultimately as an employer.

Sincerely,

Mark Jackson
The Jackson & Associates Team
2 Eastwood Road, Suite 1
Toronto Ontario
M4L 2C3



2 Eastwood Road, Suite 1, Toronto ON M4L 2C3 phone: 416 693 7870

email: info@jacksoninc.ca url: www.jacksoninc.ca



Dan McMeekin
Program Manager, Hydro One (Retired)
10-221 Limeridge Road West
Hamilton, Ontario; L9C 2V4
9054-317-8301

May 14, 2018

Mr. Cebert Adamson
Director Academic Operations, Program Quality & CTL
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Cebert:

Thank you for contacting me regarding the new Honours BBA Trades Management degree that the three colleges plan to launch. I was most interested to review the curriculum information that you provided and learn about the innovative ways in which this program will meet the needs of target students.

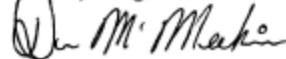
As a retired Program Manager for Hydro One, I am very interested in this new program. Being retired, I can only speak for myself, but I would like to express my excitement and support for this program.

I started at Hydro One in the electrical trade and over 28 years and worked my way into a Program Manager position. I can honestly say that I wish that this program was available to me while I was working. Everything in this program is relevant to helping a person like me advance through an organization such as Hydro One. There are many trades' people out there who would like an opportunity to further their careers, and this program will undoubtedly give many the skills and training that are required by any large company.

The core business courses at a degree level will provide the type of knowledge and skills that larger corporations seek when hiring new staff. At Hydro One, such degree-holding new employees would likely be hired into entry- or mid-level management roles, depending on prior experience. It would also help a tradesperson advance through the organization. I was especially happy to see that the online program will be delivered in a way that will be advantageous for employers who have staff who wish to continue to work as they study. Since the program model and curriculum design you have devised are closely in tune with sector needs, I am happy to extend my support for your plans to offer the degree.

I would be happy to be involved in any way possible in moving this program forward. I would make myself available to review the curriculum, to be a guest speaker or any other role that you may deem appropriate. I support the colleges' decision to offer this program and look forward to seeing trades people receive the benefit of a degree in Trades Management.

Thank you again for allowing me to be involved.



Dan McMeekin
Program Manager (retired)
Hydro One



411 PARKDALE AVENUE N.,
P.O. BOX 5190,
HAMILTON, ONTARIO L8L 8G1
TELEPHONE: (905) 544-1997
FACSIMILE: (905) 544-9612

September 15, 2016

Doug Daniels CFPHS
Associate Dean, Industrial and Motive Power
481 Barton Street
Stoney Creek, ON
L8E 2L7

Dear Doug:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

Orlick Industries provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Orlick is a benchmark supplier to the automotive industry, serving OEM and Tier 1 customers globally, with a core competence in high pressure aluminum die-casting and precision machining and assembly. We enjoy a strong local presence in the Hamilton area with a longstanding relationship with Mohawk College through a variety of innovative programs and training.

We are pleased to learn that Mohawk is working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journey person or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: scott.armstrong@orlick.on.ca or by telephone at: 905-544-1997 ext. 2313.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Armstrong", written over a large, light-colored oval scribble.

Scott Armstrong
Manager, Human Resources



SHARING YOUR VISION. BUILDING SUCCESS.

CONSTRUCTION LEADERS

May 11, 2018

Mr. Cebert Adamson

Director Academic Operations, Program Quality & CTL
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Cebert:

Thank you for contacting me regarding the new Honours BBA Trades Management degree that the three colleges plan to launch. I was most interested to review the curriculum information that you provided and learn about the innovative ways in which this program will meet the needs of target students.

PCL Constructors Canada Inc. is a Canadian leader in construction services and acts as a key stakeholder on many public-private partnership projects. We have a direct, hands-on approach to our business which allows us to make decisions swiftly and flexibly adapt to client requirements. In addition, we have a strong commitment to supporting the ongoing evolution of the construction sector and nurturing the careers of talented people within the GTHA, and the markets that we operate in across North America.

The core business courses at a degree level will provide the type of knowledge and skills we seek when hiring new staff. At our organization, such degree-holding new employees would likely be hired into entry or mid-level management roles, depending on prior experience. I was especially happy to see that the online program will be delivered in a way that will be advantageous for employers who have staff who wish to continue to work as they study. Since the program model and curriculum design you have devised are closely in tune with sector needs, I am happy to extend my support for your plans to offer the degree.

Additionally, I am available and willing to continue to advise you and the faculty on design and curriculum as the program's development progresses.

I support the colleges' decision to offer this program and look forward to our industry receiving the benefit of degree students in Trades Management during work experience opportunities, as a guest speaker, or eventually as an employer.

Sincerely,

David Folk

Senior Project Manager
PCL Constructors Canada Inc.

PCL CONSTRUCTORS CANADA INC. (TORONTO)

500-2201 Bristol Circle, Oakville, Ontario L6H 0J8
Telephone: 905-276-7600 ♦ Fax: 905-276-4324 ♦ www.pcl.com/toronto



SHARING YOUR VISION. BUILDING SUCCESS.

CONSTRUCTION LEADERS

May 9, 2018

Mr. Cebert Adamson
Director Academic Operations, Program Quality & CTL
MOHAWK COLLEGE
135 Fennell Avenue West
Hamilton, Ontario, L9C 0E5

Dear Mr. Adamson

Re: Letter of Understanding

This is a letter of support for the new Honors BBA Trades management degree that the three colleges, Algonquin, Mohawk and George Brown College plan to offer. The program steering committee has a diverse representation from the construction industry as well as the leadership from the colleges.

PCL is a pan Canadian organization that has been leaders in the construction industry, starting back in 1906. PCL is the largest general contractor in Canada with billings of over 8 Billion dollars annually. Many of our senior management have come from a trade background. This program will offer the academic side of our industry to prepare our people to enter into higher management positions. These positions are seeing a shortage of people with the skills needed to manage our projects.

The advantage of this program at the degree level being offered as a distance learner model allowing delivery on line will attract many that have full time employment commitments. This program will create an opportunity to those that wish to expand their academic portfolio to qualify for a higher position within our organization.

The value that a manager, superintendent that comes from a trade background has to our industry is unmatched to the candidate that has only an academic upbringing. The years of experience on site working on the tools coming through the apprenticeship system has the experience and understanding how to build projects successfully.

PCL CONSTRUCTORS WESTCOAST INC.

310 – 13911 Wireless Way, Richmond, BC, V6V 3B9
Telephone: (604) 241-5200 ♦ Fax: (604) 241-5301 ♦ Website: www.pcl.com





I am privileged to have been invited to be part of the steering committee representing the construction industry and will continue to offer my support to this program through its development and on an ongoing basis if requested.

Yours truly,

A handwritten signature in cursive script that reads "Randy Callaghan".

Randy Callaghan, RSE, CPHR
Workforce Supervisor,
PCL Constructors Westcoast Inc.
p 604-241-5346 | e 604-788-1049
rjcallaghan@pcl.com
www.pcl.com
Sharing your vision. Building success.



Dr. Adel Esayed, Dean
Centre for Construction & Engineering Technologies
George Brown College
146 Kendal Avenue, Room E425
Toronto, ON M5R 1M3

August 29, 2016

Dear Adel:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

Pipe Shield Enterprises Inc., provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Pipe Shield Enterprises Inc., formerly Bradley Mechanical Services, has been in operation since 1985. We specialize in Plumbing, mechanical services and pipe rehabilitation / lining. We currently employ 22 full time employees. The most expensive part of starting a company for a tradesperson is having to learn how to operate a business by making mistakes. I believe that this program will be beneficial, not only to tradespeople exploring the option of starting their own business, but for site foreman, supervisors, project managers and our management team.

Our organization enjoys a strong relationship with George Brown and we have worked closely with the Centre for Construction and Engineering Technologies (CCET) on a number of innovative programs and training. We are pleased to learn that the CCET and George Brown's Centre for Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journeyman or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: brad@pipe-shield.com or by telephone at: 647-333-1650.

Sincerely,

Brad Arnold

Brad Arnold C.Tech., Fellow OACETT, RSE²
Technical Consultant

1105 Britannia Road East, Mississauga, Ontario L4W 3X1 • (905) 670-7481 • www.pipe-shield.com



OTTAWA 2018.04.27

Ms. Sandy Green
Program Support Officer
Centre for Continuing and Online Learning
Algonquin College
1385 Woodroffe Ave.
Ottawa, ON K2G 1V8

Dear Sandy:

Thank you for contacting me regarding the new Honours BBA Trades Management degree that the three colleges plan to launch. I was most interested to review the curriculum information that you provided and learn about the innovative ways in which this program will meet the needs of target students.

Our organization is a Canadian leader in construction services and acts as a key stakeholder on many public-private partnership projects. We have a direct, hands-on approach to our business which allows us to make decisions swiftly and flexibly adapt to client requirements. In addition, we have a strong commitment to supporting the ongoing evolution of the construction sector and nurturing the careers of talented people within the Greater Toronto Area.

The core business courses at a degree level will provide the type of knowledge and skills we seek when hiring new staff. At our organization, such degree-holding new employees would likely be hired into entry- or mid-level management roles, depending on prior experience. I was especially happy to see that the online program will be delivered in a way that will be advantageous for employers who have staff who wish to continue to work as they study. Since the program model and curriculum design you have devised are closely in tune with sector needs, I am happy to extend my support for your plans to offer the degree.

Additionally, I am available and willing to continue to advise you and the faculty on design and curriculum as the program's development progresses.

I support the colleges' decision to offer this program and look forward to our industry receiving the benefit of degree students in Trades Management during work experience opportunities, as a guest speaker, or eventually as an employer.

Regards,

A handwritten signature in blue ink, appearing to read "Michael Assal".

Michael Assal, President
Taplen Commercial Construction Inc.

Design-Build . General Contracting . Project Management . Construction Management
1505 Laperriere Ave., Suite 200, Ottawa, ON K1Z 7T19
Tel: +613.521.2550 Fax: +613.521.8945
www.taplenconstruction.com

Toronto Hydro-Electric System Limited Telephone:
14 Carlton Street Facsimile:
Toronto, Ontario M5B 1K5 torontohydro.com



June 7, 2018

Dr. Adel Esayed, Dean
Centre for Construction & Engineering Technologies
George Brown College
146 Kendal Avenue, Room E425
Toronto, ON M5R 1M3

Dear Adel:

Re: Proposed Honours Bachelor of Business Administration (BBA) Trades Management Degree

Thank you for contacting us regarding the new Honours BBA Trades Management degree that George Brown, Mohawk and Algonquin Colleges plan to launch. We were interested to review the curriculum information that was provided and learn about the innovative ways in which this program will meet the needs of target students.

Our organization owns and operates the city of Toronto's electricity distribution system, delivering electricity to approximately 768,000 customers. As the second largest utility in the province of Ontario, the utility serves the largest city in Canada and distributes approximately 19% of the electricity consumed in Ontario. We have a strong commitment to talent acquisition and development to support the evolving resourcing needs for our organization and the community we serve.

The core business courses at a degree level captures the type of knowledge and skills we seek when hiring, promoting and developing employees. This program would provide a unique learning opportunity to our employees to build on their foundational education and/or experience and further their competence as business leaders. We were pleased that the online program delivery enables students to continue to work as they study. The program model and curriculum design have been developed with our sector needs and challenges in mind. We are happy to extend our support for your plans to offer the degree.

Additionally, members of our organization are available and willing to continue to advise you and the faculty on design and curriculum as the program's development progresses.

We fully support the colleges' decision to offer this program and look forward to our industry receiving the benefit of degree students in Trades Management during work experience opportunities, as a guest speaker, and eventually as an employer.

Sincerely,



Ave Lethbridge

Executive Vice-President and Chief Human
Resources & Safety Officer



Jennifer Stulberg

Director, Talent Management

7.4 Credential Recognition – Industry Associations

Letters of recognition from the following industry associations are included in this section:

1. Canadian Apprenticeship Forum
Sarah Watts-Rynard, Executive Director
2. Canadian Home Builders' Association
Jack Mantyla , Director, Professional Development
3. Greater Ottawa Home Builders' Association
John Herbert, Executive Director
4. Mechanical Contractors Association of Ottawa (MCA Ottawa)
Mary Gauthier, General Manager
5. Millwright Regional Council of Ontario / United Brotherhood of Carpenters and Joiners of America
Ian Mclsaac, Executive Secretary Treasurer
6. Ontario Building Officials Association
Aubrey L. LeBlanc, Chief Administrative Officer



Canadian Apprenticeship Forum
Forum canadien sur l'apprentissage

September 15, 2016

Shaun Barr, Academic Chair
Construction Trades and Building Systems
Algonquin College

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

Dear Shaun:

The Canadian Apprenticeship Forum is pleased to indicate its support of the proposed online Bachelor of Business Administration (Trades Management) program.

The Canadian Apprenticeship Forum is a national non-profit organization built on the collaboration of employers, unions, educators, jurisdictional apprenticeship authorities and equity-seeking groups, such as those representing women and Indigenous peoples. We conduct apprenticeship-focused research, connect stakeholders, highlight best practices and promote apprenticeship as a valued post-secondary pathway.

Our organization enjoys a strong relationship with Algonquin College and we have worked closely with the Algonquin Center for Construction Excellence (ACCE) on a number of innovative programs and training. We are pleased to learn that ACCE and the School of Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journeyman or tradesperson to expand their skill set and remain competitive in a growing market.

I am pleased to support this proposal. Should you require additional information, do not hesitate to contact me by email at sarah@caf-fca.org or by telephone at (613) 235-4004.

Yours sincerely,

Sarah Watts-Rynard
Executive Director



Suite 500
150 Laurier Avenue W.
Ottawa, Ontario K1P 5J4

T. 613-230-3060
E. chba@chba.ca
W. www.chba.ca

Canadian
Home Builders'
Association



Association canadienne
des constructeurs
d'habitations

September 15, 2016

Shaun Barr
Academic Chair
Construction Trades and Building Systems
Algonquin College

Dear Shaun:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

The Canadian Home Builders' Association provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Since 1943, the Canadian Home Builders' Association (CHBA) has been "the voice of Canada's residential construction industry." Representing one of the largest industry sectors in Canada, our membership is made up of over 8,500 companies – including home builders, renovators, land developers, trade contractors, product and material manufacturers, building product suppliers, lending institutions, insurance providers, and service professionals.

Our organization enjoys a strong relationship with Algonquin College as members of our Professional Development Committee. We are pleased to learn that the Algonquin Center for Construction Excellence (ACCE) and the School of Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journeyman or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: mantyla@chba.ca or by telephone at: (613)-230-3060.

Sincerely,

Director, Professional Development



Greater Ottawa Home Builders' Association
Association des constructeurs d'habitations d'Ottawa

#108 – 30 Concourse Gate, Nepean, ON K2E 7V7
Tel: (613)723-2926 Fax: (613)723-2982

September 13, 2016

Shaun Barr
Academic Chair
Construction Trades and Building Systems
Algonquin College

Dear Shaun:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

The Greater Ottawa Home Builders' Association provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

As you are aware, we are the voice of the residential construction industry in Ottawa with 360 member companies employing over 26,000 skilled men and women in this region who construct about 85% of all new homes. We therefore represent a significant economic impact on the entire Ottawa region spinning off \$1.2 billion in wages and generating a value of \$2.5 billion in economic activity.

Our organization enjoys a strong relationship with Algonquin College and we have worked closely with the Algonquin Center for Construction Excellence (ACCE) on a number of innovative programs and training. We are pleased to learn that ACCE and the School of Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journey person or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: jherbert@gohba.ca or by telephone at: 613-723-2926.

Yours truly

John Herbert
Executive Director
Greater Ottawa Home Builders' Association

Website: www.gohba.ca

E-mail: info@gohba.ca



MCA Ottawa

401-2039 Robertson Road
Ottawa, ON K2H 8R2
Tel.: (613) 237-1491
Fax: (613) 567-3177
www.mcaottawa.ca

September 15, 2016

Shaun Barr, Academic Chair
Construction Trades and Building Systems
Algonquin College

Dear Shaun:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

The Mechanical Contractors Association of Ottawa (MCA Ottawa) provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

MCA Ottawa represents the contractors working in the unionized sheet metal and piping trades in Eastern Ontario, including the City of Ottawa. As such, our members are some of the region's largest employers of apprentices and journeypersons in the ICI sector of the sheet metal (308A) and the plumbing (306A) trades. We also member firms working in the plumbing service sector, building controls and welding trades.

Our organization enjoys a strong relationship with Algonquin College and we have worked closely with the Algonquin Center for Construction Excellence (ACCE) on a number of innovative programs and training. We are pleased to learn that ACCE and the School of Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journeyperson or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance. MCA Ottawa strongly believes in the value of education and regularly provides targeted education for our owners, their foreman, project managers or estimators. We have found that for those living outside the immediate city area, in-class attendance can be a significant barrier due to the added travel time.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at mary@mcaottawa.com or by telephone at: 613-237-1491.

Sincerely,

Mary Gauthier,
General Manager.



Mechanical Contractors Association of Ottawa

50 Years
1966-2016



Millwright Regional Council of Ontario
United Brotherhood of Carpenters and Joiners of America

79 Sunrise Avenue
TORONTO, Ontario M4A 1A9



TELEPHONE: (416) 757-5161
FAX: (416) 757-0183

August 29, 2016

Dr. Adel Esayed, Dean
Centre for Construction & Engineering Technologies
George Brown College
146 Kendal Avenue, Room E425
Toronto, ON M5R 1M3

Dear Adel:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

The Millwright Regional Council of Ontario provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

The MRCO has had a long relationship with George Brown College and feel that the establishment of this program could be a huge incentive to young people in the trades.

Our organization enjoys a strong relationship with George Brown. We have worked closely with the Centre for Construction and Engineering Technologies (CCET) on a number of innovative programs and training. We are pleased to learn that the CCET and George Brown's Centre for Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journeyperson or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: imclsaac@millwrightont.com or by telephone at: 416-757-5161.

Sincerely,

Ian McIsaac
Executive Secretary Treasurer
Millwright Regional Council of Ontario





Ontario Building Officials Association

Building Knowledge/Growing Communities

September 14, 2016

Dr. Adel Esayed, Dean
Centre for Construction & Engineering Technologies
George Brown College
146 Kendal Avenue, Room E425
Toronto, ON M5R 1M3

Dear Adel:

Re: Proposed Online Degree – Bachelor of Business Administration (Trades Management)

The Ontario Building Officials Association provides this letter in support of the proposed online Bachelor of Business Administration (Trades Management) program.

Founded in 1956, OBOA is a self-governing not-for-profit professional association for Ontario's building officials. OBOA is committed to maintaining the highest degree of professionalism in the field of building code enforcement and building safety, while promoting uniform code interpretation and enforcement through training and education services, and related advocacy work. OBOA's 2000 members are dedicated and trained professionals who, on behalf of Ontario's municipalities, play a vital role in ensuring a safe built environment.

Our organization enjoys a strong relationship with George Brown and we have worked closely with the Centre for Construction and Engineering Technologies (CCET) on a number of innovative programs and training. We are pleased to learn that the CCET and George Brown's Centre for Business are working with other colleges across Ontario to develop a degree program that will provide tradespersons with the business skills needed to further their career in industry organizations or grow their own business. Such a degree acknowledges that the industry requires tradespersons who not only have the technical knowledge and skills of their trade, but also have a range of business-related skills, including human resource management, accounting and marketing. We see such a program as a great opportunity for a journey person or tradesperson to expand their skill set and remain competitive in a growing market.

Offering the courses online will be a particular strength and will have greater appeal for our industry. Many tradespersons are seeking to increase their business acumen and attain postsecondary credentials but find their work and family commitments do not accommodate regular classroom attendance.

In summary, we are very pleased to support the proposal for a Bachelor of Business Administration (Trades Management) degree. Should you require additional information, do not hesitate to contact me by email at: cao@oboa.on.ca or by telephone at: 905.264.1662.

Sincerely,

Aubrey L. LeBlanc, M.Sc., M.B.A.
Chief Administrative Officer

200 Marycroft Avenue, Unit 8 Woodbridge, Ontario L4L 5X4
Telephone 905.264.1662 Fax 905.264.8696 Website: www.oboa.on.ca Email: info@oboa.on.ca

7.5 Credential Recognition – Graduate Programs

Graduates of the BBA Trades Management (Honours) will be eligible for admission to relevant graduate degrees at universities provided they meet the entrance requirements. Several graduate programs have indicated that qualified graduates from the proposed degree would be well positioned to continue academic studies in their master's programs.

Letters of recognition from the following universities are included in this section:

1. Brock University – Goodman School of Business
Program: Master of Business Administration (MBA)
Andrew Gaudes, Dean
2. Carleton University – Sprott School of Business
Program: Master of Business Administration (MBA)
Shaobo Ji, Associate Dean, Professional Graduate Programs
3. Davenport University
Program: Master of Business Administration
Program: Master of Management
Linda K. Rinker, Executive Vice President for Academics and Provost
4. McMaster University – DeGroote School of Business
Program: Master of Business Administration
Willi H. Wiesner, Director, MBA Program
5. McMaster University – W Booth School of Engineering Practice and Technology
Program: Master of Technology, Entrepreneurship and Innovation
Vladimir Mahalec, Associate Director for Graduate Studies
6. Niagara University
Program: Master of Business Administration
Timothy O. Ireland, Provost
7. Robert Gordon University – Aberdeen Business School
Programs: MSc International Business, MSc Human Resource Management, MSc Health Safety and Risk Management, MSc Management, MSc Project Management and MSc Procurement and Supply Chain Management.
Erica Cargill, Academic Strategic Lead
8. Royal Roads University
Program: Master of Business Administration
William R. Holmes, Dean, Faculty of Manager

9. Thompson Rivers University – School of Business & Economics
Program: Master of Business Administration
Raymond A. K. Cox, Associate Dean

10. University of Fredericton – Sandermoen School of Business
Program: Master of Business Administration which is offered fully online
Program: Executive Master of Business Administration with specialty streams including Health and Safety Leadership, Sales Management Leadership, Business Analytic Leadership, Global Leadership and Innovation Leadership
Sheri McKillop
Vice President, Academics

11. York University – Schulich School of Business
Program: Master of Business Administration
Programs (one year): Master of Management; Master of Real Estate and Infrastructure
James McKellar, Associate Dean, External Relations



Office of the Dean

Goodman School of Business
Brock University
Dean's Office, GSB 328
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1
T 905-688-5550 Ext. 4006

brocku.ca/goodman/

October 23, 2018

Mr. Cebert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

I am writing in support of the proposed Honours Bachelor of Business Administration. I have reviewed the program's abstract, outcomes and structure and believe that the honours degree will produce graduates who are well prepared to work and study in trades-related sectors.

Graduates of the proposed program will be valuable additions to Ontario's economy. In my view, there is high demand for graduates of such a program, and several industries, including construction and manufacturing will welcome students for work placement and qualified graduates as candidates for employment.

We would welcome graduates from this degree program to apply to the Goodman School of Business MBA program. The course work and additional activities will prepare them well for our curriculum either immediately following graduation or after they have business management work experience. I look forward to receiving applications from this program.

Sincerely,

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

Andrew Gaudes, PhD, ICD.D
Dean

Accredited by the Association to Advance Collegiate Schools of Business (AACSB)



October 9, 2018

Jessica DeVries, Chair
Academic Development
Algonquin College
1385 Woodroffe Avenue
Ottawa, ON
K2G 1V8

Dear Jessica,

I have reviewed the executive summary for your proposed Bachelor of Business Administration (Trades Management) (Honours) – including the program description, learning outcomes, and program of study.

We would be pleased to accept qualified students from this 4-year degree (Honours) program into our MBA. Our MBA general as well as concentrations in International Business might be of particular interest to your graduates. If you would like to inform your students about this graduate pathway, please do not hesitate to contact us for more information.

Best wishes,



Shaobo Ji, Ph.D.
Associate Dean, Professional Graduate Programs



September 26, 2018

Mr. Cebert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

Thank you for forwarding the program information for the Honours Bachelor of Business Administration (Trades Management) that you are planning to collaboratively offer through the business schools of Mohawk, Algonquin, and George Brown Colleges.

I have reviewed the program information and believe that it will prepare students to undertake study at the graduate level. Given the balance of theory and applied practice in the degree's design and its focus on key elements of business administration, qualified graduates from your program would be welcome to apply to the Master of Business Administration or the Master of Management degree program at Davenport University. Should graduates of your program meet our admissions requirements, and should they submit competitive applications, we would be happy to accept them into our department's Graduate Program.

I wish you success on the launch of this innovative program, and look forward to the opportunity to admit your best graduates into our Master of Business Administration or Master of Management degree program.

Sincerely,

A handwritten signature in cursive script that reads 'Linda K. Rinker'.

Linda K. Rinker, Ed.D.
Executive Vice President for Academics and Provost
Davenport University

September 7, 2018

Mr. Ceibert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

Thank you for contacting me regarding the Bachelor of Business Administration (Trades Management) (Honours) that Mohawk College, Algonquin College and George Brown College plan to offer and for inquiring about the possibility of your graduates applying to the MBA program in at the DeGroot School of Business at McMaster University.

I am writing to let you know that I have reviewed the program information and would be happy to receive applications from your graduates, should they wish to complete a related graduate degree. The combination of experiential knowledge, interdisciplinary application of theory, and the research and liberal studies components included in your degree will offer strong preparation that will benefit students' later studies.

I am pleased to support your honours baccalaureate program, and look forward to receiving graduates' applications to the MBA Program here at the DeGroot School of Business at McMaster University.

Regards,



Willi H. Wiesner, Ph.D. | Director, MBA Program
Associate Professor of Human Resources & Management
DeGroot School of Business | McMaster University
Ron Joyce Center, 4350 South Service Road, Burlington
905.525.9140 ext. 20692 | wiesner@mcmaster.ca

September 6, 2018

Mr. Čebert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

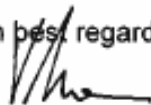
Dear Mr. Adamson:

Thank you for contacting me regarding the Bachelor of Business Administration (Trades Management) (Honours) that Mohawk College, Algonquin College and George Brown College plan to offer and for inquiring about the possibility of your graduates applying to the Master of Technology, Entrepreneurship and Innovation program at WBooth School of Engineering Practice, McMaster University.

I am writing to let you know that I have reviewed the program information and would be happy to receive applications from your graduates, should they wish to complete a related graduate degree. The combination of experiential knowledge, interdisciplinary application of theory, and the research and liberal studies components included in your degree will offer strong preparation that will benefit students' later studies.

I am pleased to support your honours baccalaureate program, and look forward to receiving graduates' applications to the Master of Technology, Entrepreneurship and Innovation program at WBooth School of Engineering Practice, McMaster University.

With best regards,



Prof. Vladimir Mahalec
Associate Director for Graduate Studies
mahalec@mcmaster.ca

November 8, 2018

Mr. Cebert Adamson
Dean
Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

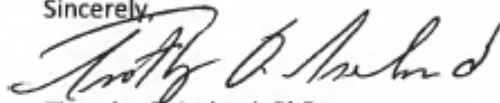
Thank you for contacting me regarding the Bachelor of Business Administration (Trades Management) (Honours) that Mohawk College, Algonquin College and George Brown College plan to offer and for inquiring about the possibility of your graduates applying to the Master of Business Administration (MBA) at Niagara University.

I am writing to let you know that I have reviewed the program information and that on behalf of Niagara University, we would be happy to support your application and to receive applications from qualified graduates, who meet our admission requirements, should they wish to pursue an MBA or related graduate degree at our institution. We remain committed to working with Mohawk and the other Ontario colleges to create pathways to enhance opportunities for their graduates and reduce barriers to graduate studies.

The combination of experiential knowledge, interdisciplinary application of theory, and the research and liberal studies components included in your proposed degree aligns with Niagara's commitment to a liberal studies undergraduate base as strong preparation for graduate level studies.

I am pleased to support your honours baccalaureate program and look forward to receiving graduates' applications to the Master of Business Administration (MBA), here at Niagara University.

Sincerely,



Timothy O. Ireland, PhD
Provost



Erica Cargill
Academic Strategic Lead
Aberdeen Business School
Robert Gordon University
AB10 7QE - 01224 263846
e.cargill@rgu.ac.uk

20th October 2018

Dear Linda,

After reviewing the course content of your Bachelor of Business Administration (Trades Management) (Honours) that Mohawk College, Algonquin College and George Brown College, I am pleased to confirm that graduates of this programme will be eligible for consideration to enter a range of postgraduate / masters provision at Robert Gordon University including: MSc International Business, MSc Human Resource Management, MSc Health Safety and Risk Management, MSc Management, MSc Project Management and MSc Procurement and Supply Chain Management.

We are proceeding to validation with a new suite of post-graduate courses as follows:

- MSc Business and Management* (core award)
- MSc Business with Strategic Risk Management
- MSc Business with Marketing Management
- MSc Business with Human Resource Management
- MSc Business with Financial Management
- MSc International Business Management*
- MSc Business Innovation and Entrepreneurship
- MSc Business Leadership and Management

The two asterisked courses are updated versions of our current MSc Management and International business whilst the remainder are entirely new offers. We hope to admit our first students to all of these courses in September 2019 and your students would be eligible for entry to any of these and would be encouraged to apply.

Yours faithfully,

Erica Cargill
Academic Strategic Lead
Aberdeen Business School



October 9, 2018

Jessica DeVries
Chair of Academic Development
Algonquin College
1385 Woodroffe Avenue
Ottawa, Ontario K2G 1V8

Re: Bachelor of Business Administration (Trades Management)

Dear Jessica,

One of the requirements for standard admission into the Royal Roads University's Master of Business Administration (MBA) in Executive Management program is the successful completion of a four-year undergraduate degree in a related field from a recognized post-secondary institution.

I have reviewed the executive summary, the program abstract, learning outcomes and program of study for the Bachelor of Commerce (Trades Management) that Algonquin College proposes to launch in collaboration with Mohawk College and George Brown College. I can confirm that this program satisfies the undergraduate degree requirement for admission into the Royal Roads University MBA program.

Please let me know if you require anything further. I wish you the best of success with your new program.

Sincerely,

William R. Holmes, DBA, CPA, CMA, CGA, CPHR
Dean, Faculty of Management

Royal Roads University
2005 Sooke Road Victoria, BC, Canada V9B 5Y2
T 250.391.2518 F 250.391.2500 TF 1.800.788.8028 royalroads.ca

LIFE.CHANGING



September 13, 2018

Mr. Ceibert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

Thank you for forwarding the program information for the Honours Bachelor of Business Administration (Trades Management) that you are planning to collaboratively offer through the business schools of Mohawk, Algonquin, and George Brown Colleges.

I have reviewed the program information and believe that it will prepare students to undertake study at the graduate level. Given the balance of theory and applied practice in the degree's design and its focus on key elements of business administration, qualified graduates from your program would be welcome to apply to the Master of Business Administration program. Should graduates of your program meet our admissions requirements, and should they submit competitive applications, we would be happy to accept them into our department's Graduate Program.

I wish you success on the launch of this innovative program, and look forward to the opportunity to admit your best graduates into our Master of Business Administration program.

Sincerely,

Dr. Raymond A. K. Cox
Associate Dean
School of Business & Economics
Thompson Rivers University



UNIVERSITY OF
FREDERICTON
CANADA

371 Queen Street, Suite 400
Fredericton NB E3B 1B1
Tel: 506-454-6232
Fax: 506-455-1675

October 2, 2018

Mr. Cebert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Dear Mr. Adamson:

Thank you for approaching the Sandermoen School of Business about the fully online Honours Bachelor of Business Administration (Trades Management) degree being developed by three Ontario colleges. As a fully online institution, the University of Fredericton strongly believes in the benefits of online learning and building academic pathways for individuals in the skilled trades.

Sandermoen School of Business offers a fully online Master of Business Administration degree and an Executive Master of Business Administration degree with specialty streams including Health and Safety Leadership, Sales Management Leadership, Business Analytic Leadership, Global Leadership, and Innovation Leadership.

After reviewing your program information, I believe that the proposed degree would prepare students to pursue an MBA, post-graduation. The proposed fully online degree, will prepare graduates for entry into a Masters level online program, understanding the convenience and flexibly while receiving a high quality academic experience. Given the balance of theory and applied practice and its focus on key components of business administration, qualified graduates from your program would be welcome to apply to one of our online Master of Business Administration programs. Should graduates of your program meet our admissions requirements, and should they submit competitive applications, we would be happy to accept them into one of our Master programs.

I wish you success on the launch of this innovative program and look forward to the opportunity to admit your graduates into the Sandermoen School of Business.

Regards,


Dr. Sheri McKillop
Vice President, Academics



Schulich
School of Business
York University

August 22, 2018

Mr. Cebert Adamson
Dean, Continuing Education, Academic Quality and Centre for Teaching
and Learning
Mohawk College
135 Fennell Avenue West
Hamilton, ON L9C 0E5

Brookfield Centre
Real Estate and Infrastructure

Schulich School of Business
Seymour Schulich Building
Room W362BB
York University
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3

Tel: (416) 736-5967
Fax: (416) 650-8971
Email: prop@schulich.yorku.ca
Web: schulich.yorku.ca/programs/mri/

Dear Mr. Adamson:

I am writing this letter in support of the Honours Bachelor of Business Administration (Trades Management) degree to be offered collaboratively by three Ontario colleges. The Schulich School of Business strongly supports opportunities for individuals in the skilled trades to more fully develop their business skills and knowledge as their careers development and new opportunities arise. Schulich has a number of programs which may be a good fit for graduates of an Honours BBA. Some of our new one-year programs such as the Master of Management are direct entry (from an undergraduate degree), while others require 3-5 years of work experience such as the one-year Master of Real Estate and Infrastructure. Applicants for the MBA typically have several years of work experience, plus a GMAT. We do prefer a diversity of backgrounds in our graduate programs.

After reviewing your program's abstract, outcomes and course information, I believe that the proposed degree would prepare students to pursue one of our many one and two-year graduate programs if they meet the application requirements. We are most cognizant of our responsibility to open new career opportunities for undergraduates who do aspire to enter the world of business.

Student Services, who process all applications to the Schulich School of Business, would be happy to review graduate applications from this Honours BBA degree for admission into our MBA, or other business programs as applicable. I would encourage students from your Honours Bachelor of Business Administration to reach out to our school prior to graduation so that they know what degree options are available and what admission requirements they may want to prepare for. We have a very active recruitment team who will be most willing to assist with any questions. I would direct you to our web site for additional information www.schulich.yorku.ca/programs.

UNIVERSITE
YORK
UNIVERSITY



Schulich
School of Business
York University

If I can provide further comment, please do not hesitate to contact me.

Regards,

James McKellar
Associate Dean, External Relations
Professor, Brookfield Centre in Real Estate and Infrastructure
Schulich School of Business
York University
4700 Keele Street, Toronto, Ontario M3J 1P3, Canada

Brookfield Centre
Real Estate and Infrastructure

Schulich School of Business
Seymour Schulich Building
Room W362BB
York University
4700 Keele Street
Toronto, Ontario
Canada M3J 1P3

Tel. (416) 736.5967
Fax. (416) 650.8071
Email: prop@schulich.yorku.ca
Web: schulich.yorku.ca/programs/mrei

UNIVERSITÉ
YORK
UNIVERSITY

Section 8 Regulation and Accreditation

There are no regulatory or accrediting associations relevant to this proposed degree.

Section 9 Nomenclature

The nomenclature was finalized through broad consultation with stakeholders in the program, including program faculty, academic and industry supporters. The Bachelor of Business Administration (Trades Management) (Honours) is aligned with the Ontario Qualifications Framework (OQF), specifically section 11 – Baccalaureate/Bachelor’s Degree Honours. The Bachelor of Business Administration nomenclature is commonly used in Ontario for business degrees that develop knowledge and skills in core areas such as accounting, project management, human resources, communication, economics, organizational behaviour, and interpersonal relationships.

The nomenclature also conveys accurate information about the discipline of study and will assist students, employers, and other postsecondary institutions to recognize the focus of the program. “Trades Management” captures the focus of the program to academically prepare students for the specific knowledge and skill areas such as managing small and medium enterprises, trades marketing, negotiation strategies and strategic thinking and management. Similar nomenclature is already in use by academia; for example, the University of Fraser Valley currently offers a Bachelor of Business Administration for Trades Management.

In summary, the nomenclature meets PEQAB’s nomenclature standard and benchmarks. The Bachelor of Business Administration (Trades Management) (Honours) nomenclature will facilitate public understanding of the program’s degree level and academic rigor, as well as assist students, employers and other postsecondary institutions in recognizing the nature and discipline of study.

Section 10 Internal Quality Assurance and Development

10.1 Overview

Regular review of academic programs is a key strategy in addressing internal quality assurance, innovation and excellence. The program review process at Mohawk College is informed and guided by the New Charter for the Colleges (OCAAT Act 2002), quality assurance principles established by the Committee of Presidents of the Colleges of Applied Arts and Technology of Ontario in June 2003, and the Minister's Binding Policy Directive – Framework for Programs of Instruction and Credentials Framework 2003. Program review is a pivotal continuous improvement strategy, enabling the College to ensure that the content and delivery of programs continues to be responsive, current and relevant.

The College has implemented and published a policy and procedure for the periodic review of its programs which are included in the electronic policies file (Section 14: Policies):

- AS-2000-2013 Program Quality Policy
- Policy Review Handbook (Revised August 2017)

These established internal quality assurance procedure and policy meet or exceed PEQAB's Program Review Policy benchmarks. To ensure clarity in policies and procedures specifically related to degree programs and PEQAB benchmarks, Mohawk is in the process of developing and documenting guidelines specific to degree program reviews. The College anticipates that these guidelines will receive internal approval in fiscal 2019-20.

10.2 Program Review

The program review processes are intended to be meaningful and relevant, with a focus on continuous quality improvement. Reviews are intended to determine that:

- The program continues to be aligned with the mission, vision, and values of the college, Ministry of Training, Colleges and Universities standards and directives, as appropriate and industry standards, where applicable
- Program content continues to be relevant for market demands, and where appropriate, supports transition to further study
- Program delivery and assessment integrate innovation, best practices, and alternative approaches to teaching and learning as appropriate to enhance accessibility and student success and satisfaction

Process information, reporting templates and guides, in addition to other supports are available to Mohawk staff via an eLearn Program Review course. Staff are also encouraged to

contact the Program Quality office for additional support and guidance related to the review process.

Our processes are designed to integrate clear and consistent approaches and methodologies college-wide. The Associate Dean and his/her supervisor are responsible for implementation of formal reviews and addressing the recommendations that result from each review. The goals and recommendations that result from formal reviews guide the Annual Operational Plan, Strategic Enrolment Management Plan and Budget Plan undertaken by the College. As part of the Annual Operational Plan, progress related to recommendations arising from the program review are considered and adjusted as necessary.

10.3 Types of Program Review

10.3.1 Annual Program Review

To ensure continuous quality improvement, all programs at Mohawk College undergo an annual review. Annually, the following components of every program are reviewed:

- Program scorecard data
- Curriculum and recommendations for changes to the program of studies, including an updated curriculum mapping matrix
- Admission standards and recommendations for changes
- Blended learning metrics and recommendations for changes
- Student pathways and recommendations for changes

Annual Review reports are submitted to the Vice-President Academic according to the established schedule and deadlines.

10.3.2 Comprehensive Program Review/Self-study

A comprehensive, formal review must be completed for each program at least every five years, or more frequently, according to an established set of criteria. The detailed process is outlined in the Program Review Handbook included in Section 14 of this application.

The comprehensive review includes a full assessment of course outlines and program learning outcomes and analyses of the following: curriculum map, program delivery, enrolment and student success data, labour market data and KPI data. Other sources of information include:

- ideas gleaned from program specific student focus groups
- advice from the Program Review Committee
- environmental scans
- program mapping of the course learning outcomes
- alignment of program learning outcomes to institutional learning outcomes
- alignment to the institutional strategic plan

Comprehensive Program Reviews are managed by the Program Quality Unit, which engages a program review team that conducts the review and includes a Curriculum Design Specialist, an Institutional Researcher, Curriculum Committees, an Academic Lead and Program Faculty. The process includes assessment of curricula (course design and outlines); focus group consultations with faculty, students, graduates, employers and program advisory committee members.

The process also involves an external team. The main purpose of this team to verify the process and information collected through the self-study process. The use of the external team is the process by which the college assures itself that the academic standards of its programs are comparable with similar programs and systems offered and implemented elsewhere and that the assessment process has been conducted fairly, in accordance with the approved standards, structure, content and regulations. The external team will conduct a site visit, where they will interview stakeholders and carry out physical checks onsite. The process allows the College to see which programs are functioning to meet the needs of diverse learners in the global society.

Once completed, a report is generated and presented to the Senior Academic Officer of the college (Vice President, Academic), who meets with the review team to discuss the process, recommendations and action steps. Educational decisions are made based on the analysis of many areas of program review and evaluation, which are documented in a full report and includes a detailed Action Plan for quality enhancements over the ensuing 5 years.

Where program reviews determine that programs do not meet minimum criteria determined prior to the review starting, programs may be modified, suspended, cancelled, or consolidated with other programs. The recommendation for such action is made by the Mohawk Executive Group (MEG) to the College Board of Governors, which is responsible for the final decision.

Comprehensive reviews are scheduled on a five-year plan that is updated annually. Comprehensive reviews are submitted to the Vice-President Academic according to the established schedule and deadlines.

Section 11 Academic Freedom and Integrity

Mohawk College policies detail procedures relative to academic freedom, academic honesty, ownership of intellectual products of its employees and students, compliance with copyright law, academic honesty/integrity, and research involving humans and/or animals, as well as the management of research funds. Specific policies addressing Academic Freedom and Integrity at Mohawk College are referenced in Section 14:

SS-3203-2008 Academic Honesty

AS-2102-2007 Academic Freedom in Research

GC-4100-2013 Intellectual Property

AS-2100-2013 Ethical Conduct for Research Involving Humans

AS-2103-2007 Administration of Research Grants and Contracts

AS-2105-2007 Integrity in Research and Scholarship

AS-2106-2007 Research Involving Biohazardous and Radioactive Materials

GC-4101-2013 Copyright

11.1 Academic Freedom

Academic Freedom is a condition at universities that has been considered foundational for the pursuit of knowledge since the creation of the earliest institutes. According to Michael Horn (*Academic freedom in Canada: A history; 1999*) academic freedom within the context of Canadian universities consists of five elements: 1) the freedom to pursue truth wherever that may lead, 2) tenure so that the truth-seeker is not subject to loss of job when the research is controversial, 3) the ability of the scholar to be critical of the university, 4) the ability of the scholar to participate in public life, and 5) co-governance within the university.

At colleges in Ontario, the concept of Academic Freedom became more significant with the passing of the Post-Secondary Education Choice and Excellence Act (2000) and the revision of the Ontario Colleges of Applied Arts and Technology Act (2002), when colleges were given the ability to grant degrees (with limitations) and engage in applied research. Since that time, Mohawk has pursued applied research in the areas of Health and Technology, forming partnerships with industry and winning funding awards from various agencies including the Natural Sciences and Engineering Research Council of Canada (NSERC), the Canadian Foundation for Innovation (CFI), Canadian Institutes of Health Research (CIHR), Ontario Centres of Excellence (OCE), the Federal Economic Development Agency for Southern Ontario (FedDev), and others. While teaching remains the focus at Mohawk College, the new attention paid to applied research and the desire for greater involvement by some faculty in applied research has contributed to a changing culture where academic freedom is more widely recognized and valued by faculty, staff and administration alike.

Certain elements of academic freedom, such as the ability to be critical of the College and the ability to participate in public life, are understood to be protected by the general principle of

freedom of speech; the element of co-governance of the College is not fully achieved, but is addressed through the President's Advisory Committee and other Advisory Committees set up at the College to solicit input from internal and community experts on various issues prior to decision making. The College Board includes three elected Board members who are employees of the College with full Board member authority.

Mohawk affirms the freedom of faculty and staff to conduct research in their field of study and to publish their research in an environment free from harassment, discrimination and undue interference (Academic Employees Collective Agreement, Article 4), even when the findings are at odds with commonly accepted views. The obligation to support and protect this fundamental principle of academic freedom is described in the Academic Freedom in Research policy CR902. The freedom comes with the responsibility by faculty and staff to carry out the research in an ethical manner with a commitment to scholarly and scientific rigor.

11.2 Academic Honesty

The expectation of academic honesty is placed on all Mohawk College community members and applies to all academic endeavors including teaching, learning, and research, administrative and consultative work. Academic honesty means doing your own work, acknowledging sources of information, avoiding sources of unfair advantage, and behaving honestly during tests and examinations. High standards for academic honesty are imposed to preserve the values of the College, to sustain the credibility of the credentials granted by the College, and to promote an environment of integrity and respect among the student body. To this end, a broad consultation is currently underway to develop a more comprehensive academic integrity policy to replace the current academic dishonesty policy.

Examples of academic dishonesty are outlined in the Mohawk's policy on Academic Honesty (AC705) and include but are not limited to plagiarism, submitting an assignment of another's work, copying from another student, possession of unauthorized aids during tests or examinations, inappropriate use of computer technology to obtain an unfair advantage on a test or examination, and falsification of an academic credential.

If academic dishonesty is suspected, students have the right to disagree with the charge and begin an informal appeal process involving the faculty member and Associate Dean or VP. If the issue is not resolved, the student may pursue a formal appeal process whereby a hearing is conducted in front of an Appeal Panel and a final decision is reached. Penalties for academic dishonesty depend on the nature of the offence and range from a written warning to expulsion from the College.

Because the forms of academic dishonesty can be confusing to some students, the Mohawk College Library has developed tools and guidelines for plagiarism prevention and links to more information about the topic. An APA Help Guide is available online defining proper

bibliographic style. There is also an interactive tutorial on plagiarism, which includes information about the difference between quoting and paraphrasing; a special class was created to help students understand how the online educational tool “Turnitin” can be used to check for originality in their assignments and help them avoid inadvertent plagiarism (professors are encouraged to use Turnitin).

11.3 Ownership of Intellectual Property

The approach to ownership of Intellectual Property (IP) at Mohawk College reflects the view that academic excellence, inquisitiveness and curiosity are highly valued. In step with the mandate to become Ontario’s first specialized institute of Health and Technology, Mohawk is differentiating itself as a leader in Health and Technology, augmented and virtual reality, environmental sustainability and business, with an increased emphasis on applied research and an aim to attract the brightest faculty and students in these areas. Based on an environmental scan of like-minded postsecondary institutions and consultations with faculty and external experts, a new IP Policy was created in 2013 that balances the responsible use of public funds with the cultivation of an innovation culture and protection of creators’ rights.

Except where stipulated, ownership of rights in IP created in the course of research activities at Mohawk belong to the creator. The exceptions are when the material was developed using external funding; when it was developed in the course of teaching; or when it was developed with the negotiated understanding that the College would own the copyright. In the Collective Agreement, it is further clarified that “a work commissioned by the College or produced pursuant to the employee’s normal administrative or professional duties with the College shall be and remain the property of the College.” (Article 13)

Mohawk encourages students, staff and faculty to widely disseminate research findings and to pursue commercialization opportunities where they exist. The decision to commercialize rests with the creator and may be done alone or with the support of the College. Should support for commercialization activities by the College be requested, the creator must agree to assign to the College all rights in and to the IP. Nevertheless, the distribution of income from IP owned by the College weighs in favour of the creator: 75% is distributed to the creator and 25% to the College.

Much of the applied research conducted at Mohawk is done in collaboration with industry. Mohawk embraces collaborative work and acknowledges that ownership of IP of materials developed as a joint initiative or under a sponsored contract is governed by the provisions of that contract. All collaborative research must be undertaken in an atmosphere of mutual informed consent.

Disputes related to the ownership of IP are encouraged to be dealt with at an informal level. If a conflict cannot be resolved informally, the matter may be submitted to the Dean of Applied

Research for an administrative decision. Disagreement with any determination made by that Office may be directed to the Vice President, Academic, or his or her designee, for a final determination.

11.4 Research

Research at Mohawk implies practical, applied research focusing on solving real-world problems. Collaborations with industry produce relevant, innovative new products and processes that can be put directly to use in the marketplace. Combining the experience of faculty, the facilities of the College, the funding of agencies, the talent of students and the needs of businesses, applied research is now being conducted on a larger scale at Mohawk than ever before.

Integrity in research is overseen by an independent Research Ethics Board (REB) which reviews “ethical acceptability of research” on behalf of Mohawk College. Following the principles that govern research conducted with humans as per the Tri-County Policy Statement: Ethical Conduct for Research Involving Humans (TCPS2, December 2010), the REB is compliant with the following principles:

- Requirement for free and informed consent
- Respect for vulnerable persons
- Respect for privacy and confidentiality
- Respect for justice and inclusiveness
- Balancing harms and benefits
- Minimizing harm
- Maximizing benefit

The TCPS2 is a joint policy of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council.

Mohawk’s REB has the authority to approve, reject or propose modifications to any proposed research involving human subjects carried out under the auspices of Mohawk College

The electronic policies file (Section 14: Policies) includes policies and procedures pertaining to academic freedom and integrity within the following:

Algonquin College:

- Policy AA 18: Academic Dishonesty and Discipline
- Policy AA 20: Plagiarism
- Policy AA 34: Copyright
- Policy AA 35: Confidentiality of Student Records
- Policy AA 42: Learning Management System

- Policy IT 05: Information Sensitivity and Security
- Policy RE 01: Research Administration
- Policy RE 02: Integrity in Research and Scholarly Activities
- Policy RE 03: Research Involving Human Subjects
- Policy RE 04: Use of Animals in Teaching, Research and Other Activities
- Policy RE 05: Intellectual Property
- Policy RE 06: Use of Biohazardous and Radioactive Materials in Research and Education
- Policy RE 07: Academic Freedom Rights and Responsibilities

George Brown College:

- Section 14, Appendix M – Academic Freedom and Academic Honesty
- Section 14, Appendix N – Ownership of Intellectual Products
- Section 14, Appendix O – George Brown Copyright Policy and Copyright Guidelines
- Section 14, Appendix P – Integrity in Scholarly Research and Scholarship
- Section 14, Appendix Q – Research Ethics Policy

Mohawk College:

- GC-4101-2013: Copyright Policy
- SS-3203-2008: Academic Honesty
- AS-2102-2007: Academic Freedom in Research
- AS-2105-2007: Integrity in Research and Scholarship
- GC-4100-2013: Intellectual Property Policy
- AS-2103-2007: Administration of Research Grants and Contracts
- AS-2114-2007: Ethical Conduct of Research Involving Animals
- AS-2100-2013: Ethical Conduct for Research Involving Humans
- AS-2106-2007: Research Involving Biohazardous and Radioactive Materials

Section 12 Student Protection

Acting with integrity and transparency is a stated promise contained within one of Mohawk's five core values (to be accountable). The protection of student interests is upheld through a variety of mechanisms: an ethical recruitment process; the development of truthful and accurate promotional materials; adherence to publicly accessible policies and procedures; regular and frequent solicitation of student feedback; the availability of support services for students; and the joint promotion of a positive learning experience by the College and the Mohawk Students' Association. In addition to Mohawk's own policies that have been created to protect students, including the Academic Appeals (**SS-3105-2009**), Access to Student Records (**SS-3106-1978**), Student Behaviour (**SS-3200-2006**), Student Complaint Procedure (**SS-3204-2006**), Withdrawal and Redirection Procedure (**SS-3102-2008**), the College also adheres to the Ontario Human Rights Code, the Immigration and Refugee Protection Act, the Freedom of Information and Protection of Privacy Act and the Ministry of Training, Colleges and Universities Binding Policy Direction on Admission. Students Human Rights Policy GC-4301-1982 (Last revised Feb 14, 2017) Students Rights and Responsibilities Policy Framework SS-3205-2017 Effective Jan 18, 2017. Academic Accommodation for Students with Disabilities Last reviewed Feb 14, 2017.

12.1 Student Recruitment

Mohawk College is committed to an applicant-centred admissions process that ensures all applicants are treated equitably and fairly. The consistent application of fair and open admissions criteria is an important component of the College's commitment to making Mohawk the "College of choice".

Each year recruitment officers visit hundreds of high schools, Adult Education Centres and events across Ontario in order to showcase Mohawk College as being future focused and creating future ready graduates. Prospective students, guidance counsellors, parents and families are encouraged to participate in presentations to learn more about programs, facilities, admission requirements, graduate employment opportunities and more. Individual and group tours are offered year-round for all campuses. Open houses for College campuses are held twice per year (Spring and Fall).

12.2 Promotional Materials and Reports

Key information regarding Mohawk College is made available to students, employers and other stakeholders through a wide range of promotional materials. To ensure accuracy and truthfulness, a thorough review of all materials is conducted prior to publication, posting and distribution. For example, the Academic Calendar (See Appendix 13), distributed both in print and electronically on the college's website, is reviewed each year from May to June. Content is

created, reviewed and signed off by Marketing, the Associate Dean, the Associate Registrar, and Admissions prior to publication.

Sample Materials used to Promote the College

Information	Promotional Material or Report
Mission, vision and values	Mohawk College Annual Report
Academic structure and plan	Mohawk College Academic Plan
Program descriptions, including course titles by semester	Full-time academic calendar
Continuing Education and Online Learning	Catalogue
Recruitment facts	Fast facts
Course descriptions, including credit value	Organized by program on www.mohawkcollege.ca
Student handbook	OnTrak

12.3 Student Awareness of Policies and Procedures

College policies and procedures have been designed to provide and support an enriching and rewarding learning experience in which the rights of individuals are respected. The student, and the general public is able to access all relevant policies and procedures through the Mohawk College website at mohawkcollege.ca/about/policies

Registration for full-time programs is completed online. To ensure awareness of policies and procedures prior to registration, students are alerted by the statement: “By clicking on your program number you agree to abide by the Policies of Mohawk College and understand the Privacy and Legal Statements.” Direct links to Corporate Policies and Procedures and Privacy and Legal Statements are provided.

Upon registration, every student receives the student handbook “OnTrak” (See Appendix 14). The handbook contains a calendar with important school dates such as when classes start or break, last date to add or drop a course, last date to withdraw for fee refund and last date to appeal final grades. Also outlined are the policies and procedures, regulations, rights and responsibilities of students at Mohawk.

Topic	Corresponding Policy or Procedure
Admissions	Admissions (SS-3101-1980)
Credit Transfer for incoming students	Credit Transfer (AS-2002-2014)

Topic	Corresponding Policy or Procedure
Credit transfer with and recognition by other institutions	Credit Transfer (AS-2002-2014)
Entrance examinations	Admissions (SS-3101-1980)
Prior Learning Assessment	Prior Learning Assessment & Recognition (SS-3100-2008)
Grading	Grading & Transcripts (SS-3104-2009)
Requirements for international students	Will be referenced in revised Admissions Policy (SS-3101-1980)
Method of course delivery	Program Quality (AS-2000-2013)
Academic honesty	Academic Honesty (C705)
Intellectual property rights	Intellectual Property (GC-4100-2013)
Student dismissal	Student Behavior (SS-3200-2006)
Dispute resolution	Student Complaint Procedure (SS-3204-2006)
Tuition	Online at www.mohawkcollege.ca/fees
Scholarship & other financial assistance	Online at www.mohawkcollege.ca/financial-assistance
Payment of fees	Online at www.mohawkcollege.ca/fees
Withdrawals & refunds	Program promotion and graduation (SS-3102-2009)
Institutional closure	Emergency Closure (ERP803)
Supervision of theses/dissertations	N/A

Resolution of Disputes:

The College is committed to fairness and consistency in making decisions affecting students. When disputes arise, a full range of resolution services is available to assist with policy implementation or to address interpersonal and academic disputes or systemic issues (see also 12.5 Support Services).

The Student Complaint Procedure (SS-3204-2006) provides students with a process to make a complaint against a College employee whom they believe has behaved in an inappropriate manner. This procedure is applicable to student concerns and in situations where other College policies and procedures do not apply (situations involving Human Rights are addressed in policy GC-4301-1982).

The Academic Appeals Policy (SS-3105-2009) provides students with a mechanism for reasonable review of grading decisions affecting their academic progress. Students who believe that they have not received a fair academic decision related to a final grade in a course have access to a comprehensive, respectful and impartial review of their concerns.

Security of Academic Records:

The College does not give out any information on an individual student without the prior written consent authorizing the College to do so with the exception of information contained in a college transcript. The Student/Graduate Reference Policy (C762) states that where an employer or other person has a valid reason to request information that is beyond that supplied in a transcript, then the individual requesting the information will be directed to contact the student directly.

Payment Schedule of Fees and Charges:

All information on fees and applicable charges is summarized in a table (Post-Secondary Fees for (relevant year)) and posted on the Mohawk College website. Program-specific fees are organized by programs online and average tuition is also printed in the Academic Calendar.

Student Dismissal:

Expectations of student behavior refer to actions that make Mohawk a productive and positive place to learn and work. The expectations, described in the Student Behavior Policy (SS-3200-2006), are intended to guide student behavior and support staff in managing inappropriate behavior. The policy outlines responses to inappropriate behaviour, including restorative measures and disciplinary sanctions that can be implemented depending on the severity and pattern of the conduct in question.

Withdrawals and Refunds:

The Program Promotion and Graduation Policy (SS-3103-2009) advises students that those with a Weighted GPA less than 50 will be required to leave their program. It is strongly recommended that students in this situation seek advisement to explore opportunities for continuing study at the College.

Students who officially withdraw from the College within the first ten days of class will have all courses removed from their transcript and are entitled to a full refund of all tuition and ancillary fees paid, less a \$500 administrative fee. An Official Withdrawal form must be filled out and submitted.

Students who withdraw after the first ten days but within ten weeks of the start of class will receive a “W” (withdrawn) for all courses on their transcript. The tuition and ancillary fees for the current semester are non-refundable. All prepaid semesters beyond the current semester are refundable.

Students who withdraw after the first ten weeks of classes, or who do not complete an Official Withdrawal form, will receive grades earned on their transcript. See Withdrawal and Redirection Procedure **SS-3102-2008** in Appendix 11.

12.4 Overview of Collaborative Approach for Proposed Program

Key college marketing representatives from the three colleges are collaborating with the Trades Management Operating Steering Committee (TMOSC). In addition, the colleges established a tri-college Marketing Committee to guide the colleges' recruitment and marketing elements of the proposed program:

Marketing Committee Representatives	College
Alanna McDonell, Director of Marketing	Algonquin
Shawn McMahon, Faculty Marketing Officer	Algonquin
Jennifer Kennedy, Faculty Marketing Officer	Algonquin
Tanja Coughlan, Marketing Manager	George Brown
Katherine McCurdy, Director, Marketing and Creative Services	Mohawk
Lori Morgan, Chief Marketing Officer	Mohawk

The objective of the Marketing Committee is to ensure that program information provided to potential applicants and students is consistent across all communication channels and meets the applicable PEQAB standards and benchmarks.

The Committee conducted two meetings (September 27, 2018 and October 22, 2018), as well as shared information with the TMOSC informally through smaller group discussions and electronic communications. The Marketing Committee will work with the TMOSC to support the program launch campaign and ongoing delivery in several ways including:

- **The co-development and coordination of the new program launch:**

A common and important consideration for all three colleges is ensuring that sufficient lead time is available to develop and finalize online and calendar marketing information so that it is ready for a coordinated launch. Program launch activities are expected to include:

- A specific launch date so that the assets at each college are ready at the same time
- Common description(s) of the typical journeys of target audiences
- Alignment in how we showcase the program's uniqueness including a focus on the trades, industry support, etc.
- A shared and coordinated press release
- An article/story in MacLean's magazine

- **The creation and maintenance of a shared/common program landing page:**

The colleges will create a common web landing page providing the same description of the program for the provincial, national and international audiences. The landing page will describe the three-college collaboration as well as provide links to each of the three colleges' program web pages. George Brown College has agreed to coordinate/host the shared landing page and is currently coordinating with Algonquin and Mohawk Colleges to confirm common information to be provided.

- **The coordination and maintenance of ongoing consistency in marketing, recruiting and messaging:**

The Marketing Committee identified the following areas of ongoing collaboration to reinforce consistency of information to students:

- Print/Collateral:
 - Common language in partner College Program Information Sheets or collateral
 - Print ads – Higher Ed publications
 - Collateral that is in addition to partner College viewbooks
- Digital including Web:
 - Social media and display ads by partner Colleges
 - Program Page creation at partner Colleges – common descriptors, overview statements
 - Outline of pathways information
 - Common positioning statement, and/or tagline
 - Website banner – placement as per partner College web guidelines
 - FAQ page – Common responses for increased clarity
 - Faculty Information – Common formatting for Faculty biographies
 - Webinar with partner College involvement
 - Identification of keywords
- Asset Development:
 - Shared photography
 - Video - 1 minute and/or 30 sec- common video with the ability to update video bumpers by partner Colleges
- Other Communications:
 - Combined press releases
 - Print – various trade publications, articles, editorials leveraging shared industry experts

- Coordinated launch events same day or week
 - Outlines provided to partner College recruitment teams
- **Providing updates to partner colleges on institution-specific marketing:**

In addition to the collaborative marketing and recruitment activities, the Colleges will also be providing college-specific information to applicants and students. The Marketing Committee has agreed to share, as applicable, activities related to local marketing efforts; e.g.:

- Share strategies regarding platforms (social media, google SEO/key words) so that the colleges aren't duplicating efforts to reach the same audience.
- Check-in with the other colleges to avoid overlap of marketing efforts; each college will appeal to specified zones.

The electronic policies file (Section 14: Policies), includes policies and procedures pertaining to student protection within the following:

Algonquin College:

- Policy AA 09: Transfer of Academic Credit (Internal)
- Policy AA 10: Transfer of Academic Credit (External)
- Policy AA 11: Registration
- Policy AA 18: Academic Dishonesty and Discipline
- Policy AA 19: Academic Appeal
- Policy AA 37: Review of Final Grade
- Policy AA 39: Program Progression and Graduation Requirements
- Policy AD 02: Freedom of Information and Protection of Privacy Act
- Policy HR 22: Respectful Workplace
- Policy SA 02: Ombudsman
- Policy SA 03: Student Complaints
- Policy SA 06: Fees
- Policy SA 07: Student Conduct

George Brown College:

- Section 14, Appendix R – Resolution of Students' Academic Appeals, Complaints, Grievances and/or Other Disputes
- Code of Student Behaviour and Community Standards:
<https://www.georgebrown.ca/policies/code-of-student-behaviour-and-community-standards.pdf>
- Section 14, Appendix S – Student Dismissal

Mohawk College:

- CS-1317-2012: Respectful Workplace (Harassment and Discrimination)
- SS-3105-2009: Academic Appeal
- SS-3203-2008: Academic Honesty
- AD02: Freedom of Information and Protection of Privacy
- SS-3204-2006: Student Complaint Procedure
- SA06: Fees
- SS-3200-2006: Student Behaviour Policy
- CS-1402-2012: Violence Prevention and Protection
- GC-4301-1982: Student Human Rights
- SS-3205-2017: Students Rights and Responsibilities Policy Framework
- SS-3103-2009: Program Promotion and Graduation Requirements

Section 13 Optional Material (Removed for Web Version)