

1. TITLE PAGE

APPENDIX 1.1 SUBMISSION TITLE PAGE

Full Legal Name of Organization:	Georgian College of Applied Arts and Technology
Operating Name of Organization:	Georgian College
URL for Organization Homepage:	www.georgianc.on.ca
Proposed Degree Nomenclature:	Bachelor of Applied Business – Golf Management
Location where program to be delivered:	One Georgian Drive Barrie, Ontario L4M 3X9
Contact Information: Person Responsible for this Submission and Site Visit Coordinator:	Joseph Fruchter, Dean Hospitality and Tourism Programs One Georgian Drive Barrie, Ontario L4M 3X9 Telephone: 705-728-1968 Ext. 1241 Fax: 705-722-1529 E-mail: jfruchter@georgianc.on.ca
Anticipated Start Date:	September 2008
Anticipated Enrolment for the first 4 years of the program:	146 students
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2. EXECUTIVE SUMMARY

APPENDIX 2.1 EXECUTIVE SUMMARY

The Bachelor of Applied Business Degree in Golf Management will meet, and in some respects, exceed the knowledge and skill level requirements of the degree-level standard for a baccalaureate degree with an applied focus. The fundamental principle behind the proposed degree is to prepare graduates for workplace success in the evolving golf industry through a sound foundation in business theory and related industry experiences. This will be achieved through a combination of industry specific classroom instruction and paid co-op learning that is directly linked to the students' field of study and is designed to build on and reinforce academic studies. The proposed degree will educate students on the current issues, trends, and technologies related to their field and prepare them to develop proactive approaches that identify and respond to changes in their industry.

The Bachelor of Applied Degree program will offer courses very specific to the golf industry (for example, Rules and History of Golf, Agronomy for the golf industry) and at the same time, provide courses in subjects such as statistics, finance, marketing, management, economics and law. The rationale behind this choice of content is that students will receive a golf management-specific education that prepares them for employment in their industry without limiting their ability to pursue graduate level business degrees or to transfer their knowledge and skills to other disciplines should they desire to do so. Moreover, students will be offered a wide, carefully structured breadth of subjects for academic study to facilitate an understanding of the basic principles and applications within the field, and to develop a higher level of knowledge and skills in areas unrelated to their field of study that become invaluable tools to personal and professional success.

The structure of the proposed four-year degree consists of eight academic semesters and three paid co-op semesters. With respect to the work experience component, the proposed degree program will exceed the learning outcome standards specified in this Degree Level standard by offering more and better co-op experiences than many, if not most, programs. Industry support for this proposal has been so strong that a 100 percent co-op placement is anticipated. Students will be well prepared to immediately attain employment upon graduation.

Emerging societal and environmental trends have a significant impact on how the business of golf is conducted and managed. As environmental issues dominate the current societal conscience, the golf industry must embrace best practices for sustainable environmental management including turf, vehicles, water usage, effluence, energy consumption and consumables. The face of golf is in a period of change as the industry embraces a more diverse clientele. Moreover, there is a burgeoning interest in an enhanced service culture including programs focused on inner-city youth, people with disabilities and other community groups.

A changing industry requiring increased business acumen contributes to the need for golf managers who can think critically and arrive at and apply strategic business solutions in an increasingly complex, multi-billion dollar industry. The Bachelor of Applied Business - Golf Management program targets this growing need for golf industry professionals who can be immediately effective in the workplace, remain current in the field, and accept increasing levels of responsibility as they gain experience in a changing environment. Graduates will have the necessary managerial and leadership skills to fulfill these responsibilities while remaining sensitive to diverse cultures, interests, and abilities of staff members and golf consumers.

The need for higher standards of academic and professional education was determined through consultation with professional organizations, individual partners (owners, operators, and associations), the advisory board, student feedback, and faculty input. Although the number of golf courses in Canada and around the world is increasing, yearly participation rates are relatively flat. As the field becomes increasingly competitive, the subsequent need for managers with strong business skills as well as a well rounded knowledge of the golf industry is becoming more acute. Currently, there are numerous jobs available in a variety of positions in the golf industry locally, provincially, nationally and internationally. Our degree program will seek support and sanction from the Canadian Society of Club Managers, National Golf Course Owners Association, Canadian PGA, and the Canadian Golf Superintendents Association.

The aim of the degree is to produce graduates who will begin career paths at higher levels of responsibility and accountability, and move to senior levels of administration at an accelerated pace. Demand will be enhanced for graduates with this versatile skill set as the private sector competes to attract them. In short, graduates will command higher salaries as they fill both a demonstrated and reported need from the industry for graduates with these highly developed skills and broad knowledge base that includes a deep understanding of the challenges facing the golf industry both in Canada and around the world.

The degree provides students with the knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions to manage effectively in the golf industry. The deeper academic breadth and depth as well as the focus on cultural diversity place students in an excellent position to experience 'real world' applications in an intellectually stimulating and supportive environment. The Bachelor of Applied Business - Golf Management program will augment and enhance the existing complement of business management courses offered at Georgian College. It will provide a practical academic environment for students to develop knowledge and skills necessary to promote integrity and professionalism while managing the golf industry in diverse environments. Faculty from Georgian's Business, Hospitality and Tourism programs and the University Partnership Centre (UPC) represent a solid and well-balanced foundation upon which to develop this degree. Faculty members have published field-specific course texts currently in use in programs across Ontario, and a large number have earned or are pursuing graduate degrees at the Masters or Doctoral levels. This high academic standard is supplemented by close industry ties and a ten-year history of excellence in golf education. Thus, Georgian College is uniquely placed to provide a high standard of instruction in this area.

The degree complements and enhances Georgian's ability to succeed in meeting its strategic objectives, as stated in its Strategic Plan and Mission Statement:

- *To ensure that our academic program mix focuses on programs that demonstrate consistently strong demand from both prospective students and employers, are economically viable, and to capitalize on our strengths.*
- *To ensure our curriculum is current and relevant and to internalize our curriculum, where appropriate.*
- *To identify academic programs where we have strong and distinct competitive advantages and provide enhanced support and resources to maximize their potential as centres of excellence.*

Georgian has worked hard to establish itself as a leader in providing degree-level programs through the University Partnership Centre (UPC) and has Ministry consent for the successful submission of two degree offerings: Bachelor of Applied Human Services: Police Studies and Bachelor of Applied Business - Automotive Management.

Georgian is well positioned to create and launch the premiere golf management program in Canada. Following discussions with the University of Southern New Hampshire, Griffiths University in Australia and University Canada West our plan is that graduates with this degree will apply directly into related masters-level programs at these and potentially other universities. University Canada West, Southern New Hampshire University and Griffiths University have committed to accepting applicants to their Masters programs on an equal footing with any other university degree credential. The Council of Ontario Universities has provided a statement regarding the admission of graduates from Bachelor of Applied Degrees as follows:

“Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.

Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.”

(Council of Ontario Universities, December 7, 2006)

Georgian has a proven international track record in education, and our preliminary research indicates that this, combined with Canada's highly respected place in golf management education around the world, will translate into a substantial international interest in our degree program.

Georgian continues to score top marks in the Ontario college system's annual survey of students and employers. The survey is conducted by independent researchers on behalf of the Ministry of Training, Colleges and Universities. Results of the 2005/06 Key Performance Indicators (KPI) survey reveal that Georgian's **graduate employment** rate of 92.4 percent represents the eighth consecutive year that the college's rate has surpassed 90 percent. Georgian has also placed first or second in the graduate employment rate among Ontario's twenty-four colleges for six of those eight years. As well, Georgian received top marks, at 95 percent, in **employer satisfaction** which places it among the top two colleges provincially. Georgian maintains strong results in other KPI areas: 83.1 percent in **graduate satisfaction** and 78.5 percent in **student satisfaction**, which all above the provincial average among Ontario's 24 colleges. It has also received the distinct award of being Canada's only educational institution to be voted in the top 100 employers in Canada for four consecutive years.

Georgian has campuses in Barrie, Collingwood, Midland, Muskoka, Orangeville, Orillia, and Owen Sound. Georgian also operates a campus in Chandigarh, India. Georgian's catchment area of all municipalities within Counties of Bruce, Grey, Dufferin, Simcoe, and the District of Muskoka covers approximately 21,000 square kilometers. Georgian's full-time enrolment is approximately 7,000 students and its part-time enrolment is approximately 28,000 students. Georgian's international enrolment has an average annual increase of approximately 20 percent or 347 students.

Georgian's overall impact on the regional economy is \$363 million, or 3 percent of all annual regional earnings. It raises over \$2 million annually in public fundraising efforts, including nearly 700 annual awards and scholarships with a combined value exceeding \$500,000. In fact, the College has the largest entrance award program in the Ontario college system.

In 2003, the Georgian College University Partnership Centre (formerly the Institute of University Partnerships and Advanced Studies) came into being by proclamation of the Minister of Training, Colleges and Universities. With this unique designation, Georgian offers degree programs in partnership with select universities to provide increased access to degree studies in the region. Currently, over 1,400 students study at the degree level at Georgian College. In addition to its own two degree programs, Georgian also offers programs in partnership with Laurentian University, University of Windsor, York University, and Central Michigan University for bachelor degrees in Arts (with eight majors), Nursing, Education, Social Work, Applied Science: Mechanical Engineering (automotive option), and Business Administration and a masters degree in Arts in Education (Community College concentration). Georgian offers a wide array of post-graduate certificate programs in health, business, information technology, and human service sectors. To increase student opportunities, Georgian has developed in excess of 140 articulation and transfer agreements with universities around the world.

This proposal is aligned with Georgian's commitment to deliver top quality learning programs. A high level of academic excellence and professional relevance will encourage student success as well as continued staff development. Our ongoing liaisons with professional partners—and our commitment to forge positive relationships with other relevant stakeholders—will reinforce and support continued program relevance and ensure that employer needs are recognized and addressed. The Degree will accentuate our College's commitment to community leadership and will demonstrate our dedication to promoting our college as a centre of educational excellence in central Ontario.

The current diploma program currently serves those individuals interested in certain operations-level employment opportunities in the industry. However, on its own, the diploma does not afford our graduates access to management-level opportunities in various areas of the industry where there is highly sought-after, sustainable employment that demands a degree-level education. Courses need to be offered at a higher level of instruction and performance expectation, with greater exposure to a variety of golf business content in combination with a superior co-op program.

The proposed degree program will expose students to many aspects of the golf industry and will allow them to pursue many different kinds of employment ranging from managing a public golf course to a marketing position for a global golf supplier. While the degree is specifically tailored to the golf industry, courses in economics, finance, e-commerce, business law, accounting, marketing, and statistics provide the theoretical foundation for applying those subjects to other business-oriented academic pursuits. Degree-level education that includes practical and applied learning is the next evolutionary step for tomorrow's golf industry managers.

3. PROGRAM ABSTRACT

APPENDIX 3.1 PROGRAM ABSTRACT

This program provides students with a degree-level education in business management with an applied focus on the golf industry. Students will develop the knowledge and understanding of the key concepts, methodologies, current trends, theoretical approaches, and assumptions to manage effectively in the golf industry. Graduates are prepared to think critically and innovatively and to professionally apply business management skills.

PROGRAM DEGREE-LEVEL STANDARD

APPENDIX 4.1 DEGREE LEVEL SUMMARY

The proposed Bachelor of Applied Business - Golf Management prepares graduates with a sound basis in the theory and skills necessary to be effective in the workplace and to remain current in their field as they accept increasing levels of responsibility and accountability. It also enables them to adapt to future changes in the workplace by broadening the range of college career-oriented programming to include new and sophisticated occupational needs.

1. Degree Level Overview

The proposed degree meets, and in some areas exceeds, the knowledge and skill level requirements of the degree-level standard for a baccalaureate degree with an applied focus. This proposed degree in the applied area of study of golf management requires very sophisticated and specialized knowledge specific to the field of golf. The fundamental principle behind the proposed degree is to prepare graduates for workplace success in the golf industry through a sound education in business theory and practical job skills acquired as a result of extensive and relevant applied learning. This will be achieved through a combination of specific classroom instruction, field trips, laboratory instruction, and co-operative learning directly related to golf management and is designed to build on and reinforce academic studies. The proposed degree will educate students in the current issues, trends, and technologies related to their field and will prepare them to develop proactive approaches that identify and respond to changes in the industry.

2. Depth and Breadth of Knowledge

Golf management professionals must be knowledgeable about the structure, operation, and dynamic relationships of the golf industry. Because the business of golf is international, students must understand its global nature and the implications of globalization on the Canadian golf industry. They also need to understand golf customers locally, including the customers' motivations and the factors that determine their decision-making behaviour. The design of both the customer service experience and the golf course itself must be carefully planned and managed so that golf consumers enjoy their experience to the fullest. Graduates should understand the demographic and economic forces that affect the demand for golf and golf products and the fluctuations that result from economic, social, political, technological, and market influences. Future managers need to be fully conversant with the unique characteristics and interrelationships of the industry and all of its sectors.

Golf professionals must be able to balance the historical and traditional forces which make golf the unique game that it is with the important financial decisions required of managers on a daily basis. They must be able to keep abreast of the constantly evolving technologies in the golf business and utilize them to gather and analyze data with which to plan and execute effective and profitable marketing strategies for today's educated golf consumer.

Unique to this industry, golf managers draw from a broad skills base that includes knowledge of grounds keeping, fleet maintenance, pro shop retail management, coaching, and personal well-being. Golf managers must have skills in event planning for a diversity of occasions from golf tournaments to weddings. Golf managers are also golfers who should understand the inter-relationships of the mechanics of the swing, sport psychology, motivation, fitness and nutrition, and game strategy. Awareness of the regulations, history of golf, and golf etiquette are critical to the well-roundedness of today's golf industry managers.

Golf management graduates must have a strong foundation in senior-level business theory and practice and be able to apply these to the special dynamics of the golf industry. Consequently, golf business professionals must be able to understand and apply concepts of accounting, financial management, marketing, human resource management, leadership skills, legal aspects, and risk management issues to the business of golf.

As entrepreneurs, golf managers must be able to plan creatively, take calculated risks, and seize new business opportunities in a highly competitive field. They must be able to prepare clear and concise recommendations in response to a wide variety of business scenarios, data sets, and financial reports. Excellent oral, visual, and written communication skills are key abilities in the development of business proposals and management reports. Because they must work closely with professional organizations, the community, club members, and staff, golf managers must provide leadership to teams and be able to develop and maintain cooperative working relationships. They must also be able to interpret and comply with all legal and regulatory requirements and fully understand and observe ethical business practice.

A strong liberal arts and science base is a clear attribute for golf professionals. They must be creative problem solvers and act as solutions-oriented strategists who are able to turn data into ideas and solutions. Graduates will embrace diversity and, in turn, be proactive in planning an inclusive experience for all golfers regardless of ability and background.

Broad skills, knowledge, and abilities that will be developed in the degree program include:

- Technical and professional education based on fundamental principles in the field.
- Application of theory to practice by converting personal experience into knowledge and skills through lab, applied research, and work experience.
- Cultivation of analytical skills to evaluate new information and the ability to apply new knowledge to the field.
- Ability to balance professional and liberal studies to enhance understanding of the environment in which students will function as professionals and educated citizens through exposure to disciplines outside their fields (psychology, political science, sociology, and business).

Students will gain a firm understanding of golf industry concepts and principles, including a familiarity with its history, tradition, and operations in discipline-specific courses such as rules and history of golf, game improvement, and agronomy. They will understand the major trends in the golf industry including tourism, consumer behaviour, and the golf retail business. Courses in legal aspects in golf management, fleet and equipment management, sustainable environment for the golf industry, food services operations, service excellence, and agronomy will provide students with the skills and knowledge necessary to manage golf facility operations. To develop and improve their basic golf skills, students will be exposed to courses in physiology, psychomotor aspects of golf skill acquisition, coaching techniques, sports psychology, and fitness and nutrition. Through the business management courses such as accounting, microeconomics, and human resource management, among others, students will acquire an important overview of business in general and of management in particular and will address the theories, models, and frameworks specific to business management. Senior courses, including the capstone course, Business Policy, will enable students to develop a business plan to start an enterprise and/or critique an existing business to determine the strengths and weakness and to propose strategies for improvement. Students will be able to integrate the principles of golf resort planning and operations including course design and planning, environmental sustainability, facility design and maintenance, and operational management.

The specific program learning outcomes for this degree are:

- Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing
- Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry
- Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources.
- Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative
- Integrate sophisticated academic research skills and methodologies from either the social sciences or arts and humanities to demonstrate a depth of knowledge and application of quantitative and qualitative methods outside of the business discipline
- Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes
- Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry

- Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance
- Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds
- Evaluate and communicate information, both orally and in writing to a range of audiences

3. Knowledge of Methodologies

The program contains Liberal Arts and Science courses designed to complement the discipline-specific aspects of the degree program by addressing issues of importance to students' lives as individuals and as members of society. Liberal Arts and Science courses strive to enhance those skills, experiences, and perspectives that are a part of living and working in an increasingly complex, interdependent, and information-rich world. In addition, liberal arts and science courses provide students with the tools to continue learning beyond the end of their vocational program. Education ultimately goes well beyond vocation, and liberal arts and science courses ensure that breadth. They are intended to develop students as critical thinkers who are aware socially, culturally, politically, environmentally, and historically.

Given that liberal arts and science courses are elective, the proportion of social science, science and technology, and arts and humanities courses will vary with the individual student. These outcomes apply to whichever mix the student has assembled.

- Critically reflect on topics and issues that are important to life in the modern world.
- Utilize historical, methodological, and theoretical perspectives at an advanced undergraduate level in examining topics and issues.
- Use appropriate research and analytical skills to find and assess information relevant to a variety of topics and issues.
- Communicate the results of research clearly and cogently using a variety of media.
- Explore human issues from a variety of viewpoints, both individually and collaboratively.
- Examine issues, topics, and themes in a manner that demonstrates insight into, and is respectful of, diversity and, where relevant, from both a local and a global perspective.

- Explore interconnections between topics and themes important to modern life and the student's personal life, such as rights and responsibilities in a democratic society, significant ethical issues and their implications; and the student as a change agent politically, socially, economically, environmentally, and culturally.

Generally, the following three broad categories are represented in Liberal Arts:

- Arts and Humanities

The Humanities are those areas of study which deal with the world of ideas and meaning and with the creative and cultural expression of human experience.

Examples of subjects in the Arts and Humanities area are:

- Art
- Literature
- Music
- Language
- Religion
- Philosophy
- History
- Humanities

- Social Sciences

The Social Sciences are those areas of study which investigate, in a disciplined manner, the self and society and its institutions and cultural systems as well as the interrelationships between them.

Examples of subject areas within the Social Sciences are:

- Anthropology
- Psychology
- Media
- Sociology
- Political Science
- Economics
- Education
- Law

- Science and Technology

Science and Technology courses deal with the nature of the physical world and its development and principles of functioning which give rise to technological applications.

Examples of subject areas in Science and Technology include:

- Physics
- Chemistry
- Biology
- Environmental Science
- Technology (not applied)
- Mathematics (not applied)

In addition to breadth, liberal arts and science courses offer students an opportunity to develop depth in a research methodology outside of their vocational discipline. Students are therefore required to take a minimum of one third-year and one fourth-year Liberal Arts and Science course. Typically, these upper-level courses have prerequisites of study in other Liberal Arts and Science courses, so students need to map their learning and make decisions about their elective courses very carefully.

Program content includes several courses on research and evaluation, in order that students may critically evaluate the appropriateness of different approaches to solving problems in their field and test these approaches in the co-op experiences required of their program. In consideration of the learning acquired through work experience, research courses include analysis of research methods and their limitations and how this affects interpretation.

Students gain practical application experiences during the academic semesters in addition to the co-operative experience. Field trips to local golf courses will allow students to improve their golf knowledge and to implement the theories learned in the agronomy and the sustainable environmental management courses. The golf laboratory will be utilized for the application of theory from the golf skills acquisition and coaching courses.

The athletic centre and golf lab will also provide opportunities for the practical application of nutrition and fitness concepts. Through the three co-op experiences, students are able to test theoretical knowledge in practical situations in golf operations, turf and maintenance, and club house operations. As well, the program includes courses leading to personal and professional success such as career development applications.

4. Application of Knowledge

Superior analytical and problem solving skills, developed in both the core courses and in the liberal arts and science component of the program, will enhance graduates' capacities to meet the challenges of management in the golf industry. The program will commence with the acquisition of an understanding of the underlying principles of golf management and the development of appropriate skills and then go on to a program of staged development, progressing to increasingly independent and focused learning. Early courses in the program are designed to lay down the foundation for the skills and knowledge required for more advanced study. The initial courses will introduce disciplinary debates and methodologies and pay particular attention to the development of analytical skills. The program employs a wide range of teaching, learning, and assessment tools. It emphasizes theory, concepts, simulations, and data interpretation and is designed to develop students' intellectual powers and their ability to communicate effective solutions and recommendations. The learning opportunities will allow students to explore issues and recent research findings which have implications for the current area of study

The Introduction to Business Research course will assist students in assessing and critically evaluating evidence with reference to methodology and source of data. These skills will be further honed through the capstone course in the final semester, Business Policy. The program will stimulate the development of an inquiring, analytical, and creative approach to business and encourage the acquisition of independent judgment and critical self-awareness. The use of active learning through case analysis and project-based inquiry will encourage the development of students' capacities for independent learning and their ability to work with others. It will develop students' abilities to not only solve problems in a creative way, but also to identify and redefine problems and to raise and address appropriate issues and make decisions. Students will be required to present and evaluate relevant recent research findings and to sustain persuasive and logical arguments that challenge underlying assumptions from a number of informed perspectives in their business cases, research papers, and case analyses.

Through courses such as Introduction to Business Research, Financial Measurement and Analysis, Marketing Analysis, Risk Management, and Business Policy, students will learn to analyze consumer, financial and other forms of research data. They will also learn to integrate their analyses into meaningful courses of action and to present the information in a persuasive manner. Research and analytical skills in assignments, exercises, essays, and projects will require the systematic search of primary and secondary sources in particular subject areas. Through their use of research methods and statistics and the preparation of written and verbal presentations, students learn to critically evaluate the appropriateness of different approaches to solving problems. Students will also be able to identify issues that require research and to identify and retrieve up-to-date information regarding those issues. They will develop roadmaps for pursuing their research and select favoured approaches for the most effective results. Utilizing leading authorities, selected readings, literature searches, and primary research, students will be in a position to formulate clear and coherent research plans using a wide range of research sources and techniques and to analyze the resulting data.

In order to develop effective tourism business strategies, students must understand the requirements of the variety of sectors with which they work as well as the needs and wants of the consumer. Their work must reflect the complexity and diversity of the environments in which they operate. They must be able to synthesize research from a large and diverse range of sources in order to prepare strategies and respond effectively to the needs of the marketplace. They need to be aware of diverse social trends and demographics, the role of culture and subculture, economic forces, marketing and retail trends, political imperatives, and environmental issues. Throughout the program, students will be challenged to undertake this type of analysis beginning with several case study assessments and culminating with their applied business capstone project. The process will be enriched by industry-based case studies and involvement and by visiting professionals from a variety of disciplines who bring different perspectives to the class, broadening students' viewpoints and contextual frameworks and developing their fluency in interpreting meaning from multiple perspectives.

Research papers required in each semester will require an in-depth, multi-dimensional, and systematic inquiry into selected topics and with cogent and persuasive arguments.

5. Communication Skills

Students will have the opportunity to develop and fine-tune the ability to communicate information, arguments, and analyses accurately—orally, visually, and in writing—for a large range of purposes and audiences. They will be able to integrate material from primary research with secondary sources using interpretive techniques developed through class discussions, case studies, and group and individual projects.

6. Awareness of Limits of Knowledge

Graduates will be aware that the golf industry is not static but rather is a dynamic and evolving field requiring constant renewal of skills and knowledge. The notion of lifelong learning is infused into all courses. Students are exposed to risk management and understand that despite the most comprehensive planning, the uncertainty and ambiguity of modern business cannot be eradicated and must be allowed for.

7. Professional Capacity/Autonomy

The proposed degree program includes a number of foundation management courses. Knowledge from these general business courses can be applied to other business fields and tourism management.

Transferable skills are integrated throughout the program. Graduates of this program will emerge with the following skills:

- Interpersonal.
- Communication: oral, written, and visual.
- Competency in generating and interpreting numerical or statistical information resulting from such courses as statistics, marketing, and research methods and in the use of business models.
- Analysis, synthesis, and evaluation of complex data from a variety of sources.
- Independent research skills from primary and secondary sources.
- Problem solving and critical thinking strategies.
- Self-awareness, openness, and sensitivity to diversity.

BACHELOR OF APPLIED BUSINESS – GOLF MANAGEMENT

	FALL SEMESTER September to December	WINTER SEMESTER January to April	SUMMER SEMESTER May to August
Year 1	<p>Semester 1</p> <ul style="list-style-type: none"> • Physiology of Golf 1 • Introduction to Marketing • Computer Studies for Managers in Golf • Rules and History of Golf • Introduction to Psychology • Legal Aspects in Golf Management 	<p>Semester 2</p> <ul style="list-style-type: none"> • Marketing • Microeconomics • Leadership • Fitness & Nutrition • Introduction to Accounting <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	Co-op #1
	<p>Semester 3</p> <ul style="list-style-type: none"> • Physiology of Golf 2 • Macroeconomics • Sustainable Environmental Management for the Golf Industry • Introduction to Business Research • Coaching Techniques 1 <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	<p>Semester 4</p> <ul style="list-style-type: none"> • Sales Concepts and Applications for the Golf Industry • Coaching Techniques 2 • Fleet and Equipment Management • Ethics for Business • Accounting Applications <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	Co-op #2

Year 3	Semester 5	Semester 6	Co-op #3
	<ul style="list-style-type: none"> • Introduction to Psychomotor Theories in Golf • Financial Measurement and Analysis • Organizational Design and Effectiveness • Managing E-Business • Pro Shop Retail Management <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	<ul style="list-style-type: none"> • Applied Sport Psychology • Agronomy for the Golf Industry • Food Service Operations Management • Event Management • Marketing Analysis <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	
Year 4	Semester 7	Semester 8	
	<ul style="list-style-type: none"> • Application of Psychomotor Theories in Golf • Food Service Control Systems • Entrepreneurship and Business Plan • Service Excellence • Golf Course Design and Construction <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	<ul style="list-style-type: none"> • Business Policy (Capstone) • Risk Management • Principles of Networking • Human Resource Management • Golf Club Administration <p><i>Select one course from the Liberal Arts and Sciences Elective Pool</i></p>	

LIBERAL ARTS AND SCIENCES ELECTIVE POOL
(Offered to students during on-campus studies)

- Advanced Research Skills
- Artificial Intelligence*
- Canadian Political Parties
- Contemporary History Through Film and Popular Culture
- Corporations, New Technology and Social Change*
- Diversity and Politics in Canada
- Environmental History
- Environmental Science
- Film Theory
- Global Environmental Politics
- Greed and Globalization*
- History of Education in Canada
- Holistic Sciences and Healing
- Human Behaviour in the Workplace
- Human Rights
- Integrated Science
- Interdisciplinary Critical Theory*
- Introduction to Anthropology
- Introduction to English Literature
- Introduction to Philosophy
- Introduction to Sociology
- Introduction to the Humanities* (Was "The Art of Being Human")
- Labour Relations
- Major Religions of the World
- Media and Society*
- Modes of Reasoning*
- Music History
- Political Science
- Power and Knowledge*
- Science of Pollution
- Scientific Method and Analysis
- Sexual Politics
- Social Determinants of Health
- Social Psychology
- Special Topics in Art History
- Special Topics in Literature
- Studies in Popular Culture*
- Survey Methods and Statistics
- Understanding Art
- Western Literature: Medieval to Renaissance
- Western Literature: Renaissance to Modernity
- World Cultures and Custom

* online option is available

5. ADMISSIONS, PROMOTION, GRADUATION STANDARD

APPENDIX 5.1.1 ADMISSIONS REQUIREMENTS DIRECT ENTRY

	Program Admission Requirements
Academic	<p>OSS curriculum: OSSD or equivalent Six Grade 12 U or U/C courses with a minimum overall average of 65 percent, including:</p> <ul style="list-style-type: none"> * Grade 12 English (U) (ENG4U) * Grade 12 U-level Mathematics <p>A second Grade 12 university or university/college Mathematics course is recommended.</p> <p>Students presenting equivalent qualifications will also be considered for admission.</p>
	<p>Applicants from outside Ontario:</p> <p>The following Canadian certificates are ordinarily acceptable as equivalent to Ontario Secondary School Diploma:</p> <ul style="list-style-type: none"> ▪ Grade 12 from the following provinces: British Columbia, Yukon, Alberta, Northwest Territories, Saskatchewan, Manitoba, New Brunswick, Newfoundland, Nova Scotia and Prince Edward Island. ▪ Quebec Secondary School Diploma with a minimum of five academic courses at the secondary V level and a minimum overall average of 75%; or, successful completion of year one of the Collège d'enseignement général et professionnel CEGEP. <p>Applicants from outside Ontario must meet the requirements of 65% overall average with one grade 12 English course and one grade 12 Mathematics course unless otherwise stated.</p>
Related Work/ Volunteer Experience	None.
Other	Keyboarding ability, basic computer literacy and word processing skills are recommended.

2.5 Mature Applicants (Degree Programs)

Mature applicants must meet all of the following criteria:

- must be 21 years of age or older by the first day of classes;
- must have been away from full-time secondary school studies for a minimum of two years;
- must have no recent unfavourable academic performance;
- must have demonstrated potential for success in degree studies through academic accomplishments.

APPENDIX 5.2.1 CREDIT TRANSFER/RECOGNITION POLICIES AND PROCEDURES

GEORGIAN COLLEGE POLICY AND PROCEDURES

2.12.4 College Program to Degree Program

The following applies to students wishing to transfer from an appropriate three-year college diploma program:

- Applicants who are presenting a cumulative average of 70 percent (B) or greater on the last two semesters of the three-year diploma will be considered for admission with transfer credits to a maximum of 36 credits, depending on the degree of affinity of the college diploma program with the degree program.
- Applicants who are presenting a cumulative average of 60 percent (C) or greater on an appropriate three-year diploma will be considered for admission with transfer credits to a maximum of 24 credits.

The following applies to students wishing to transfer from an appropriate two-year college diploma program:

- Applicants who are presenting a cumulative average of 70 percent (B) or greater on an appropriate two-year diploma or on two years of a three-year program will be considered for admission with transfer credits to a maximum of 24 credits, depending on the degree of affinity of the college diploma program with the degree program.
- Applicants who are presenting a cumulative average of 60 percent (C) or greater on an appropriate two-year diploma or on two years of a three-year program will be considered for admission with transfer credits to a maximum of 12 credits, depending on the degree of affinity of the college diploma program with the degree program.

The following applies to students wishing to transfer from an appropriate college program with one year of study:

- Applicants who have completed the first year of an appropriate College of Applied Arts and Technology academic program with a cumulative average of 60 percent (C) or greater may be considered for admission to the first year of a degree program. No Advanced Standing is granted.

2.12.5 Degree Program to College Program

Degree Program to College Program

Applicants who are presenting a cumulative average of 60 percent (C) or greater will be considered for Advanced Standing, depending on the degree of affinity of the degree program with Georgian's program. Most courses are evaluated on an individual basis (see also section 3.3.1, Exemptions). In some situations students will be granted Advanced Standing based on block evaluation. In these situations, the courses will be coded for progression and graduation purposes but will not be reflected on the student's transcript.

2.12.6 Degree Program to Degree Program

Acceptance of transfer credits from Ontario degree programs shall be based on the recognition that, while learning experiences may differ in a variety of ways, their substance may be essentially equivalent in terms of their content and rigour. Insofar as possible, acceptance of transfer shall allow for the maximum recognition of previous learning experience in university-level courses.

Subject to degree, grade, and program requirements, any course offered for credit by one institution shall be accepted for credit by another Ontario institution when there is essential equivalency in course content.

Students should follow the procedures outlined above when applying for transfer credits from a university to a degree program affiliated with Georgian College. The fee of \$50 per request applies.

2.12.7 Qualifying Bridge Programs to Degree Programs

Applicants, who have successfully completed a Georgian qualifying bridge program with a cumulative average of 65 percent or greater, will be considered for admission, with advanced standing, into a Georgian degree program.

APPENDIX 5.2.2 ADVANCED PLACEMENT POLICIES

GEORGIAN COLLEGE POLICY AND PROCEDURES

2.12 Advanced Standing

Advanced Standing is the process of granting credit for prior learning from a post-secondary institution. It involves permission to directly enter a program of study at an advanced level on the basis of a number of related accredited courses or semesters or years of post-secondary education. Receipt of Advanced Standing does not imply admission to a specific program. Applicants must apply through the standard application process (see section 2.1 for information on how to apply) and admission will be based on space availability.

In order for the student to properly plan his or her academic progress at the College, all requests for Advanced Standing should be made at the time of application. A fee of \$50 is required for all Advanced Standing requests.

2.12.1 Process

The student must review the course outline/description of the Georgian College courses for which he or she is seeking Advanced Standing. At this point, a consultation with the Program Co-ordinator is recommended.

The student must ensure that documentation for the courses in his or her previous studies has been obtained, including course grades (official transcripts) and course outlines/descriptions that will allow an assessor to evaluate whether the learning outcomes match those of the Georgian College courses and whether the student's performance is sufficient to warrant Advanced Standing. Examinations or other evaluations may be required.

The student must pay applicable fees and complete a *Request for Assessment of Previous Learning* form (available in the Office of the Registrar). The student must then take the completed form to his or her program area's Academic Officer, who will arrange for the Advanced Standing assessment. The Academic Officer in the student's program area will forward the assessment to the Office of the Registrar for final approval. The approved form will be returned to the Academic Officer for distribution to the student.

Advanced Standing will appear on the student's grade report or transcript. The result of an Advanced Standing assessment is final and is not subject to appeal. See following sections for more detailed information on Advanced Standing requests.

2.12.2 Articulation Agreements

To provide opportunities for advanced studies to our students and graduates, Georgian College has developed agreements with many institutions. See the Georgian College website at www.georgianc.on.ca/articulations/ for the most up-to-date information on articulation agreements.

If a student is entering Georgian College from another educational institution that has an articulation agreement with Georgian College, the student must identify this fact prior to registration so that appropriate Advanced Standing credits can be assigned.

Bridging Eligible Transfer Students from Business Administration-Professional Golf Management into Bachelor of Applied Business – Golf Management

Primary research undertaken by our development team indicates that a number of graduates from the Business Administration-Professional Golf Management diploma program at Georgian College will be interested in transferring into the Bachelor of Applied Business – Golf Management degree program; note that the Professional Golf Management diploma program is also offered at five other colleges across Canada. As per the Ministry guidelines, we have compared the program learning outcomes of the prior study with the program outcomes of the proposed degree. Additionally, a gap analysis comparing the learning outcomes of the degree and the diploma programs was conducted. Section 5.2.4 lists the degree and diploma learning outcomes, outlines skill and knowledge gaps, and summarizes the learning needed to bridge those gaps.

Learning outcome gaps between the three-year Business Administration-Professional Golf Management diploma and the first six semesters of the Golf Management degree were clustered and are summarized under the heading of the course titles included in the proposed Bridge program. The detailed gap analysis demonstrates the academic integrity of the applied degree program and shows that the degree level standard and program learning outcomes are met. The gaps are clustered under the headings shown below. Additionally, the bridging program is summarized in diagram form.

Gaps Identified and Bridged

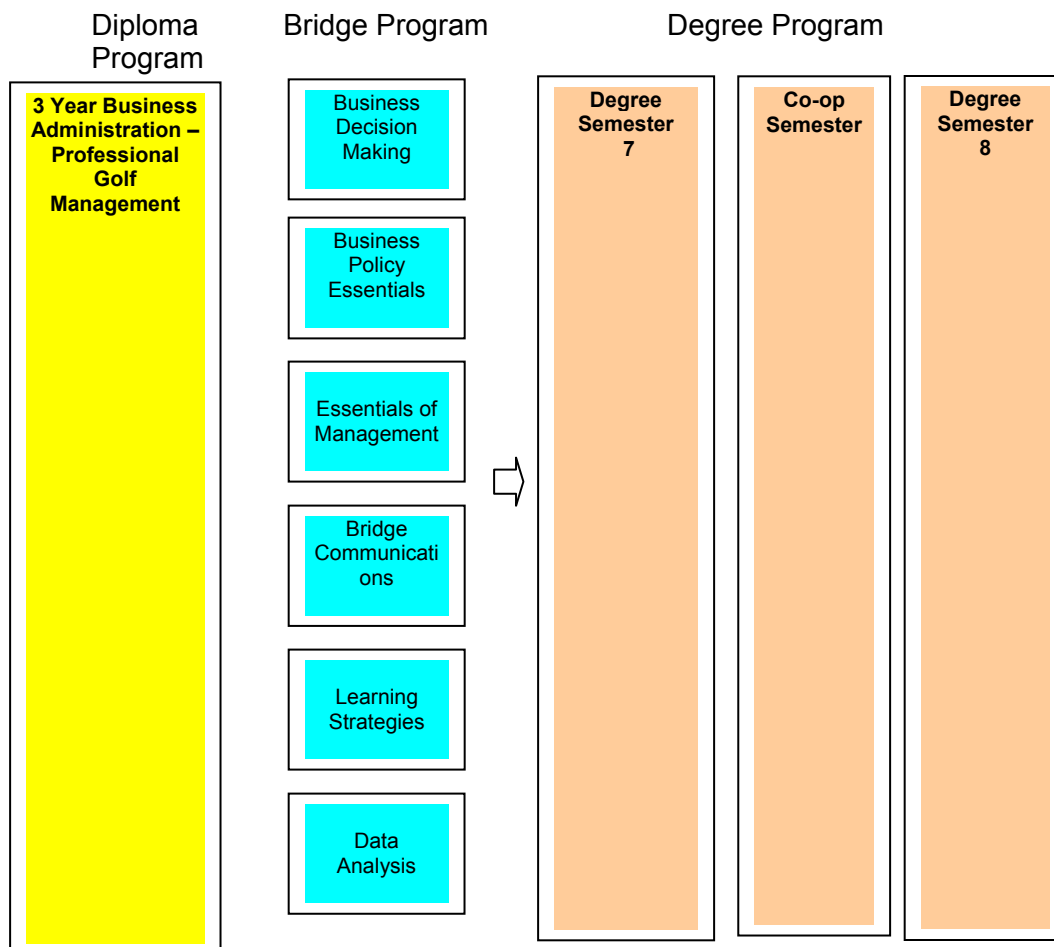
Business: Learning outcomes in those degree courses with a business orientation require a higher level of critical analysis and rigor than is typically expected of students in the diploma program. While scope and importance of this gap are substantial, specifically in the areas of decision making, business policy, and management skills, our analysis suggests that the gap is remediable through the successful completion of the bridge program.

Communication: Throughout the diploma program, communication skills are addressed directly and indirectly through report writing, introductory research, and presentation-type exercises; however, there is a vast difference in the volume and complexity of degree-level reading, comprehension, and writing that will be the common expectation in all degree-level course work. The communication bridge course will address and remedy this gap.

Data Analysis: Professional Golf Management diploma holders will have undertaken some introductory research and rudimentary data analysis as part of their strategic, marketing, and business planning courses. The degree-level program will require a higher level of critical analysis, more rigorous research, and increased expectations of the strength of a student's arguments. The proposed Data Analysis course will remedy this gap in skills and knowledge and prepare the student for the degree program.

Breadth courses: The Golf Management degree-level program requires eight breadth courses. A Professional Golf Management diploma holder could obtain up to six qualifying transfer credits from his or her diploma provided that the student has achieved at least a 65% average in the elective courses. Under normal circumstances, there will then be a requirement to complete a further two Liberal Arts and Sciences elective courses in the fourth year of the degree-level program.

The following graphic summarizes the transfer and bridging course proposal that facilitates Professional Golf Management graduates with a GPA of 65% or more in each of the courses to enter and succeed in the fourth year of the degree program in Golf Management.



Implementation

The Bridge Program builds on previous learning acquired in a Professional Golf Management Diploma and is designed to prepare students to articulate to the Bachelor of Applied Business - Golf Management program. Students further develop oral and written communication skills and degree level research skills and expand their understanding of applications in marketing, accounting, economics, human resources, and management for business decisions. Instructional methodology, delivery, and assessments are designed to enhance students' overall critical thinking and problem solving abilities.

The main delivery mode of the program will be field study, case analysis, and discussion involving strategic business decision-making activities that cross a range of interconnected disciplines. The program consists of six independent courses yet the program is highly integrated with shared assessments threaded through the curriculum. The successful delivery of this program will necessitate instructors sharing common resources with a team-teaching approach involving concurrent and multiple evaluations of a single assignment or report from the students.

APPENDIX 5.2.4 GAP ANALYSIS OUTCOME SUMMARY

Diploma Program Outcomes	Degree Program Outcomes	Gap in Knowledge and Skills	Remediation of Gap
<ul style="list-style-type: none"> • Design and evaluate public relations activities • Assess the impact of provincial, national and/or global trends and events on golfing and recreation, in general • Develop and evaluate marketing plans relating to the golf industry • Utilize principles of management related to golfing/hospitality, including strategic planning • Organize and facilitate special events • Apply appropriate regulations, guidelines and policies to workplace settings • Identify practices necessary for day-to-day maintenance of a 	<ul style="list-style-type: none"> • Evaluate and communicate information, both orally and in writing to a range of audiences • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Apply a systematic approach to 	<ul style="list-style-type: none"> • Analysis, report and essay writing, oral presentations to boards and committees, effective business communication strategies • Primary and secondary business research and data analysis necessary for decision making, and marketing efforts • Internal and external customer relations, ethical business practices, managerial decision making for team leaders • Risk Management for property, human, physical and financial resources • Measurement and analysis, 	<ul style="list-style-type: none"> • Bridge communications, Learning Strategies: Bridge program • Business decision making and Data Analysis: Bridge program, Business Policy (Capstone): 4th year degree course • Essentials of Management Bridge program, Service Excellence: 4th year degree course • Risk Management: 4th year degree course

<p>golfing operation, including environmental concerns</p> <ul style="list-style-type: none"> • Discuss issues around construction/renovation of golf courses and related facilities • Apply accounting principles in order to establish budgets and appropriate budget control mechanisms 	<p>evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative</p> <ul style="list-style-type: none"> • Integrate sophisticated academic research skills and methodologies from either the social sciences or arts and humanities to demonstrate a depth of knowledge and application of quantitative and qualitative methods outside of the business discipline • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry 	<p>operational reviews, implementation simulations</p> <ul style="list-style-type: none"> • In-depth investigation of Social Science and Humanities theories outside of the business disciplines 	<ul style="list-style-type: none"> • Data Analysis; Bridge program, Business Policy (Capstone) 4th year degree course • Liberal Arts and Sciences pool of electives available in year 4 of degree
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	<ul style="list-style-type: none"> • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds 	<ul style="list-style-type: none"> • Interpersonal skills, professional managerial practices 	<ul style="list-style-type: none"> • Principles of Networking, Human Resource Management – 4th year degree courses
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APPENDIX 5.2.4.1 GAP ANALYSIS

COURSE (Degree)	LEARNING OUTCOMES	CONTENT/DESCRIPTION	COURSE (Diploma)	LEARNING OUTCOMES	CONTENT	GAP	COURSE TO FILL THE GAP
SEM 1 Rules and History of Golf	Describe and discuss the origins of the game of golf including the early players, courses and clubs, the evolution and development of the golf club and golf ball, the first organizational bodies of golf and the history of the C.P.G.A. Discuss golf etiquette procedures and their function and importance in the current culture of a typical golf facility environment. Define, apply and interpret the rules of golf as administered by the R.C.G.A. Analyze and evaluate the relevance of the various governing bodies in golf including the Royal and Ancient and the USGA. Examine the roles and responsibilities of the rules official, the starter and the course marshal. Explore pace of play issues as they relate to the golf experience and the financial management of a golf course.	The origins and history of golf. Significant participants and developments in the game. Canadian and international Golf Association meetings. Functions of the rules official, starter and course marshal RCGA golf rules, decisions on the rules of golf, and golfer etiquette The Professional Code of Ethics and golf's governing bodies	GOLF1000 Intro/ Golf, History and Rules	1. Describe the current impact and significance of each of the major sectors which comprise the golf industry: owners, teaching professionals, manufacturers, superintendents, architects and various external accreditation bodies like the C.P.G.A., R.C.G.A., and the O.G.A. 2. Discuss the identified major golf industry components in the context of how they influence and affect each other from a systems viewpoint. 3. Identify the numerous types of career opportunities and career paths that are found within the golf industry. 4. Describe the origins of the game of golf; the early players, courses and clubs; the evolution and development of the golf ball and	1. Guest speaker presentations from Canadian Golf Associations 2. Seminar and panel discussions given by golf retailers, professionals, manufacturers and owners. 3. Origins and history of the game. 4. RCGA golf rules, decisions, and etiquette. 5. Significant participants and developments in the game. 6. The Professional Code of Ethics.	No gap	

				golf club; the first organizational bodies of golf; the history of the C.P.G.A. 5. Articulate golf etiquette procedures. 6. Define, apply and interpret the rules of golf as administered by the R.C.G.A.			
Physiology of Golf 1	<ol style="list-style-type: none"> 1. Self evaluate their biomechanics as it relates to their golf game 2. Articulate the importance of properly working the muscles/ bones/ joints and cardio respiratory system for golf performance 3. Implement effective practice strategies by looking at the mechanical aspect of the golf swing. 4. Apply the core fundamentals physiology as it relates to the golf swing. 5. Recognize and self evaluate the role of biomechanics and muscle movement for executing a high quality golf swing. 	<p>Basic concepts of energy and Bioenergetics Classification and function of bones, joints, muscles as they relate to golf Determinants of force of muscular contraction for an effective golf swing Assess overall on-course performance Performance goal setting and effective practice strategies Core fundamentals of the golf swing Self evaluation techniques</p>	GOLF2001 Fundamentals of Golf Swing	<ol style="list-style-type: none"> 1. Articulate an appropriate learning philosophy for acquiring a sport skill 2. Demonstrate an understanding of the core fundamentals of all facets of the golf swing. 3. Detect and explain possible remedies for basic swing fundamental problems exhibited by others. 4. Explain ball flight laws. 5. Discuss the effectiveness and appropriateness of golf teaching aids including mechanical devices and video technology 	<ol style="list-style-type: none"> 1. How to learn the game effectively. 2. Ball flight laws 3. Static core fundamentals of grip, stance, alignment, ball position, and posture. 4. Swing principles, preferences and misconceptions. 5. Dynamic club fitting. 6. Effective drills and practice habits. 7. Golf teaching aids. 	No gap	
Introduction to Marketing	<p>Explain marketing terminology and methods. Understand the basic marketing concepts and how they are applied to marketing strategies for industry. Develop analytical and communication skills</p>	<ol style="list-style-type: none"> 1. Marketing strategy planning 2. Uncontrollable environments 3. Customer characteristics 4. Market segmentation 5. Marketing research 6. The marketing process 	MKTG1000 Introduction to Marketing	<ol style="list-style-type: none"> 1. Explain the significance of the customer (Target Market) and the Marketing Mix in the development of a firm's 	The content in this introductory course deals with a cross section of concepts that provide the basics for understanding the Marketing	No Gap	

	<p>necessary in marketing decision-making</p> <p>Evaluate the role of marketing in industries, historically and currently, and assess its weakness and strengths, and the changes in approach over the years</p>			<p>marketing plan.</p> <p>2. Describe how the uncontrollable variables affect the customer (Target Market) and the firm's marketing plan.</p> <p>3. Analyze the customer's buying process, and all of the factors that influence that process.</p> <p>4. Apply a variety of market segmentation techniques and product positioning techniques to predict target market opportunities.</p> <p>5. Outline the marketing research process as a decision-making tool in the development of the firm's marketing plan.</p> <p>6. Describe the marketing planning process, including the basic components that comprise a firm's marketing plan.</p> <p>7. Identify key product, pricing, distribution, and promotional concepts necessary in order to develop a successful marketing plan,</p>	<p>Planning Process, and all of the components of the Marketing Plan.</p> <p>(a) Marketing Strategy Planning. The importance of sound planning is identified. Customer focus is a key element in a successful program.</p> <p>(b) Uncontrollable Environment. The various forces outside the organization which affect customers and the firm's marketing plan are examined. Examples of these forces are competition, economic conditions, social trends and legal restraints.</p> <p>(c) Customer Characteristics. Demographic dimensions, behavioural factors, and organizational influences that impact on the customer's buying decision will be examined.</p> <p>(d) Market Segmentation. Techniques for identifying groups of customers who have common needs or characteristics are studied. These common needs or characteristics are used in developing</p>		
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				for domestic and international markets.	the entire marketing program. (e) Marketing Research. A basic model for undertaking marketing research will be examined. (f) Managing the Marketing Process. The four Marketing Mix components must be blended to plan, implement, and control the marketing process. (g) International Markets. How and why Canadians may have to adapt their marketing mix when entering the international arena.		
Legal Aspects in Golf Management	1. Discuss the fundamentals of businesses law, statutes, torts and contracts. 2. Assess the key legal issues affecting business and the golf industry. 3. Analyze legal concepts and apply legal principles in a golf industry context. 4. Examine appropriate legislation regarding business conduct in the golf industry and develop approaches to preventing potential legal issues or resolving active legal issues as they arise.	1. Fundamentals of business law 2. Statute law 3. Torts 4. Contracts 5. Employment law Law and the golf industry	LAWS2000 Business Law	1. Describe the essential mechanisms of the Canadian system of civil law. 2. Outline how Canadian business is affected by the legal concepts covered within the Course Content. 3. Apply legal theory to determine the legal issues in assigned cases, frequently presenting arguments for both the plaintiff and the defendant,	a) What law is; how our legal system developed; the present form of our legal system b) The law of torts; duty of care; standard of care; negligence, product liability, negligent misrepresentation c) The law of contract: the essential elements; interpretation; discharge; breach and remedies d) Sale of Goods Act; consumer protection legislation e) Employment	No gap	

				followed by a judgment. This will prepare the student for an approach to legal issues which will arise in later employment. 4. Identify situations where a lawyer is required, and how to deal with a lawyer.	law f) Intellectual property; insurance law		
Computer Studies for Managers in Golf	<ol style="list-style-type: none"> 1. Explain basic microcomputer hardware and software terminology. 2. Utilize word processing software for business correspondence. 3. Employ a spreadsheet application to calculate, format and analyze financial information. 4. Organize, manage and search information utilizing a database management application. 5. Present information in a clear and organized fashion utilizing a multimedia based presentation application. 6. Apply basic file management techniques. Create, format, send, and receive e-mail in a professional manner. 7. Apply research strategies for finding reliable and accurate information on the Internet in an efficient manner. 	<ol style="list-style-type: none"> 1. Hardware and software terminology 2. Data storage 3. Word processing, spreadsheets and database management 4. Multimedia presentations 5. Internet and web basics 6. Search engines and search techniques 7. Jencess, Golf IT and Jonas golf software suites 	Advanced Computer Golf Applications	<ol style="list-style-type: none"> 1. Create and analyze golf course functions and tasks used in decision making. 2. Design and produce visual presentations used for boardroom style format 3. Create client files and addresses for the golf industry. 4. Create and design specialized home pages and internet privileges. 5. Identify the appropriate software tools for the various types of golf course operations 	<ol style="list-style-type: none"> 1. Handicap systems 2. "T" time reservation systems 3. Tournament organization 4. Golf Shop Point of Sale Systems 5. Database management 6. Home page web design 7. Information control and access – email privileges 8. Modifying a query of information 9. Preparing winning audio/visual business presentations 	No gap	
SEM 2 Introduction to Accounting	<p>Apply accounting principles and ethics in recording business transactions and preparation of financial statements for service and merchandising enterprises.</p> <p>Apply accounting principles in asset and liability valuation, and recognize the impact on financial statements</p> <p>Complete an accounting simulation</p> <p>Prepare financial statements for sole proprietorships, partnership and corporations</p>	<p>Revenue recognition</p> <p>Accounting for income taxes</p> <p>Leases</p> <p>Product cost, product mix, volume pricing</p> <p>Accounting changes and error analysis</p> <p>Statement of cash flows</p> <p>Full disclosure</p>	ACCT1006 Accounting Cycles	<ol style="list-style-type: none"> 1. Record complicated business transactions in specialized accounting journals in a complete accounting cycle by applying generally accepted accounting principle and practices. 2. Identify internal control issues in accounting systems. 	<ol style="list-style-type: none"> 1. Accounting systems identification 2. Accounting for purchases and sales on credit. 3. Principles of internal control. 4. Accounting for cash. 5. Temporary investments and receivables. 6. Inventories and cost of goods. 7. Accounting for Canadian payrolls. 	<p>Application of accounting principles and ethics</p> <p>Accurately record transactions of corporate stock and the formation and dissolution of partnerships as well as the inclusion or withdrawal of partners.</p> <p>Prepare financial</p>	Business Decision Making (Bridge)

				<p>3. Perform the necessary steps of payroll accounting.</p> <p>4. Prepare accounting cycle financial statements using specialized journals.</p> <p>5. Evaluate inventories encountered in hospitality accounting cycles and calculate subsequent effects on financial statements.</p>		statements for sole proprietorships, partnerships and corporations using both the manual method and an accounting software package	
Fitness and Nutrition	<p>1. Identify various health factors that affect personal health and integrate appropriate skills to create a healthy lifestyle.</p> <p>2. Critically analyze cardiovascular, weight training and nutritional strategies to create a healthy lifestyle program designed to meet personal and professional requirements.</p> <p>3. Implement a fitness plan based on a personal health and fitness assessment.</p> <p>4. Formulate a variety of fitness activities and job-related tests in order to master various components of their golf game.</p>	<p>1. Basics of anatomy and kinesiology</p> <p>2. Health factors and lifestyle skills</p> <p>3. Fitness and nutritional strategies at personal and professional levels</p> <p>4. Fitness plans and activities</p>	Golf Teaching and Coaching 4	<p>1) Conduct an effective club fitting session.</p> <p>2) Discuss the evolution of the golf ball and golf club and their relationship to teaching and coaching.</p> <p>3) Apply business planning and principles to developing, marketing, and promoting a golf teaching facility.</p> <p>4) Articulate basic anatomy, physiological, and strength training information as they relate to the golf swing.</p> <p>5) Identify common misconceptions and myths regarding the golf swing and learning the game.</p>	<p>1) The fundamentals of custom club Fitting.</p> <p>2) Key components of a club fitting Session.</p> <p>3) Golf balls and club have changed and so Must our approach to teaching.</p> <p>4) Applying sound business planning, principles to building your golf Business.</p> <p>5) Basic anatomy and physiology Information.</p> <p>6) Basic nutrition and strength training Information.</p> <p>7) Periodization and the concept of practical application</p> <p>8) Myths, tales and misconceptions about learning the golf swing and the Game.</p>	No gap	
Microeconomics	<p>1. Analyze the principles of economics and the benefits of economic interdependence.</p> <p>2. Assess prices and trade in relation to supply and demand, and the concept of elasticity and government policies.</p> <p>3. Critically evaluate the concepts of externalities, public goods and common resources, and market failures in competitive market-based</p>	<p>1. Principles of economics</p> <p>2. Benefits of economic interdependence</p> <p>3. Market forces of supply and demand</p> <p>4. Governmental economic policies</p> <p>5. Economic concepts including resource allocation, competitive markets, monopoly, oligopoly and monopolistic competition.</p>	Microeconomics	<p>1. Use graphs to depict and analyze economic concepts and relationships.</p> <p>2. Use a production possibility frontier to illustrate opportunity cost, changes in technology and economic growth.</p>	<p>Introduction Scarcity, Efficiency and Specialization The Market System Demand, Supply and Equilibrium Elasticity Price Ceilings and Price Floors Consumer Behaviour Costs of Production Monopoly</p>	No gap	

	<p>systems and production, opportunity cost and the relationship of technology on economic growth.</p> <p>4. Examine and compare resource allocation, efficiencies of competitive markets, monopoly, oligopoly and monopolistic competition.</p>			<p>3. Describe how competitive market-based systems solve the problems of what is to be produced (and how much), how it is to be produced, and for whom.</p> <p>4. Use supply and demand to assess the impact of economic events on equilibrium price and quantity traded in competitive markets and regulated markets.</p> <p>5. Explain the concepts of externalities and market failures.</p> <p>6. Use the concept of elasticity to describe the responsiveness of quantities demanded and supplied to changes in price and income.</p> <p>7. Use either marginal utility theory or indifference curve analysis to predict consumer response to changes in the price of a good, changes in the price of a related good, and changes in income.</p> <p>8. Distinguish between economic profits and accounting profits, and use economic profits to predict resource allocation.</p> <p>9. Derive and graph short-run total, average and marginal cost curves; derive and graph long-run average cost curves.</p>	<p>Monopolistic Competition Oligopoly</p> <p>Pure Competition</p>		
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				<p>10. Predict short-run and long-run equilibrium outcomes (prices, quantities traded and economic profits) under at least perfect competition and monopoly using graphs of costs and revenues (including marginal cost and marginal revenue).</p> <p>11. Assess the efficiency of long-run equilibrium outcomes for pure competition, monopoly and at least one other market structure</p>			
Marketing	<p>1. Explain and discuss the functions of the marketing manager and his/her relationship to the development of the marketing plan.</p> <p>2. Examine the role of advertising, including branding and pricing and demonstrate its application in the golf industry.</p> <p>3. Explain the role of primary and secondary research in the development of a marketing plan and apply them in simulations and case studies.</p> <p>4. Differentiate consumer market and business market buying behaviours.</p> <p>5. Create advertising and pricing strategy programs for defined market segments and target markets.</p> <p>Implement all aspects of the marketing plan in a simulated case study to demonstrate knowledge and understanding of the entire marketing process</p>	<p>1. Marketing in Canada</p> <p>2. Customer satisfaction</p> <p>3. Market acquisition through strategic planning</p> <p>4. Market Demand</p> <p>5. Consumer Markets and buying behavior</p> <p>6. Business Markets and business buying behavior</p> <p>7. Dealing with competition</p> <p>8. Advertising and Society</p> <p>9. Market segments and target markets</p> <p>10. Market Offerings, product and brand strategies</p> <p>Price strategies and programs</p>	MKTG1001 Planning the Marketing Strategy	<p>1. Identify the consumer/industrial goods product or service component of the marketing mix. Describe how product life cycle, branding and packaging affect this component.</p> <p>2. Explain the different methods of price determination and the various strategies used to achieve pricing goals and objectives.</p> <p>3. Apply communication theory to the promotional element of the marketing mix and differentiate among advertising, personal selling, sales promotion, publicity and public relations.</p> <p>4. Explain physical distribution and the two major elements of channels of distribution and demonstrate an</p>	<p>How a company decides on the right product to satisfy a particular target market. This section includes discussion on product line selection; branding; packaging; consumer and industrial goods, and customer service. The marketing and delivery of both physical goods and service will be explored.</p> <p>b) Distribution Component (Place) One a company has decided on the right product it must ensure that it is available to the consumer at the right time and at the right place. Areas of discussion include distribution channels (Retailing and Wholesaling) and Physical Distribution.</p> <p>c) Price Component Pricing is an extremely important consideration. The</p>	<p>Explain the role of primary and secondary research in the development of a marketing plan and apply both in simulations and case studies. Implement all aspects of the marketing plan in a simulated case study to demonstrate knowledge and understanding of the entire marketing process.</p>	Essentials of Management and Data Analysis (Bridge)

				<p>understanding of the different levels of service provided by various wholesale and retail firms.</p> <p>5. Develop a basic marketing plan that demonstrates an understanding of the interdependence of the elements of the marketing mix.</p>	<p>right product may be available at the right time in the right place but it must be realistically and competitively priced. Some considerations in this area are: cost-oriented pricing vs. demand-oriented pricing; break-even analysis; discounts, allowances; terms.</p> <p>d) Promotion Component No product will succeed in the market place until the potential customer knows about it. This section involves a study of the promotional mix including Sales Promotion, Advertising, Personal Selling, Public Relations and Publicity.</p> <p>e) Managing the Marketing Process The four marketing mix elements must be blended to plan, implement, and control the marketing process. Additional topics may be covered, as time permits.</p>		
Leadership	<p>Define the attributes of leadership and evaluate their own leadership qualities in relation to situational leadership and leadership strategies.</p> <p>Explain the difference between leadership and management and evaluate the distinction in the context of leading and managing others in a golf organization.</p> <p>Contrast and compare a variety of leadership theories and their applications.</p> <p>Analyze the importance of leadership in a competitive industry, with an economic and ethnically diverse consumer base.</p> <p>Apply appropriate leadership strategies in a manner conducive</p>	<p>Leadership styles and theories</p> <p>Leadership versus management</p> <p>Responsibilities and functions of a leader</p> <p>Leadership strategies in the golf industry</p>	Recreation, Facilities, Leadership	<p>1. Describe various types and purposes of recreation facilities and areas.</p> <p>2. Develop a basic social and recreation programme of activities for a variety of populations.</p> <p>3. Apply a number of leadership, learning and group dynamic principles and strategies appropriate to various groups engaged in social</p>	<p>Introduction to Social and Recreational Programming</p> <p>a. Markets</p> <p>b. Types of facilities</p> <p>c. Trends and themes in recreation</p> <p>2. Recreation, Leisure, Work and Play</p> <p>a. Definitions</p> <p>b. Goals of recreation</p> <p>c. Human development in relation to leisure, play and recreation</p> <p>3. Programme Planning</p> <p>a. Programme requirements based</p>	No gap	

	to enhancing the professional image of the golf industry.			and recreation activities. 4. Provide instructions for a number of games, sports or events in a one-to-one or small group setting. 5. Assess various storage, maintenance and control methods for recreation equipment and supplies. 6. Illustrate various issues of values, attitudes, trends and legal concerns in the recreation field.	on market needs b. Types of activities c. Programme development 4. Social and Recreation Programmer and Activities a. The social and recreation programmer: duties and responsibilities b. Teaching and leading sports, games and activities 5. Sites, Facilities and Equipment a. Safety, operation, maintenance and control		
SEM 3 Introduction to Business Research	1. Explain the purpose and value of a sound business research policy. 2. Compare and contrast the types of research and applications specific to primary and secondary data. 3. Develop and administer a data-collection instrument appropriate to the identified research problem. 4. Analyze data with statistical software and formulate an approach to solving research problems. 5. Compose research and evaluation findings into a critical, written format.	1. The research process including quantitative vs. qualitative analysis and primary vs. secondary research 2. The role of business research; information and knowledge management 3. Ethical issues in business research 4. Survey research methods 5. The research proposal and problem definition Questionnaire design, sample size and data collection, and coding Data analysis, descriptive statistics, univariate statistics, bivariate analysis 6. The research report; communicating and disseminating results				No equivalent course in diploma	Data analysis (Bridge)
Coaching Techniques I	Identify and analyze the business opportunities available within golf instruction. Discuss modern and proven coaching methodologies based upon a variety of accepted philosophies. Plan a practice outcome that includes the evaluation of required criteria Analyze performance outcomes that include the evaluation of required criteria Manage a program outcome that includes the evaluation of no fewer than two clients Utilize a 360 degree evaluation process which involves a number of stakeholders	1. Coaching, leadership and mentorship theory NCCP models of coaching 2. Client analysis (skills and learning styles) 3. Community sport, Instruction and Competition 4. Streams of participants Community sport, business, instruction and competition streams of coach development models	Golf Teaching and Coaching 1	1) Discuss the origins of the Canadian PGA and the evolution of teaching the golf swing. 2) Understand the importance of effective communication and interpersonal skills as they relate to teaching golf. 3) Communicate current and accepted golf instruction terminology. 4) Anticipate the	1) History of the CPGA/evolution of the Golf Pro. 2) Effective/efficient communication in a teaching/learning environment. 3) Golf terminology as it relates to instruction: grip, stance, ball position, alignment, posture. 4) Ball flight laws. 5) Psychological aspects of learning and	No Gap	

				needs and wants of today's golf consumer with respect to learning or improving his/her golf game	executing golf skills. 6) Laws, principals and preferences model 7) Common characteristics of successful golf instructors 8) Common myths surrounding the golf swing and learning the game. 9) Basic principals of motor learning and skill acquisition.		
Sustainable Environmental Management for the Golf Industry	<ol style="list-style-type: none"> 1. Describe the structure and purpose of laws designed to protect the environment. 2. Compare how federal, provincial and municipal laws interconnect to impact environmental laws specific to golf course development 3. Analyze pest management and water management strategies, with a focus on the water taking permitting process and the recapture/re-use of golf course effluent. 4. Examine and interpret the construction site-plan approval process and reconcile the daily operations of a golf course with accepted environmental monitoring programs. 5. Examine current and pending environmental legislation and evaluate whether it is development-friendly or unfriendly. 	<ol style="list-style-type: none"> 1. The legal framework of environmental law 2. Federal, provincial and municipal law 3. Water management and permits to take water 4. Construction and site plan approvals 5. Daily operations vis-à-vis environmental policies 6. Routine environmental monitoring programs 7. Current environmental issues impacting golf course development 	LAWS2010 Environmental Law	<ol style="list-style-type: none"> a) understand the basics of business law in Ontario b) be familiar with the relevant Environmental Acts & Regulations, c) understand the Development approval process, d) Be able to apply the Environmental Regulations. 	<ol style="list-style-type: none"> 1. The different kinds of law; common, criminal, civil, environmental and how they interact 2. The difference between Acts, Regulations, Guidelines and Policies 3. A review of relevant Acts, Regulations, etc. 4. The development approval process 5. Case studies 		No gap

Physiology of Golf 2	<ol style="list-style-type: none"> 1. Self evaluate a) short game, b) long game and c) on course performance in conjunction with accepted standards 2. Articulate the importance of properly and realistically setting performance goals for oneself and others 3. Implement effective practice strategies. 4. Demonstrate the core fundamentals of the golf swing. Recognize the impact of the mind's role in executing high quality golf shots. 5. Select golf equipment optimally suited for any particular individual. 6. Discuss the importance of on-course strategies and tactics. Develop and implement a written performance and improvement plan. 7. Create a performance improvement diagnostic based on quantitative and qualitative changes over time 	<p>Short game and Long game handicapping Assess overall on-course performance Performance goal setting and effective practice strategies Core fundamentals of the golf swing Ball flight laws Selecting proper equipment Self evaluation techniques</p> <p>4. Core fundamentals of the golf swing 5. Ball flight laws 6. Selecting proper equipment 7. Self evaluation techniques</p>	GOLF2001 Fundamentals of Golf Swing	<ol style="list-style-type: none"> 1. Articulate an appropriate learning philosophy for acquiring a sport skill 2. Demonstrate an understanding of the core fundamentals of all facets of the golf swing. 3. Detect and explain possible remedies for basic swing fundamental problems exhibited by others. 4. Explain ball flight laws. 5. Discuss the effectiveness and appropriateness of golf teaching aids including mechanical devices and video technology 	<ol style="list-style-type: none"> 1. How to learn the game effectively. 2. Ball flight laws 3. Static core fundamentals of grip, stance, alignment, ball position, and posture. 4. Swing principles, preferences and misconceptions. 5. Dynamic club fitting. 6. Effective drills and practice habits. 7. Golf teaching aids. 	No gap	
Macroeconomics	<ol style="list-style-type: none"> 1. Describe and calculate key economic indicators such as supply/demand deficits and explain their significance to the golf industry and to developments in the economy as a whole. 2. Explain the relationship between consumption, investment, government spending, imports and exports and their major determinants, and the calculation of national income. 3. Explain the causes and costs of inflation, its relation to the price level and the monetary system. 4. Analyze Canada's position as a trading nation and how GATT, FTA, and NAFTA affect our trading relationships and how the balance of payment accounts reflects international trade and capital movements, net foreign investment, and exchange rate. 	<ol style="list-style-type: none"> 1. Domestic output, national income, and the price level 2. Macroeconomic instability: unemployment, inflation, and the business cycle 3. The aggregate demand-aggregate supply model of the economy and equilibrium output and price level determination 4. Money and banking in Canada 5. The Bank of Canada and monetary policy Fiscal policy 6. Budget deficits and the public debt Canada in the global economy and international trade 7. Exchange rates and the balance of payments <p>Macroeconomics policy in an open economy</p>	Macroeconomics	<ol style="list-style-type: none"> 1. Use graphs to depict and analyze economic concepts and relationships. 2. Define the key economic indicators, and explain their significance and how they are measured. 3. Describe the calculation of national income through both the expenditure and income approaches; and explain the limitations of GDP as a measure of economic activity, and as a measure of social welfare. 4. Explain the relationships between consumption, investment, government 	<p>Introduction to macroeconomics.</p> <ul style="list-style-type: none"> - Measuring domestic output, national income, And the price level. - Macroeconomic instability: unemployment, inflation, And the business cycle. - The aggregate demand-aggregate supply model of the economy, and equilibrium output and price level Determination. - Money and banking in Canada. - How banks create money. - The Bank of Canada and monetary policy. - Fiscal policy. - Budget deficits and the public debt. - Canada in the 	No gap	

				<p>spending, exports and imports, and their major determinants.</p> <p>5. Explain the relationships of aggregate quantity demanded and aggregate quantity supplied to the price level, and use the AD-AS model to predict equilibrium output and price level.</p> <p>6. Describe the functions of money and how the money supply is measured.</p> <p>7. Describe the functions of the Bank of Canada, and how it uses the tools of monetary policy to affect interest rates and the level of economic activity.</p> <p>8. Explain how fiscal policy can in theory be used to stabilize an economy.</p> <p>9. Describe Canada's position as a trading nation, and how the GATT, the FTA, and the NAFTA affect our trading relationships. Explain how the balance of payments accounts reflect international trade and capital movements.</p> <p>10. Explain the benefits of international specialization based on</p>	<p>global economy, and international trade</p>		
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				comparative advantage, and the effects of trade barriers. Analyse the arguments for protectionism. 11. Explain how foreign exchange rates are set under flexible exchange rate systems.			
SEM 4 Coaching Techniques 2	1. Plan a practice outcome that includes the evaluation of required criteria found in one practice plan and an Emergency 2. Action Plan (EAP) completed by a recognized coach/instructor. 3. Analyze a performance outcome that includes the evaluation of required criteria while utilizing context-specific athletes/participants during an onsite or video observation of a practice/session. 4. Design a sport program including the evaluation of required criteria in a Season Plan completed by a recognized coach. 5. Support the competitive experience outcome that includes the evaluation of required criteria during an on-site visit or video observation of a competitive experience. 6. Manage a program outcome that includes the evaluation of no less than 2 athlete/team progress reports (of the same athlete or team) completed by a recognized coach OR an evaluation of essential	1. Making ethical decisions 2. Analyzing performance 3. Providing support to athletes in training 4. Plan a practice session and/or a lesson Manage a program	Golf Teaching and Coaching 2	1) Articulate the respective golf associations' partnership and vision for a national standardized approach to teaching junior and beginner golf. 2) Understand the importance of a Golf Professional as a role model for juniors. 3) Identify the psychological and motor skill challenges in the learning of a new skill. 4) Create and utilize logical lesson plans for private and group coaching programs. 5) Design an implementation plan for a junior golf camp.	1) The power of the junior golf market in North America. 2) How to effectively meet the needs and demands of "echo children." 3) Key components of a successful junior golf program. 4) Characteristics of a successful junior golf promoter. 5) Conducting a junior golf camp. 6) Conducting successful group and private clinics. 7) Reviewing harassment legislation. 8) Lesson planning importance for all clients	No Gap	
Sales Concepts and Applications for the Golf Industry	1. Apply theory of personality types in determining one's own dominant or preferred style of selling as well as the buying style of the customer. 2. Examine and discuss the functions and responsibilities of the golf industry salesperson. 3. Analyze product and service	1. Theory of personality types 2. The selling environment and sales management 3. Customer and employer expectations and needs 4. How sales adds value to customers 5. Ethical and legal issues in professional selling				No equivalent course in diploma	Business Decision Making (Bridge)

	<p>trends to identify potential sales opportunities and develop sales forecasts.</p> <p>4. Construct a sales portfolio including lead gathering, prospect lists, sales call objectives and product knowledge.</p> <p>5. Demonstrate effective sales techniques including greeting and opening statements, appropriate closing techniques, and identifying potential objections and developing appropriate responses.</p> <p>6. Develop a cost benefit analysis, calculating the return on investment payback period and the opportunity costs.</p> <p>7. Develop and demonstrate effective negotiating and commitment strategies as well as partnership building techniques</p>	<p>6. Sales presentations and communications</p> <p>7. Sales process: forecasting, accounts, opening the call, negotiation</p> <p>8. Closing and post-sales follow-up</p> <p>9. Sales performance issues</p>					
Accounting Applications	<p>1. Analyze the management of capital and other resources to fund business activities.</p> <p>2. Apply financial ratio analysis as a tool to gauge financial worth of a business.</p> <p>3. Examine and discuss the inter-relationship of volume, price, product mix and product costs.</p> <p>4. Demonstrate the use of financial information in forecasting, budgeting and measuring business operations</p>	<p>1. Revenue recognition</p> <p>2. Accounting for income taxes</p> <p>3. Leases</p> <p>4. Product cost, product mix, volume pricing</p> <p>5. Accounting changes and error analysis</p> <p>6. Statement of cash flows</p> <p>Full disclosure</p>				Overall basic accounting knowledge is incomplete	Business Decision Making (Bridge)
Fleet and Equipment Management	<p>1. Differentiate types of grounds keeping equipment</p> <p>2. Perform simple maintenance for various equipment</p> <p>3. Utilize software for equipment management</p> <p>4. Evaluate various methods for tracking equipment and fleet and for recording depreciation, purchasing and scheduling</p>	<p>1. Equipment management software</p> <p>2. Types of equipment – grounds keeping, electric, gas, etc.</p> <p>3. Fleet management planning</p> <p>4. Purchasing, scheduling, tracking, depreciation, and inventories</p> <p>5. Survey and disposal of assets</p> <p>6. Equipment sharing</p> <p>Site visits and inspections</p>	Golf Equipment, Storage and Repair	<p>1. Develop a systematic approach from start to finish for the organization and administration of a golf tournament including the supervision of all financial aspects and ensuring that all event communications and staffing needs have been planned for.</p>	<p>1. Communications issues including: establishment of a critical path schematic for time lines, confirmations, contracts, sponsors, thank you letters, press and/or media facilities when applicable.</p> <p>2. Participant traffic flow both on and off the golf course including parking, marshalling,</p>	No gap	

				<p>2. Apply the principles of service maintenance and storage of golf clubs and bags, and conduct operational and maintenance aspects of a power golf cart fleet</p> <p>3. Perform the daily opening and closing duties of the back shop.</p> <p>4. Articulate how the practise range is a contributing factor to the expansion of golf services to members.</p> <p>5. Safely and efficiently operate range equipment including ball picker, ball washer, basket inventory and describe safety and security procedures necessary to the operation of the practise range.</p> <p>6. Perform basic repairs to clubs including regripping, reshafing and rewhipping.</p> <p>7. Understand and practise the principles of customer service excellence in all facets of backshop and range operations.</p>	<p>admissions, handouts and scheduling.</p> <p>3. Scoring methods to be used and scoring process including sheet preparation, name lists, draws and format, closest/longest considerations, tabulation, available tournament software and necessary computer skills.</p> <p>4. Budget consideration with respect to event promotion, corporate sponsorship, prizes, number of participants, food & beverage considerations particular to event, and staffing requirements.</p> <p>5. Customer service issues including attention to every detail, recognition of potential for repeat and new tournament business.</p> <p>6. Club and bag security, storage and organization including set up, cleaning, tagging, regular inspection for damage, loss, and record keeping.</p>		
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<p>SEM 5 Introduction of Psychomotor Theories in Golf</p>	<p>Self evaluate a) short game, b) long game and c) on course performance in conjunction with accepted standards Articulate the importance of properly and realistically setting performance goals for oneself and others Implement effective practice strategies. Demonstrate the core fundamentals of the golf swing. Recognize the impact of the mind's role in executing high quality golf shots. Select golf equipment optimally suited for any particular individual. Discuss the importance of on-course strategies and tactics. Develop and implement a written performance and improvement plan. Create a performance improvement diagnostic based on quantitative and qualitative changes over time</p>	<p>Short game and Long game handicapping Assess overall on-course performance Performance goal setting and effective practice strategies Core fundamentals of the golf swing Ball flight laws Selecting proper equipment Self evaluation techniques Describe the objectives of an exercise program for golf Discuss and deliver progression sequence for an exercise program Principles of training Describe and screen for pre-existing injuries Describe the signs, symptoms and proper treatment for both soft tissue and bone injuries Describe and screen for factors related to increased risk with professional golf practices</p>	<p>Golf Teaching and Coaching 4</p>	<p>1) Conduct an effective club fitting session. 2) Discuss the evolution of the golf ball and golf club and their relationship to teaching and coaching. 3) Apply business planning and principles to developing, marketing, and promoting a golf teaching facility. 4) Articulate basic anatomy, physiological, and strength training information as they relate to the golf swing. 5) Identify common misconceptions and myths regarding the golf swing and learning the game.</p>	<p>1. The fundamentals of custom club Fitting. 2) Key components of a club fitting session. 3) Golf balls and club have changed and so must our approach to teaching. 4) Applying sound business planning, principles to building your golf business. 5) Basic anatomy and physiology information. 6) Basic nutrition and strength training information. 7) Periodization and the concept of practical application. 8) Myths, tales and misconceptions about learning the golf swing and the game.</p>	<p>No gap</p>	
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Organizational Design and Effectiveness	<p>Articulate the different elements of organization structure, design, process and context</p> <p>Demonstrate an appreciation of a variety of perspectives in understanding organizational behaviour</p> <p>Relate how the design and structure of an organization impacts negatively or positively on goal achievement within that organization</p> <p>Develop and apply skills of diagnosis and resolution to the solution of practical and real organizational problems</p> <p>Discuss the impact on the organization of increased local and global competition, rapidly changing technologies and rising consumer demands, and the limits of organizational theory in coping with these realities</p>	<p>Organizational theory – histories and perspectives</p> <p>Organizational environment – strategy and goals</p> <p>Organizational social structure and impact of technology</p> <p>Organizational culture</p> <p>Conflict, control and ideology</p> <p>Decision making and politics within organizations</p> <p>Organizational change and learning</p>	BUSI1001 Introduction to Org. Behaviour	<ol style="list-style-type: none"> 1. Identify the foundations of individual behaviour including perception, communication and learning and apply this knowledge to the business environment. 2. Analyze the concept of motivation and evaluate motivational strategies used in a variety of organizational settings. 3. Explain the development, structure, decision making processes, and impact of groups within organizations. 4. Evaluate the appropriateness of various leadership styles and conflict management strategies used in organizations. 5. Explain how organizational culture and change affect working relationships within organizations. 6. Define and identify both personal and organizational causes of stress and list ways of managing stress. 	<ol style="list-style-type: none"> 1. Introduction to the Field of Organization Behaviour 2. Individual Behaviour and Learning in Organization 3. Theories of Employee Motivation and Reward Systems 4. Perception 5. Stress 6. Communication in Organizations 7. Team Dynamics 8. Decision Making in Organizations 9. Politics and Conflict in Organizations 10. Organizational Leadership 11. Organizational Change and Development 12. Organizational Culture 13. Organizational Structure and Design 	Organizational design theories, open systems, organizations' role within the domestic and global environment	Essentials of Management (Bridge)
Pro Shop Retail Management	<ol style="list-style-type: none"> 1. Differentiate and evaluate various strategies for retail pro shop pricing and management 2. Forecast sales 3. Compare and evaluate vendors 4. Write sales orders, having deciphered trends and determined appropriate vendors 5. Build a unit-based purchase plan for an actual pro shop 	<ol style="list-style-type: none"> 1. retail strategy 2. the physical pro shop 3. sales forecasting purchasing 4. product knowledge and selling skills 5. product management 6. sales lift initiatives 7. direct marketing 8. point of sale systems 	Golf Operations, Policies and Procedures	<ol style="list-style-type: none"> 1. Understand the importance of a Policies and Procedures manual and take a leadership role in its development. 2. Articulate specific information about all aspects of the Golf Shop 	<ol style="list-style-type: none"> 1. Golf Shop policies and procedures manual. 2. Golf Shop security / managing risk. 3. Inventory control and revenue collection procedures. 4. Booking tee times, scheduling staff (front 	No Gap	

				including scheduling, booking tee times, lessons, leagues, tournaments, merchandising and security. 3. Discuss appropriate point-of-sale systems and other computer based functions that support the Pro-shop	and back Shop), lessons, tournaments and leagues. 5. Product knowledge and buying for a variety of Clients. 6. Golf cart fleet. 7. Marshall's, starters, staff training. 8. Professionalism amongst		
Managing E-Business	Analyze relationship marketing concepts to describe how Internet use adds value. Identify and assess issues facing business trying to improve competitiveness, and develop Internet strategies Evaluate the critical success factors of companies using on-line marketing and e-commerce activities Apply Internet technology for the purposes of research and project completion to develop effective research skills, and to create a basic web page, while critically assessing industry web pages.	Lectures provide the theory and overview of the historical aspects of e-commerce. The course relies very heavily on electronic support in order to facilitate an understanding of these technologies in preparation for applying such knowledge to e-commerce in the workplace upon graduation. Discussion groups provide an opportunity for students to critically discuss the materials presented both in lectures and on-line.	No diploma course		1. Online readings and discussions 2. Corporate website comparison 3. Thematic website production	Analysis of internet value Identification and assessment of internet business issues Evaluation of critical success factors	Business Administration Communications (Bridge)
Financial Measurement and Analysis	1. Explain and effectively manage the financial resources of a golf facility. 2. Analyze the financial stability of a golf organization and determine and implement effective and efficient resolutions to problems. 3. Utilize the tools of financial forecasting to make planning and operational decisions regarding the financial resources of a golf facility. 4. Critically assess and complete an operational performance of a golf facility's productivity, efficiency, and profitability	1. Business activities and principal financial statements 2. Financial statement analysis 3. Financial resources and business activities 4. Financial positioning and forecasting 5. Inventory management and operational performance 6. Pro forma financial statements 7. Quality of earnings/income and revenue recognition Non-current assets Income taxes 8. Recognition and valuation of liabilities/bonds	FNCE2000 Business Finance	1. Successfully manage the financial resources of any business using the skills acquired. 2. Analyze the financial stability of a business and recommend the appropriate action to take. 3. Apply the complex tools associated with financial forecasting, the knowledge of which is essential in the business	Topics: a) Introduction to Finance 1. The Goals and Functions of Financial Management b) Financial Analysis and Planning 1. Review of Accounting 2. Financial Analysis 3. Financial Forecasting c) Working Capital Management 1. Working Capital and the Financing Decision 2. Current Asset	Critically assess and complete an operational performance of a golf facilities productivity, efficiency and profitability	Business Policy Essentials and Data Analysis (Bridge)

				world today.	Management 3. Sources of Short-Term Financing		
SEM 6 Event Management	<ol style="list-style-type: none"> 1. Assess event feasibility 2. Plan, implement and evaluate event merchandising opportunities 3. Develop and assess event plans and proposals 4. Conduct analyses of events based on a number of criteria such as efficiency, marketing objectives, entrepreneurial opportunities, etc. 	<ol style="list-style-type: none"> 1. event terminology 2. planning objectives, goals, budgets 3. developing the merchandising plan 4. challenges to successful event planning and execution 5. case studies and SWOT analyses of various events 6. risk management introduction 	GOLF3000 Corporate Golf Event Planning	<ol style="list-style-type: none"> 1 Identify all components of the host and hosted organization and key personnel that must work together to produce a successful corporate/special event. 2. Assess the feasibility of the event. 3. Identify merchandising opportunities and outline a plan for up selling tournament clients. 4. Write an effective event implementation plan/proposal. 5. Define and reconcile post event actions - budgets, evaluation, and accounting. 	<ol style="list-style-type: none"> 1. Differentiate between types of special events; large tournaments, smaller corporate groups, meetings, conventions. 2. Explore terminology, teams, tasks, as they relate to the success of an event. 3. Develop a feasibility plan - objectives, goals, budgets, target markets, competitive analysis. 4. Write an implementation plan - critical path, marketing, public relations, risk, corporate partners, and contingencies. 5. Outline merchandising plan and budget for respective objectives, goals, budgets, target markets, tournament/corporate clients. 6. Identify risks (environmental & monetary) and prepare a realistic contingency plan for both. 7. Group discussion and evaluation of current special event plans or events in progress. 	No gap	
Applied Sports Psychology	<ol style="list-style-type: none"> 1. Discuss the close relationship between mental and physical health 2. Analyze and evaluate various techniques (research, theory and 	<ol style="list-style-type: none"> 1. health psychology, performance enhancement/interventions, 2. social psychology differentiating sports psychology from other branches of psychology 	No diploma course				

	practice) to improve performance in exercise and sport 3. Examine factors related to the social psychological aspects of performance such as coaching, teamwork and participants	applied and clinical sports psychology cognitive behavioural approaches mental training techniques (e.g., goal setting, imagery, self-talk, feedback, focusing) 3. planning and note-taking for initial and subsequent sessions with clients challenges to sports psychology (e.g., eating disorders, injury, depression, career transitions)					
Marketing Analysis	Apply strategic thinking to the marketing function Relate the principles and techniques of effective marketing research Participate in all aspects of the research and analysis process Identify meaningful and statistically significant trends in an organization's data Engage in strategic decision-making based on research findings	Research strategy Data capture and analysis Data collection instruments Interpreting quantitative data Secondary research and report writing				No equivalent course in diploma	Essentials of Management Business Administration Communication Data Analysis (Bridge)
Agronomy for the Golf Industry	1. Plan, prioritize, budget and consult with appropriate stakeholders to establish medium and long range course needs including drainage issues, equipment replacement and/or purchases and future course expansion 2. Identify various challenges facing turf and soil, addressing these challenges as they arise Study cases and synthesize responses 3. Discuss impacts of play and weather on turf management and scheduling with particular focus on compaction considerations, pin and tee block rotations, speed of play, quality of turf and drainage considerations, and with respect to course layout, low spots and areas which tend to hold water	1. Turf identification, diseases, remediation Soil identification, limitations and requirements for healthy turf 2. Irrigation system selection, construction maintenance 3. Golf course opening/closing; procedures for turf, irrigation and maintenance equipment	GOLF2000 Turf, Renovation , Construction	1. Plan, prioritize, budget, and consult with architects and superintendents to establish medium and long range course needs including drainage issues, equipment replacement and/or purchases, and future course expansion. 2. Identify main pieces of turf equipment and their cost and rotation schedules in consultation with superintendent. 3. Identify turf grass maintenance issues including care and culture of turf (mowing, aeration, watering,	1. Legal and environmental considerations for turf maintenance and course re-design. 2. Organizational considerations for renovation, construction, and maintenance projects. 3. Turf identification, diseases, and remediation. 4. Course opening & closing procedures for turf, irrigation, and maintenance equipment. 5. Long term planning strategies to support sustained golf course health and player satisfaction.	No gap	

				<p>fertilizer, chemicals, diseases, pests), nutrient, drainage and compaction considerations, impact of play and weather on turf maintenance schedule, proper pin and tee block rotations with respect to weather, speed of play, and quality of turf, and drainage considerations with respect to course layout, low spots and areas which tend to hold water.</p> <p>4. Describe the physical layout of the course from fairways, tees, greens to the cart paths, service roads, easements, drainage areas, buildings, practice areas etc.</p> <p>5. Identify and plan with respect to issues that impact renovation and construction projects including environment, permitting process, historical preservation and existing themes.</p> <p>6. Develop a communication plan that recognizes the needs of the stakeholders, the decision makers and the construction personnel.</p> <p>7. Identify a</p>			
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				process whereby the architect/contractor is chosen for renovation and/or construction projects.			
SEM 7 Entrepreneurship and Business Plan	<ol style="list-style-type: none"> 1. Critically evaluate the viability of a business idea and predict its probability of success. 2. Analyze and predict market trends. 3. Research the competition, promotional strategy, and location in the planning of a successful business operation. 4. Evaluate and demonstrate interpersonal skills required for success in profiling customers and marketing products or services. 5. Develop research and analytical skills required for financial analysis for assessing the market value of on-going businesses and determining the benefits and liabilities of franchising 	<ol style="list-style-type: none"> 1. Entrepreneurship 2. Business planning 3. Researching the competition 4. Market research and promotional strategies 5. The importance of location 6. Franchises 7. Interpersonal communication 	BUSI2000 Entrepreneurship and Small Business	<ol style="list-style-type: none"> 1) Identify the personal skills necessary to succeed in an entrepreneurial environment. 2) Evaluate the viability of a business idea and determine its probability of success. 3) Construct a set of financial projections (cash flow, income statement and balance sheet) to assess the viability of a small business. 4) Develop a professional business plan acceptable to a lending institution, demonstrating an understanding of the key elements essential to the operation of a successful small business. 	<p>Small Business Overview</p> <p>Gathering skills in Small Business</p> <p>Power Marketing</p> <p>Profiling Your Customer:</p> <p>Learn From The Competition</p> <p>Promotion</p> <p>Location</p> <p>Financial Analysis</p> <p>Trends statement</p> <p>Shaking the Money Tree:</p> <p>Legal Concerns</p> <p>Buying Franchises and Existing Businesses</p>	<p>Franchises, market trends research / value of service or product</p> <p>Market trends and research</p>	<p>Business Policy Essentials (Bridge)</p>
SEM 8 Business Policy: Capstone	<ol style="list-style-type: none"> 1. Analyze the vision, mission and strategic plan of a real organization 2. Contextualize the strategic plan according to its economic, geographic, physical and socio-demographic environments 3. Investigate and problem solve specific industry challenges, such as seasonality and weather dependence 4. Identify legal problems 	<ol style="list-style-type: none"> 1. Golf business challenges and responses including weather, human resources, marketing, competition, finance, regulations, retrofits and new constructions, environmental assessments and land claims 					<p>Must take degree course (Semester 08)</p>

	proactively and determine appropriate responses						
Human Resource Management	<p>Explain the various functions of human resource management and identify their relationship to the workplace from the perspective of both employer and employee.</p> <p>Apply the principles of human resource management in the areas of hiring, compensation and benefits, and government legislation.</p> <p>Identify social issues relating to human resource management such as systemic discrimination and develop approaches to resolving these problems in the workplace through various methods learned in class</p> <p>Identify and predict human resource management trends in industry and develop proactive solutions and techniques of adaptation to changing industry demand</p>	<ol style="list-style-type: none"> 1. The historical development of human resource management. 2. Government legislation and human resource management 3. Human Resource requirements for planning, staffing, performance appraisal, training and development. 4. Compensation: Job evaluation, pay structure, and benefits. 5. Employee Relations: Discipline and employee assistance. 6. Labour Relations: Unions, collective bargaining, contract administration and human rights 7. Current trends and future issues. 					Must take Degree course (Semester 7)
Golf Course Design and Construction	<ol style="list-style-type: none"> 1. Plan, prioritize, budget and consult with appropriate stakeholders to establish medium and long-range golf course needs including drainage issues, equipment replacement and/or purchases and future course expansion 2. Develop a communication plan that recognizes the needs of stakeholders, the decision makers and the construction personnel 3. Develop a request for proposal which outlines, in detail, the requirements for the construction and/or renovation of a course 4. Analyze various real reports and requests for proposals 	<ol style="list-style-type: none"> 1. stakeholders in course construction 2. organizational considerations for renovation, construction and maintenance (e.g., staffing, budget, player satisfaction, market analysis) 3. legal and environmental considerations for course construction, redesign and maintenance 4. long-term planning strategies 5. sustained golf course health and player satisfaction 6. greens, tees, fairways, bunkers and construction standards 7. tree programs and committees 8. course aesthetics and landscape design 					Must take degree course (Semester 7)
Application of Psychomotor Theories in Golf	<p>Self evaluate a) short game, b) long game and c) on course performance in conjunction with accepted standards</p> <p>Articulate the importance of</p>	<p>Short game and Long game handicapping</p> <p>Assess overall on-course performance</p> <p>Performance goal setting and</p>	No diploma course				Must take degree course (Semester 7)

	<p>properly and realistically setting performance goals for oneself and others</p> <p>Implement effective practice strategies.</p> <p>Demonstrate the core fundamentals of the golf swing.</p> <p>Recognize the impact of the mind's role in executing high quality golf shots.</p> <p>Select golf equipment optimally suited for any particular individual.</p> <p>Discuss the importance of on-course strategies and tactics.</p> <p>Develop and implement a written performance and improvement plan for oneself and in collaboration with and for a student peer</p> <p>Create a performance improvement diagnostic based on quantitative and qualitative changes over time</p>	<p>effective practice strategies</p> <p>Core fundamentals of the golf swing</p> <p>Ball flight laws</p> <p>Selecting proper equipment</p> <p>Self evaluation techniques</p> <p>Coaching and mentoring for the golf swing</p>					
Service Excellence	<ol style="list-style-type: none"> 1. Identify client expectations and reiterate these to confirm 2. Use effective rapport with a diverse client base through speed, articulation, tone and diction 3. Identify, apply and analyze methods for reducing and resolving conflict 4. Evaluate colleagues in their responses to service challenges 	<ol style="list-style-type: none"> 1. Service excellence and the organization; the service culture 2. Communication styles and diversity (including active and empathic listening) 3. Stress management for self and customers action orientation application of service 4. excellence in HR management, food and beverage, event management, fleet and equipment management, and environmental management 				No equivalent course in diploma	<p>BABGM bridge: Essentials of Management</p> <p>Must take degree course (Semester 7)</p>
Food Service Control Systems	<ol style="list-style-type: none"> 1. Analyze the importance of the cost control cycle and its effect on profitability. 2. Evaluate a menu and analyze its implications for the overall food and beverage operation. 3. Forecast sales and expenses and relate this to the budgeting function using appropriate food and beverage software tools. 4. Analyze and interpret data obtained on staffing, scheduling, turnover and productivity. 5. Demonstrate industry standard professionalism and proficiency 	<ol style="list-style-type: none"> 1. Decision-making with respect to control of: food costs, receiving, storing and issuing, food preparation, beverages, payroll, guest checks and cash, utilities and miscellaneous expenses and theft 2. Importance of budgeting and forecasting sales 3. Labour costs, ratios, productivity 4. Job analysis, job description and task procedures 5. Staff forecasting, scheduling, turnover, analysis 	FOSR2000 F&B Control Systems	<ol style="list-style-type: none"> 1. create and cost a standard recipe 2. develop purchase specifications for a variety of products 3. apply inventory control measures for a variety of products 4. analyze operating results and standard procedures to determine 	<ol style="list-style-type: none"> 1. Introduction to the F&B Department <ul style="list-style-type: none"> -organization and responsibilities of a typical food and beverage department -types of operations -the importance of controls -implementation, operation and analysis of effective controls 2. Planning for F&B Control 	More in depth analysis, evaluation and forecasting requiring interpretation of data derived from the F&B operation.	Must take degree course. (Semester 7)

	in a food service environment.	6. Menu evaluation Food service practical orientation		corrective action within the control procedure	A. Determine F&B standards -standard purchasing specifications -standard recipes -standard portion sizes -standard yields -standard food and beverage costs B. The Menu -importance -planning -costs -evaluating 3. Designing Effective Controls -purchasing and receiving controls -storing and issuing controls 4. Costs -calculating actual costs -controlling costs -analyzing costs -correcting costs		
Risk Management	1. Define the concept of risk management and identify general areas of risk exposure in a typical golf environment. 2. Explain the importance of developing a framework for systematically identifying, evaluating and managing risk. 3. Discuss the manager's role with respect to his/her degree of accountability for identifying key 4. General Manager responsibilities within the organization. 5. Identify and explain the key components of a sound risk management plan. 6. Analyze the roles and responsibilities of the insurance broker/carrier/agent in relation to the overall Risk Management process within an organization.	1. Risk avoidance / mitigation 2. Risk assessment of G/L, PCIP, BAR, E&O, D&O AND EPLI 3. Risk financing 4. Risk control 5. Incident vs. accident reporting, data collection and storage 6. Risk administration Claims management	No diploma course				Must take degree course (Semester 8)
Food Service Operations Management	1. Identify and explain the key areas and types of a golf industry food and beverage operation. 2. Compare and contrast the	1. The Food and Beverage department including organizational challenges, operation types, forms and levels	FOSR2001 Food & Beverage Management	1. Develop cost control by using budgeting. 2. Analyze food	Costs and Decision Making - the meaning of cost - types of costs	No gap	

	<p>beverage operation and the food operation, identifying and explaining the appropriate controls specific to each of them.</p> <p>3. Assess and evaluate computer hardware and software tools for their compatibility and effectiveness in a particular Food and Beverage setting.</p> <p>4. Develop and apply standards for planning, purchasing, costing and analysis in a Food and Beverage operation.</p> <p>5. Plan and create a purchasing, receiving and storage plan for a Food and Beverage operation.</p> <p>6. Apply appropriate control mechanisms when dealing with equipment, furnishings and other supplies related to the food and beverage operation.</p>	<p>of control and beverage department specifics</p> <p>2. The food goods cycle and computerization</p> <p>3. Standards for purchasing, recipes, yields and costs</p> <p>4. Planning, costing, and evaluating the menu</p> <p>5. Purchasing, receiving, storage controls</p> <p>6. Food costing: control, correction, analysis</p>		<p>and beverage costs to determine their positive or negative effect on the operation and to determine the most appropriate methods to correct any problems that may occur.</p> <p>3. Plan the labour requirements for the food and beverage department.</p> <p>4. Analyze labour costs to determine if they are appropriate and to correct any problems that may occur in this area.</p>	<ul style="list-style-type: none"> - cost decisions - separating costs into fixed and variable Cost Control by Budgeting - purposes of budgeting - types of budgets - budget preparation - the budget cycle - departmental budgets - budgeting in a new operation Measurement of Labour Cost - labour cost ratios - the problem of productivity - productivity improvement ideas Labour Cost Standards - fixed element of labour cost - job analysis, job description and task procedures - labour productivity standards - staffing guides - forecasting - staff scheduling - labour cost analysis - labour turnover cost 		
Golf Club Administration	<p>1. Develop policies and procedures in compliance with current legislation and club bylaws.</p> <p>2. Establish safety and security procedures appropriate to a golf operation and develop a plan to monitor operations.</p> <p>3. Create operating budgets and analyze changes in the financial position of the organization.</p> <p>4. Demonstrate the importance of maintaining professional relationships with boards, owners, members and staff.</p> <p>5. Analyze the relationship</p>	<p>1. Administration</p> <p>2. Financial management</p> <p>3. Marketing and public relations</p> <p>4. Club governance models</p> <p>5. Food and Beverage operations</p> <p>6. Building and facility management</p> <p>7. External and governmental influence</p>	No diploma course				Must take degree course (Semester 8)

	<p>between the overall marketing function merchandising, promotional and sales strategies.</p> <p>6. Develop and implement a plan for the opening of a seasonal food and beverage operation through to its closing including menu planning, goods and services contracts, permit and license validation, Food and Beverage product knowledge, entertainment and social functions and maintenance of equipment and furnishings.</p> <p>8. Develop procedures for managing costs associated with purchase, cleaning and maintenance of facility's carpets and floors, electrical system, ceilings/walls/furniture/fixtures and waste management efforts.</p>						
Principles of Networking	<p>1. Identify general and specific employability skills (soft skills and hard or field skills) necessary for a successful career in the golf industry</p> <p>2. Organize and present a detailed plan for a successful job search and identify personal and / or professional factors that will enhance career advancement in that position</p> <p>3. Relate the process and practice of networking, mentors and relationship building to golf industry career success</p> <p>4. Develop and defend a self-evaluative diagnostic which will guide personal and professional growth through a 2-year timeframe</p> <p>5. Review and evaluate the fundamentals of volunteer development, management, liability and risk avoidance</p>	<p>1. Employability skills inventory</p> <p>2. Golf business-specific skill inventory</p> <p>3. Advanced job search / job keep techniques</p> <p>4. The art and science of networking</p> <p>5. Mentors and mentoring</p> <p>6. Creating and managing your 'rolodex'</p> <p>7. Self learning plan</p> <p>8. Volunteer trend, issues</p> <p>9. Quality management approaches for volunteers</p> <p>10. Recruitment, orientation and retention of volunteers</p>	GOLF3005 Professional Networking	<p>1) Identify general and specific employability soft skills and hard or field skills relevant to the golf industry</p> <p>2) Discuss the process and importance of networking and career advancement.</p> <p>3) Recognize current and future trends in the golf industry and their impacts on the golf business.</p> <p>4) Develop and defend a Self Learning Plan specific to their strengths, weaknesses and career path.</p>	<p>The importance of soft skills</p> <p>What skills are employers looking for today</p> <p>Conflict resolution and negotiation skills</p> <p>Resumes, cover letters and interviews</p> <p>Mentors and their impact on a career</p> <p>The Self-Learning Plan</p>	<p>More comprehensive evaluation, required correlation of findings, present results of career research and portfolio</p>	<p>Must take degree course (Semester 8)</p>

				<p>ADVE3000 Public Relations and Press Skills</p>	<p>1. Create a media and community contact list using current sources in the library. 2. Write an effective press release using proper format. 3. Prepare a Public Relations Plan and Press Kit for a hotel, resort, attraction, event, festival, or organization. 4. Make a formal group presentation based on a written report using a variety of audio-visual aids. 5. Respond effectively to questions, either spontaneously or using back-up material, delivered in a variety of formats such as press conferences, interviews, and oral presentations. 6. Conceive, plan and organize a (simulated) special event.</p>	<p>1. Introduction to Public Relations -definitions: P.R., Publicity -internal and external P.R. -importance of P.R. -tools of P.R. -defining "Publics" -Public and Media relations 2. Image and Perception -what's in a name, picture, logo, slogan -importance of positive image -promotion of image -dealing with negative press -role of human resources 3. Media Relations -sources for identifying and developing appropriate media and community contacts list -methods of communicating with the media -press releases -creating a press kit -print media and broadcast interview techniques 4. Event Based P.R. and Publicity -types of events and purpose -event planning and organization -event promotion</p>	
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						-community relations -sponsorships 5. Public Relations Plan -purpose and content -schedule of activities -budget 6. Presentation Skills -formal group presentation style: introduction, conclusion, timing, agenda, flow, professional use of variety of A.V. -A.V. techniques and using A.V. effectively -individual presentations: (one or more of the following: formal introductions, news story, T.V. interview, press conference, persuasive presentation, depending on time).	
			College Communication	1. Locate and evaluate research resources using appropriate technology and information systems. 2. Organize information into a clear, coherent academic message to fulfill a purpose.	1. Locate and evaluate research resources using appropriate technology and information systems. 2. Organize information into a clear, coherent academic message to fulfill a purpose. 3. Support ideas with	University level reading and writing Degree level business assignments: research, writing, proofing, editing and sourcing Methods of	Business Administration Communications & Learning strategies (Bridge)

				<p>3. Support ideas with information to compose written, spoken and visual messages.</p> <p>4. Integrate an approved documentation system to credit the use of information and ideas generated by others.</p> <p>5. Assess and revise information for content, language, purpose and audience</p>	<p>information to compose written, spoken and visual messages.</p> <p>4. Integrate an approved documentation system to credit the use of information and ideas generated by others.</p> <p>5. Assess and revise information for content, language, purpose and audience</p>	<p>inquiry Communication skills</p>	
			<p>Communications at Work</p>	<p>1. Write information concisely using primary and secondary sources with APA documentation.</p> <p>2. Compose written workplace messages using appropriate English language conventions.</p> <p>3. Apply persuasive strategies in writing to compose business documents using appropriate technology.</p> <p>4. Analyze and integrate information to support documented arguments persuasively.</p> <p>Design and deliver presentations and meetings that communicate research findings using appropriate technology and information</p>	<p>Workplace documents Correspondence from each category: 1. Memos, emails and letters 2. Resumes and other work search documents Reports from each category: 1. Informational reports 2. Analytical reports using primary and secondary documented research Workplace presentations 1. Presentations (individual or collaborative efforts) 2. Meetings Vocation-related tasks Communication related to vocation or program area</p>		

				systems			
			World Links: Wired Communication	<p>1. Critique and interpret information through written online discussions.</p> <p>2. Consider, analyze, and respond to the findings of peers in a thoughtful, constructive manner.</p> <p>3. Compare and contrast information to communicate research findings.</p> <p>4. Research, design, and produce a thematic website.</p> <p>5. Evaluate and compile research findings to meet set criteria using technology, information systems, and appropriate report format</p>	<p>Online readings and discussions</p> <ul style="list-style-type: none"> - Corporate website comparison - Thematic website production - Online documentation 		
			Professional Writing	<p>1. Conduct and incorporate primary and secondary research into professional documents.</p> <p>2. Plan and document a writing project.</p> <p>3. Analyze and organize information to meet the needs of specified audiences.</p> <p>4. Compose professional documents individually and</p>	<p>Information structures such as description, process, and definition</p> <p>2. Project planning</p> <p>3. Audience analysis</p> <p>4. Task analysis</p> <p>5. Principles of professional writing such as organization, design and layout, editing style, and mechanics</p>		

				collaboratively. 5. Design documents to specified format and layout criteria. 6. Evaluate professional writing for organization, design, and style			
			Oral Presentation	<p>Select and organize content for a specified audience, purpose, and timeframe.</p> <p>2. Locate, retrieve, and assess supporting material from a variety of sources using appropriate information technology and resources.</p> <p>3. Design and use presentation aids to enhance interest, clarity, and retention.</p> <p>4. Deliver a variety of ethical, interactive presentations that convey information confidently and credibly.</p> <p>5. Demonstrate effective group interaction to achieve a common purpose and goal.</p> <p>6. Critique speeches to advance presentation, design, and delivery skills.</p>	<p>Pre-presentation and Preparation</p> <ul style="list-style-type: none"> - topic selection and planning - Research and organization - Anxiety management <p>2. Content Organization</p> <ul style="list-style-type: none"> - Informal presentations - Formal presentations <p>3. Delivery Techniques</p> <ul style="list-style-type: none"> - Verbal and non-verbal communication <p>4. Presentation Aids</p> <ul style="list-style-type: none"> - Standard - Electronically enhanced <p>5. Documentation</p> <ul style="list-style-type: none"> - APA format <p>6. Critiques</p> <ul style="list-style-type: none"> - Self and peer - Professionals and others 		
			FNCE1000 Personal Finance	<p>1. Analyze the historical and changing roles of men and women in managing family finances.</p> <p>2. Project the effect</p>	<p>1. Financial Planning</p> <ul style="list-style-type: none"> - financial plans for savings and spending throughout the lifecycle <p>2. Financial Security</p> <ul style="list-style-type: none"> - economic risks for 		N/A

				<p>of economical and sociology trends on personal and family finances.</p> <p>3. Describe typical family financial goals and how they change during the lifecycle.</p> <p>4. Generalize the effects that changing Canadian demographics have on personal and family financial planning.</p> <p>5. Identify trends that affect public and private pension sources and how they affect retirement planning.</p> <p>6. Propose strategies to individuals or families in financial difficulty.</p> <p>7. Propose alternatives that minimize the economic risks faced by individuals and families in Canada.</p> <p>8. Express ideas verbally and in writing.</p>	<p>men and women</p> <ul style="list-style-type: none"> - general and life insurance needs - retirement planning - saving and investing strategies throughout the lifecycle <p>3. Credit</p> <ul style="list-style-type: none"> - use of consumer credit - loans and mortgages - credit reporting and debt collection - strategies for overcommitted debtors - gender and credit 		
			GOLF2002 Golf Operations, Policies And Procedures	<p>1. Understand the importance of a Policies and Procedures manual and take a leadership role in its development.</p> <p>2. Articulate specific information about all aspects of the Golf Shop including scheduling, booking tee times, lessons, leagues,</p>	<p>1. Golf Shop policies and procedures manual.</p> <p>2. Golf Shop security / managing risk.</p> <p>3. Inventory control and revenue collection procedures.</p> <p>4. Booking tee times, scheduling staff (front and back shop), lessons, tournaments and leagues.</p> <p>5. Product</p>		N/A

				<p>tournaments, merchandising and security.</p> <p>3. Discuss appropriate point-of-sale systems and other computer based functions that support the Pro-shop.</p> <p>4. Establish merchandising practices consistent with the customer service goals of the facility.</p>	<p>knowledge and buying for a variety of clients.</p> <p>6. Golf cart fleet.</p> <p>7. Marshalls, starters, staff training.</p> <p>8. Professionalism amongst staff and towards members, guests and suppliers.</p>		
			Supervision	<p>1. Propose ways to support on-going learning and professional development at work;</p> <p>2. Use effective communication techniques for directing people -- including strategies for active listening, giving instructions and overcoming barriers;</p> <p>3. Assess employee performance;</p> <p>4. Analyze relationships and responsibilities of the principle participants in aviation work environments: workers (and their unions), managers, and the government;</p> <p>5. Propose ways of managing difficult or unproductive employees; and</p> <p>6. Explain the traits of leaders, and the</p>	<p>Fundamental Principles of Supervision</p> <p>Labour relations</p> <p>Performance appraisals</p> <p>Employment equity</p> <p>Employee Assistance Programs</p> <p>Managing difficult employees</p> <p>Health and safety</p> <p>Managing and working in teams</p> <p>Learning organizations</p> <p>Leadership</p> <p>Communications</p> <p>Multi-cultural workplaces</p>	No gap	

				difference between management and leadership			
			Entrepreneurship and Small Business	<p>1) Identify the personal skills necessary to succeed in an entrepreneurial environment.</p> <p>2) Evaluate the viability of a business idea and determine its probability of success.</p> <p>3) Construct a set of financial projections (cash flow, income statement and balance sheet) to assess the viability of a small business.</p> <p>4) Develop a professional business plan acceptable to a lending institution, demonstrating an understanding of the key elements essential to the operation of a successful small business.</p>	<p>Course Content: Small Business</p> <ol style="list-style-type: none"> 1. Overview: 2. Power Marketing: 3. Profiling Your Customer: 4. Learn From The Competition 5. Promotion: 	No gap	

Course Code	Course Title	Calendar Course Description
BUSI1011	Business Decision Making	Business decision making is examined in the context of the main functional areas of business: accounting, economics, finance, marketing, human resources, operations, information systems, and general management. Classes and assignments feature group discussion and case studies. Emphasis is placed on working in teams, preparing formal presentations, learning how to plan and submit professional reports, and analyzing business situations from a multi-functional perspective. This course integrates the learning experiences of the other bridge courses in the program.
BUSI1012	Business Policy Essentials	In this course, students apply their accumulated knowledge and decision-making skills in the execution of a business policy simulation exercise. The exercise involves each team of students running their own company, making decisions for that company across multi-functional areas, and competing against fellow students throughout the exercise. The course requires students to integrate and apply knowledge and skills from all business disciplines and work successfully in a team.
MGMT1001	Essentials of Management	This course surveys the core concepts and topics in business and management. Topics include the functions and roles of organizations within the context of the domestic and global environments. The basic elements of good management practice, finance, economics, marketing, organizational theory, human resources, general operations and managerial decision-making are introduced.
COMM1012	Bridge Communications	This course provides a mix of reading and composition theory with practical applications to prepare students for the volume and level of degree reading and writing. Students inventory their reading and writing skill levels and then track their progress throughout the semester. Flexibility in reading styles is stressed, as is

		comprehension and speed. Focus is given to academic types of writing and corresponding reading styles. Students also engage in comprehensive degree level business assignments - research, writing, proofing, editing, and sourcing are key components.
HUMN1007	Learning Strategies	This course builds on previous knowledge of how students learn and further develops methods of inquiry, critical thinking skills, communication abilities and library research methods, as well as information literacy and research skills required to succeed in a degree program. Interactive teaching and learning methods are used and learning strategies including time management, reading and reading comprehension, note taking, studying and test taking, and organizing writing tasks are threaded into the other courses of the program to promote success in degree studies.
MATH1013	Data Analysis	This course builds on previous learning and further develops students' ability to apply a wide variety of techniques to analyze and evaluate business related information and then make appropriate business decisions. The course strengthens students' skills in essential mathematics and statistical analysis in order to enhance their success in a degree environment.

Course title	Business Decision Making								
Year and semester	Bridge								
Course/subject description	Business decision making is examined in the context of the main functional areas of business: accounting, economics, finance, marketing, human resources, operations, information systems, and general management. Classes and assignments feature group discussion and case studies. Emphasis is placed on working in teams, preparing formal presentations, learning how to plan and submit professional reports, and analyzing business situations from a multi-functional perspective. This course integrates the learning experiences of the other bridge courses in the program.								
Method(s) of Instruction	Lecture, seminars and case studies								
Content outline by topic	<p>Course Content</p> <p>The content covered in this course will include, but will not be limited to:</p> <ul style="list-style-type: none"> - The four key business functional areas: finance/accounting, marketing, production/operations, and human resources. - Business decision making skills, models, and processes. 								
Length in actual content hours	56 Hours								
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Case Reports</td> <td style="text-align: right;">55%</td> </tr> <tr> <td>Mid-term Examination</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Examination</td> <td style="text-align: right;"><u>25%</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Case Reports	55%	Mid-term Examination	20%	Examination	<u>25%</u>	Total	100%
Case Reports	55%								
Mid-term Examination	20%								
Examination	<u>25%</u>								
Total	100%								
Resources to be purchased/provided by students (e.g., course kits, equipment, software)									
Textbook requirements (for new programs, indicate illustrative textbooks and other course materials)	<p>Business Decision Making: Text and Cases 7th Edition Grasby, Crossan, Frost, Haywood-Farmer, Pearce, Purdy Richard Ivey School of Business Thomson/Nelson Publishing ISBN: 0-17-622458-0</p> <p>Learning with Cases 3rd Edition Mauffette_Leenders, Erskine, Leenders Richard Ivey School of Business ISBN 978-0-7714-2521-X</p>								
Learning outcomes (also listed in Appendix 6.5.1)	<p>Upon completion of this course, the student will have reliably demonstrated the ability to:</p> <ul style="list-style-type: none"> • Integrate the skills and knowledge learned in a variety of business disciplines to solve business problems and make decisions and/or recommendations. 								

	<ul style="list-style-type: none"> • Collect, analyze, and organize relevant and necessary information from a variety of sources to solve business problems and make decisions and/or recommendations. • Apply knowledge of the four key functional areas of business: accounting/finance, marketing, production/operations, and human resources to solve business problems and make decisions and/or recommendations to solve business problems and make decisions and/or recommendations. • Apply creative problem-solving and decision-making skills to address business problems/opportunities and present creative solutions. • Apply a wide variety of mathematical techniques with the degree of accuracy required to solve business problems and make decisions and/or recommendations. • Communicate business-related information persuasively and accurately in both oral and written formats. • Enhance performance with individuals and teams to contribute to the success of an enterprise through the application of human resource management and leadership knowledge and skills.
Course designer/developer	<p>Course designed by: faculty eligible to teach this course</p> <p>Gary Boydell</p>
List faculty qualified to teach the course <i>and/or</i> the statement "Faculty to be Hired"	<p>Faculty Qualified to Teach the Course:</p> <ul style="list-style-type: none"> • Gary Boydell
Percentage of course content to be offered on-line (if applicable)	On-line options may be available
Faculty Qualifications Required to Teach/Supervise the Course	Graduate degree in business or equivalent Master of Business Administration preferred
Classroom requirements	Multi-media classroom
Equipment requirements	

Course title	Business Policy Essentials																
Year and semester	Bridge																
Course/subject description	In this course, students apply their accumulated knowledge and decision-making skills in the execution of a business policy simulation exercise. The exercise involves each team of students running their own company, making decisions for that company across multi-functional areas, and competing against fellow students throughout the exercise. The course requires students to integrate and apply knowledge and skills from all business disciplines and work successfully in a team.																
Method(s) of Instruction	Lecture and simulation exercise																
Content outline by topic	After an intensive introduction, a computer simulation will put student teams in the position of competing in industry. Student management teams must first analyze the industry and the company's history and financial position. They then must make critical decisions regarding mission, strategic positioning, marketing, human resource management, operations management, and finance for their company. Additionally, the management teams will face social, ethical, and environmental dilemmas in the form of several mini-case studies.																
Length in actual content hours	28 Hours																
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	<p>Students will be evaluated on the basis of individual and group efforts, as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Individual Effort:</td> <td style="width: 20%; text-align: center;">30%</td> <td style="width: 30%;">Group Effort:</td> <td style="width: 20%; text-align: center;">70%</td> </tr> <tr> <td></td> <td style="text-align: center;">-----</td> <td></td> <td style="text-align: center;">-----</td> </tr> <tr> <td>Quizzes (2):</td> <td style="text-align: center;">20%</td> <td>Reports (3)</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Peer Evaluation:</td> <td style="text-align: center;">10%</td> <td>Simulation</td> <td style="text-align: center;">40%</td> </tr> </table>	Individual Effort:	30%	Group Effort:	70%		-----		-----	Quizzes (2):	20%	Reports (3)	30%	Peer Evaluation:	10%	Simulation	40%
Individual Effort:	30%	Group Effort:	70%														
	-----		-----														
Quizzes (2):	20%	Reports (3)	30%														
Peer Evaluation:	10%	Simulation	40%														
Resources to be purchased/provided by students (e.g., course kits, equipment, software)	This course will be delivered via a Business Strategy Simulation Exercise. Students will be required to pay a technology fee and purchase resources in support of the simulation.																
Textbook requirements (for new programs, indicate illustrative textbooks and other course materials)																	
Learning outcomes (also listed in Appendix 6.5.1)	<p>Upon completion of this course, the student will have reliably demonstrated the ability to:</p> <ol style="list-style-type: none"> 1. Integrate the skills learned in a variety of business disciplines. 2. Plan and implement business strategies in a competitive environment. 3. Balance the interests of the various stakeholders in the corporation (shareholders, management, labour, and government/society). 4. Function as a decision maker within a small group. 																

	<p>5. Communicate company plans and results clearly to stakeholders.</p> <p>6. Create awareness of ethical principles, personal and company values, and socially responsible management practices.</p>
Course designer/developer	<p>Course designed by faculty eligible to teach this course</p> <p>Jerry Smeding</p>
List faculty qualified to teach the course <i>and/or</i> the statement "Faculty to be Hired"	<p>Faculty Qualified to Teach the Course:</p> <ul style="list-style-type: none"> • Jerry Smeding <p><input type="checkbox"/> Faculty to be Hired</p>
Percentage of course content to be offered on-line (if applicable)	<p>On-line options may be available</p>
Faculty Qualifications Required to Teach/Supervise the Course	<p>Graduate degree in business or equivalent Master of Business Administration preferred</p>
Classroom requirements	<p>Multi-media classroom Computer lab</p>
Equipment requirements	

Course title	Essentials of Management						
Year and semester	Bridge						
Course/subject description	This course surveys the core concepts and topics in business and management. Topics include the functions and roles of organizations within the context of the domestic and global environments. The basic elements of good management practice, finance, economics, marketing, organizational theory, human resources, general operations and managerial decision-making are introduced.						
Method(s) of Instruction	Lecture, seminar and case study						
Content outline by topic	The course will include, but will not be limited to: 1. The four key managerial skill areas: planning, organizing, leading and controlling. 2. Management planning tools and techniques. 3. Managing change and innovation. 4. Managing human resources and labour relations. 5. Managing operations and operational information. 6. Understanding accounting and information systems.						
Length in actual content hours	42 Hours						
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	<table> <tr> <td>Reports</td> <td>50%</td> </tr> <tr> <td>Examinations</td> <td><u>50%</u></td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Reports	50%	Examinations	<u>50%</u>	Total	100%
Reports	50%						
Examinations	<u>50%</u>						
Total	100%						
Resources to be purchased/provided by students (e.g., course kits, equipment, software)							
Learning Outcomes	<ul style="list-style-type: none"> • Explain the four key management functions: planning, organizing, leading, and controlling, and how they impact upon the business decision-making process. • Apply creative problem-solving and decision-making skills to address business problems and opportunities in the four key functional areas of business: accounting/finance, marketing, production/operations and human resources. • Communicate business-related information persuasively and accurately, in both oral and written formats. 						
Textbook requirements (for new programs, indicate illustrative textbooks and other course materials)	Essentials of Contemporary Management 2 nd Edition Jones and George McGraw-Hill Irwin ISBN-13: 978-0-07-301122-6 ISBN-10: 0-07-301122-3						
Course designer/developer	Course designed by faculty eligible to teach this course						

	Gary Boydell
Percentage of course content to be offered on-line (if applicable)	On-line options may be available
Faculty Qualifications Required to Teach/Supervise the Course	Graduate degree in business or equivalent Master of Business Administration preferred
Classroom requirements	Multi-media classroom
Equipment requirements	

Course title	Bridge Communications						
Year and semester	Bridge						
Course/subject description	This course provides a mix of reading and composition theory with practical applications to prepare students for the volume and level of degree reading and writing. Students inventory their reading and writing skill levels and then track their progress throughout the semester. Flexibility in reading styles is stressed, as is comprehension and speed. Focus is given to academic types of writing and corresponding reading styles. Students also engage in comprehensive degree level business assignments - research, writing, proofing, editing, and sourcing are key components						
Method(s) of Instruction	Lecture and tutorial						
Content outline by topic	<p>Reading Skills Development</p> <ul style="list-style-type: none"> vocabulary context clues analytical reading skim reading <p>Writing</p> <ul style="list-style-type: none"> note taking essay writing business report writing grammar and mechanics <p>Research</p> <ul style="list-style-type: none"> primary research secondary research electronic research 						
Length in actual content hours	14 Hours + 14 Hours of Tutorial						
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Reading skills development assignments</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Academic and business writing assignments</td> <td style="text-align: right;"><u>70%</u></td> </tr> <tr> <td>Total</td> <td style="text-align: right;">100%</td> </tr> </table>	Reading skills development assignments	30%	Academic and business writing assignments	<u>70%</u>	Total	100%
Reading skills development assignments	30%						
Academic and business writing assignments	<u>70%</u>						
Total	100%						
Resources to be purchased/provided by students (e.g., course kits, equipment, software)							

Textbook requirements (<i>for new programs, indicate illustrative textbooks and other course materials</i>)	<p>The Elements of Style 4th Edition Strunk Jr. and White Longman Publishers ISBN 0-210-30902-X</p> <p>Cites and Sources: A Documentation Guide 2nd Edition Haig, Raikes, Sutherland Thomson/Nelson Publishing 0-17-641504-1</p> <p>Oxford Canadian Dictionary</p>
Learning outcomes (<i>also listed in Appendix 6.5.1</i>)	<p>Upon completion of this course, the student will have reliably demonstrated the ability to::</p> <p style="padding-left: 40px;">Locate, evaluate, organize, and integrate into different writing formats research resources using appropriate technology and information systems.</p> <p style="padding-left: 40px;">Demonstrate degree-level research skills through the development and use of a research process in collaboration with the library commons.</p> <p style="padding-left: 40px;">Compose short and formal essays incorporating appropriate formats and documentation.</p> <p style="padding-left: 40px;">Apply advanced reading strategies to increase speed and comprehension.</p> <p style="padding-left: 40px;">Understand different composition purposes and styles and adapt to each writing situation.</p>
Course designer/developer	Course designed by: Tony Lieb
List faculty qualified to teach the course <i>and/or</i> the statement “Faculty to be Hired”	<p>Faculty Qualified to Teach the Course:</p> <ul style="list-style-type: none"> • Tony Lieb
Percentage of course content to be offered on-line (if applicable)	On-line options may be available
Faculty Qualifications Required to Teach/Supervise the Course	Graduate degree in related field, or equivalent
Classroom requirements	<p>Multi-media classroom Computer lab Remedial writing centre</p>
Equipment requirements	

Course title	Learning Strategies
Year and semester	Bridge
Course/subject description	This course builds on previous knowledge of how students learn and further develops methods of inquiry, critical thinking skills, communication abilities and library research methods, as well as information literacy and research skills required to succeed in a degree program. Interactive teaching and learning methods are used and learning strategies including time management, reading and reading comprehension, note taking, studying and test taking, and organizing writing tasks are threaded into the other courses of the program to promote success in degree studies.
Method(s) of Instruction	Seminar and Library Commons
Content outline by topic	<p>The content covered in this course will include, but will not be limited to:</p> <ul style="list-style-type: none"> Learning & Memory <ul style="list-style-type: none"> Critical Thinking Skills Team Work Time Management & Organization <ul style="list-style-type: none"> Weekly Schedule Semester Plan Reading Comprehension <ul style="list-style-type: none"> SQ3R Method Note Taking <ul style="list-style-type: none"> Cornell Method Organizing Tasks <ul style="list-style-type: none"> Mind Maps Outlines Inspiration Software Essays, Business Reports & Oral Reports Studying & Test Taking <ul style="list-style-type: none"> Learning Styles Test Taking Techniques & Steps Research <ul style="list-style-type: none"> Electronic Databases Internet Copyright Learning Strategies for Math
Length in actual content hours	28 Hours
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	Research paper: 30% Assignments: 40% Examination(s): <u>30%</u> TOTAL 100%
Resources to be purchased/provided by students (e.g., course kits, equipment, software)	

Textbook requirements (for new programs, indicate illustrative textbooks and other course materials)	
Learning Outcomes	<p>Upon completion of this course, the student will have reliably demonstrated the ability to:</p> <ul style="list-style-type: none"> • Apply universal time management and organizational skills through the development and continuous use of a weekly schedule and accompanying semester plan, and organized notebook/binder(s) for all courses. • Explain how to read textbooks, professional journal articles effectively and efficiently in all courses using an ongoing reading strategy that will improve reading comprehension and memory. • Demonstrate how to take effective notes in all courses using an ongoing note taking strategy that will produce clear and concise notes. • Describe a strategy used to organize writing tasks for all courses through the development and implementation of an outline and the use of mind mapping. • Outline and apply the steps for effective procedures for studying – independently, with a partner, in a group, and in test taking situations – multiple choice, short answer, essay. • Demonstrate the use and understanding of the basic computer technology available for enhanced learning (Inspiration for Mind Mapping and Reference Point for APA are both software packages available in the Library Commons). • Support Communications Bridge Learning Outcome of demonstrating degree-level research skills through the development and use of a research process, in collaboration with the Library Commons. • Explain how to think critically and solve problems in all courses using effective reflection, questioning, and advanced thinking (thinking outside of the box) techniques.
Course designer/developer	<p>Course designed by faculty eligible to teach this course</p> <ul style="list-style-type: none"> • Lori McLeod

List faculty qualified to teach the course and/or the statement "Faculty to be Hired"	Faculty Qualified to Teach the Course: <ul style="list-style-type: none"> Lori McLeod
Percentage of course content to be offered on-line (if applicable)	On-line options may be available
Faculty Qualifications Required to Teach/Supervise the Course	Graduate degree in related field, or equivalent
Classroom requirements	Multi-media classroom
Equipment requirements	

Course title	Data Analysis						
Year and semester	Bridge						
Course/subject description	This course builds on previous learning and further develops students' ability to apply a wide variety of techniques to analyze and evaluate business related information and then make appropriate business decisions. The course strengthens students' skills in essential mathematics and statistical analysis in order to enhance their success in a degree environment.						
Method(s) of Instruction	Lecture seminar and case study						
Content outline by topic	<p>The content covered in this course will include, but not be limited to:</p> <ol style="list-style-type: none"> 1. Calculating present value and future value revenue streams 2. Descriptive statistics 3. Probability 4. Computer solutions to statistics <p>Financial statement analysis, ratios, forecasting, sensitivity analysis</p>						
Length in actual content hours	42 Hours						
Method(s) and frequency of evaluation of student performance (e.g., assignments, presentations, term papers, exams)	<table> <tr> <td>Reports</td> <td>50%</td> </tr> <tr> <td>Examination</td> <td><u>50%</u></td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </table>	Reports	50%	Examination	<u>50%</u>	Total	100%
Reports	50%						
Examination	<u>50%</u>						
Total	100%						
Resources to be purchased/provided by students (e.g., course kits, equipment, software)							
Textbook requirements (for new programs, indicate illustrative textbooks and other course materials)							
Learning outcomes (also listed in Appendix 6.5.1)	<p>Upon completion of this course, the student will have reliably demonstrated the ability to:</p> <ul style="list-style-type: none"> • Apply a wide variety of mathematical techniques with the degree of accuracy required to solve problems, analyze data, and make decisions. • Apply the principles of economics, statistics, financial, and data analysis to evaluate information and assist in making financial decisions. • Produce and interpret a variety of graphical displays of data, and be able to choose the correct graphing technique for a variety of situations. • Produce a solution to various business problems by employing graphical or computational methods using algorithms and spreadsheet software. 						

	<ul style="list-style-type: none"> Analyze and interpret financial statements to describe what these reveal about a company's financial condition.
Course designer/developer	<p>Course designed by faculty eligible to teach this course</p> <ol style="list-style-type: none"> Kelly Halliday
List faculty qualified to teach the course <i>and/or</i> the statement "Faculty to be Hired"	<p>Faculty Qualified to Teach the Course:</p> <ul style="list-style-type: none"> Kelly Halliday
Percentage of course content to be offered on-line (if applicable)	On-line options may be available
Faculty Qualifications Required to Teach/Supervise the Course	Graduate degree in business or equivalent Master of Business Administration preferred
Classroom requirements	Multi-media classroom Computer lab
Equipment requirements	

APPENDIX 5.3 PROMOTION AND GRADUATION REQUIREMENTS

Definitions of Promotional Status:

IN GOOD STANDING (P): May proceed to next semester.

ON PROBATION (B): May proceed to next semester on probation. Student must seek academic advice on how to improve chances for academic success.

UNDER ACADEMIC WARNING (Z): May proceed to next semester under academic warning. If the student's SWA is less than 50%, he or she may not engage in workplace experiences, including co-op, unless approval is granted by the Co-op Consultant.

MUST REPEAT COURSES/SEMESTER (R): Must repeat failed courses/semester before proceeding.

SUSPENDED FOR TWO SEMESTERS (6): May not proceed. Students who are suspended from the College:

- May not engage in any form of workplace experience (i.e. co-op, field placement, internship, clinical placement, etc.) that is a normal part of their program.
- May not enroll in any part-time studies post-secondary credit courses, nor are they admissible to any other full-time or part-time certificate or diploma Georgian College programs.
- May apply for re-admission using the normal application process.
- If accepted for re-admission, may return on special probationary status for the semester. If they do not achieve a SWA of at least 60% in that semester, they will be required to withdraw for a minimum of five calendar years.

REQUIRED TO WITHDRAW FOR ONE CALENDAR YEAR (7): May not proceed.

Students are required to withdraw for ONE CALENDAR YEAR, whether full-time or part-time. After twelve months, they may register for part-time general interest non-credit courses, or apply for admission to another Georgian College program provided it does not have any vocational courses in common with the program from which they were required to withdraw.

The conditions and progression are shown on the following chart for reference.

Program Requirement	Level of Achievement	
	Promotion	Graduation
Courses in disciplines outside of the main field(s) of study	A minimum of 60% semester weighted average is required.	A minimum of 65% overall average is required.
Courses in disciplines within the main field(s) of study	A minimum of 60% semester weighted average is required.	A minimum of 65% overall average is required.
Co-op	A minimum of 60% semester weighted average in the semester prior to the co-op is required for co-op eligibility.	A passing grade is required.

Notes:

The passing grade for courses is 50%. The passing weighted average for promotion through each semester of the program is 60%. The student's promotional status, which is based on his or her academic performance, is determined at the end of each semester and year.

Students studying on a part-time basis will be assessed for promotion once they have registered for six program required courses.

Students who fail a mandatory course twice will be placed under academic warning and must consult with a College Counsellor. Should they fail the same mandatory course a third time, they may not proceed in the program and will be required to withdraw from the program.

APPENDIX 6.2.1 PROFESSIONAL/ACCREDITATION OR OTHER REQUIREMENTS

There is no accrediting body associated with this field of study; however, support from golf associations and industry are attached in Appendix 6.2.2.

**APPENDIX 6.2.2 LETTERS OF SUPPORT: PROFESSIONAL /ACCREDITATION OR
OTHER REQUIREMENTS**

1. The Lodge at Ventana Canyon
2. Westwood Plateau
3. Intrawest Golf
4. The Canadian Society of Club Managers
5. National Golf Course Owners Association Canada
6. IMG Golf Course Management
7. Canadian Golf Superintendents Association
8. Canadian Professional Golfer's Association
9. Jordan Winter – PGM graduate
10. Chris Marchiori – PGM graduate
11. Craig Custea – PGM graduate

August 9, 2005



Mr. Brad Doey
Program Coordinator
Professional Golf Management
Georgian College
One Georgian Drive
Barrie, Ontario CANADA
L4M 3X9

Dear Mr. Doey:

Congratulations on your recent announcement to pursue offering a degree for graduates of your outstanding golf program. Your PGM program has produced several extraordinary professionals to serve on my golf staff.

My career has been filled with unique opportunities including a General Manager role with the PGA TOUR. Fortunate to be provided with the necessary support, it would have been very productive for me to pursue further education in club management. If your curriculum were to offer graduates more in areas other than operations, I am certain that they would be better prepared for the demands of business owners and club operators.

Currently I oversee operations at The Lodge at Ventana Canyon. My role to oversee 2 world renowned golf courses, 2 Golf Shops, Outside Operations, Members and Resort Guests requires administrative skills that include accounting, payroll, human resources and much more. This training simply is not available in Canada.

Thank you for your hard work and dedication toward providing well educated golf professionals. Certain that the future of our industry is to become better Managers; it is relieving to know that you are addressing the problem. It is my sincere wish that you would request my assistance with any part of your new curriculum.

Sincerely,

Ken Lane
PGA Director of Golf
The Lodge at Ventana Canyon
(520) 577-4006

6200 NORTH CLUBHOUSE LANE TUCSON, ARIZONA 85750
TEL: 520/577-1400 800/828-5701 FAX: 520/577-4063



WESTWOOD PLATEAU

GOLF  COUNTRY CLUB 3251 Plateau Boulevard Coquitlam, BC V3E 3B8 Tel: 604.945.4007 Fax: 604.552.0920

Joseph Fruchter
Dean, Hospitality and Tourism Georgian College
One Georgian Drive
Barrie, Ontario, Canada
L4M 3X9

Dear Sir.

Please accept this letter of endorsement for Georgian College and Mr. Brad Doey as you embark on an effort to launch an applied degree in golf management.

I have been in the golf industry for fifteen years and I have been actively involved with the Canadian PGA, the National Golf Course Owners Association and the Canadian Society of Club Managers. One of the most consistent challenges facing these organizations is the competency of new members and their potential for gaining senior management positions. The golf business requires many skills, and the industry is simply too competitive to allow managers to 'learn from their mistakes'. As the General Manager of an award-winning facility "with close to 300 employees, I always prefer that we hire golf management students first, because I know that they have been taught to look at the golf business as a 'business', a critical difference from others that get in the business because they like golf. Managing a facility, whether a private-club or for-profit, has drastically changed over the past ten years and only those individuals who are constantly educating themselves will prosper. Students graduating from a respected institution with a four year degree will simply be that much more prepared to obtain good positions in this billion dollar industry.

I applaud your initiative. If I can be of any assistance whatsoever, please let me know.

Sincerely,

James Cronk
VP Golf / General Manager Westwood Plateau



IntrawestGolf
Creating Memories

14646 N. Kierland Boulevard

Suite 210

Scottsdale, Arizona

85254-2764

480.874.2200

Fax: 480.874.2610

March 2, 2006

Joseph Fruchter
Dean, Hospitality and Tourism
Georgian College
One Georgian Drive
Barrie, Ontario, Canada
L4M 3X9

Dear Sir,

I am pleased to have the opportunity to write in support of Georgian College's efforts to launch an applied degree in golf management.

The Georgian College's Professional Golf Management program is well respected in the industry and as leader of one of golf's largest management companies I am glad to see the program taken to the next level. The need for well educated and mature business leaders in our industry has never been greater and this type of program will, in my opinion serve the industry well in addressing the future needs.

I applaud Brad Doey on this initiative and his resolve to make this happen and I am happy to support Georgian College as a member of an advisory board to assist in the realization of this applied degree management program.

Sincerely,

Jim McLaughlin
Senior Vice President,
Intrawest Golf



The Canadian Society
of Club Managers

La Société canadienne
des directeurs de clubs

December 18, 2006

To Whom It May Concern:

RE: PROPOSED DEGREE IN GOLF MANAGEMENT

Having reviewed Georgian College's proposed degree in golf management, I am confident that this program will meet or exceed the increased expectations and requirements that today's golf industry is placing on its managers. We understand that the program course mix has taken into account the nine competencies that CSCM believes are necessary for effective and professional club management. It balances essential industry-specific skills and knowledge with management level business content which should position this program and its graduates well, for career opportunities in golf management.

CANADIAN SOCIETY OF CLUB MANAGERS

Elizabeth Di Chiara CAE
Executive Director,
Canadian Society of Club Managers



National Golf Course Owners Association
Canada
Association nationale des propriétaires de terrains de golf

January 25, 2007

Georgian College
One Georgian Drive
Barrie, ON
L4M 3X9

Attention: **Brad Doey**

Dear Mr. Doey,

Further to our discussions of Georgian College's proposed degree in golf management, the National Golf Course Owners Association Canada supports your initiative.

Our golf industry requires more sophisticated management skills every year as the business matures and becomes more complex. Your program offers the necessary balance between the industry-specific knowledge and management level business acumen essential to effectively meet the needs of golf course owners across Canada.

Not only will golf courses benefit from the output of such a program, but your graduates will be better positioned to realize successful, rewarding careers in the Canadian golf industry.

Good luck with the program, and let me know if we can be of further assistance.

Sincerely,
National Golf Course Owners Association Canada

Jeff Calderwood
Executive Director

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Vice President

Joseph Fruchter
Dean, Hospitality and Tourism
Georgian College
One Georgian Drive
Barrie, Ontario, Canada
L4M 3X9

Dear Sir,

I am pleased to have the opportunity to write in support of Georgian College's efforts to launch an applied degree in golf management.

I was fortunate to have sat on Georgian College's Professional Golf Management program advisory committee in the early stages of that program's existence. Having worked in the golf industry for (x) years, and spent (x) of those years in senior management positions, it has become clear to me that the educational opportunities currently available to aspiring golf industry practitioners in Canada, do not adequately prepare graduates for management roles. Golf businesses in Canada and indeed, across the globe, are an increasingly complex system of human resource, financial, environmental and customer service issues that require advanced problem solving and critical thinking skills that our current college diploma holders do not exhibit. The golf business is just that, a business, first and foremost where decisions made with incorrect or simply bad information can cost an organization hundreds of thousands of dollars. Unfortunately I see such decisions being made on a daily basis.

A four-year degree focused specifically on the unique but solvable business challenges that golf operators face, will surely serve our industry better and prepare your graduates for rewarding and meaningful careers in golf course management.

I applaud your initiative and I look forward to assisting Georgian College in any way that I am able.

Sincerely,

Patrick Bowers
Vice President, IMG World

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CANADIAN PROFESSIONAL
GOLFER'S ASSOCIATION



ASSOCIATION CANADIENNE
DES GOLFEURS PROFESSIONNELS

February 12, 2007

To whom it may concern:

I am writing this letter in support of Georgian College's proposed degree program in golf management.

Having thoroughly reviewed Georgian College's proposed degree program in golf management, it is my view that graduates of this proposed degree will be optimally prepared to undertake any of a number of management positions in the golf industry. The Canadian PGA is focused on becoming a knowledge based organization with its members' skills, abilities and competencies at the forefront of its priorities. One of the Canadian PGA's most important goals is to match its members' knowledge, skills, abilities and competencies with the workplace needs of golf industry employers. The Georgian College proposed degree program in golf management will provide Canadian PGA members with an interest in golf management an applied skill set to take to the employment marketplace.

If I can answer any questions or if further information is required, please don't hesitate to contact me.

Sincerely,

Stephen Carroll
Executive Director

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January 31, 2007

Brad Doey
Program Co-coordinator
Professional Golf Management
One Georgian Drive
Room E116
Barrie, ON L4M 3X9

Dear Mr. ^{Brad}Doey:

Thank you for providing the information on the plans for the new golf management program which is proposed for Georgian College.

Based on the program structure presented, I am sure that it would be eligible, in whole or in part, for approval, as part of the CGSA Master Superintendent and Accredited Golf Superintendent designations. Once the program content and curriculum have been finalized, please submit a course profile to allow CGSA to assign the appropriate credit values according to the CGSA's National Occupational Standards.

I am confident that the proposed program will provide a valuable addition to the course offerings presently available to the golf sector.

Please ensure that the CGSA is kept up-to-date on your progress with respect to the program.

Yours truly,

Kenneth S. Cousineau, CAE
Executive Director

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To whom it may concern,

Georgian College had been my home for the last three years. I can say without a doubt it was the best time I've had in my short life. I chose Georgian because of its friendly staff, classmates, and the energetic atmosphere. When choosing to go school, it was always my goal of completing my diploma at Georgian, and then pursuing my business degree elsewhere because a four-year degree was not offered.

A four-year degree focused in golf would have an ideal course for me. I loved every minute at Georgian College, but I feel the need to continue my education and this was not an option. Without a doubt if Georgian College had offered a 4-year degree in Professional Golf Management I would accept in a heartbeat. A 4-year degree in PGM would separate Georgian College from all others.

I truly believe this 4-year Degree is a step in the right direction for not only Georgian College but for the Golf Industry as a whole.

Regards,

Jordan Winter (PGM Graduate Class of 2005)

Graduation Letter of Support for a Applied Degree – Georgian College

Chris Marchiori

Georgian College PGM Class of 2003

My three years at Georgian College was a great experience. I met a lot of influential people and left with a great network of friends and contacts. Since graduation in 2003, I have gone on to work on my economics degree at Lakehead University, which I will complete this spring.

I believe the idea of turning the three-year PGM program into a four-year applied degree is definitely an option that should be pursued by the college. The obvious reasoning is that graduates of a four-year degree program will be viewed as possessing greater skill sets and will be rated as more productive candidates for positions in the golf industry. However, I am not saying that college graduates are not prepared for the industry, but the simple fact of the matter is that a university degree carries more credibility than a college diploma, whether we like it or not. I believe turning the PGM program into a four-year degree program will make it easier for graduates to quickly move up in the industry while also increasing other potential options and employment opportunities.

My reasoning for pursuing further education after Georgian College was that I wanted to expand my skill sets and increase my credibility, thus leaving me with increased opportunities. My goal is to still find employment in the golf industry, but now I have the reassurance that I am not limited to the golf industry.

In my opinion the value of higher learning is not just explicitly expressed in the degree you pursue, but more importantly it is implicitly a measure of one's potential productivity. A candidate with a university degree shows an employer indirectly how productive they may be. It shows an employer that they are willing to work, they commit to tasks, they manage time, and can meet deadlines etc. The intangible skills accompany the specific skill sets acquired through the degree.

I support the initiative by Georgian College to transform the three-year PGM program into a four-year applied degree because it will offer graduates the following: more opportunities, increased skill sets, and increased potential productivity and credibility in the eyes of employers within and outside of the golf industry.

To Whom It May Concern:

I am writing to you to express my full support of Georgian College's efforts to launch an Applied Degree in Golf Management.

I graduated Georgian's current PGM diploma program in spring, 2001. During my final year at Georgian, it became evident to me that I would have to further my education in order to advance to a management position. This was made evident to me from my coop experience at the prestigious Hamilton Golf and Country Club. During my tenure there, the General Manager had decided to retire at the end of a 25-year career at Hamilton. As I got to know the G.M., I found out that he was not only a former golf professional, but went on to receive an undergraduate in Business, followed by an MBA.

As a result, I knew that if I wanted to land a dream job (such as a G.M. position at a facility like Hamilton) in the golf industry, I would have had to obtain more education to meet the requirements of a position of that calibre. After graduating from Georgian, I enrolled in the Business Management program at Ryerson University and obtained a Bachelor of Commerce by the fall of 2003.

While Georgian's current program prepared me adequately for the various operational-level roles there are in a typical golf facility, offered the chance to build relationships through networking, and allowed me to gain experience through coop positions, I soon discovered that the expectations that owners and boards of directors have of managers exceeded the training and skills that I would normally be received in a diploma program. A degree program also gives those in the industry more skills and training in the business aspect of the golf industry. That said, those who would like to seek employment with club manufacturers, design firms, marketing firms, and the like, may not necessarily receive the education or possess the qualifications needed to fill those positions without a degree. From my own personal experience, a degree program will give you the education and qualifications that are needed.

I wish Georgian College the very best of luck in its quest to launch such a program that I not only believe, but know personally, is absolutely necessary and relevant for today's golf industry.

Sincerely,

Craig Custeau

APPENDIX 6.3 PROGRAM CONTENT SUMMARY MATERIAL

APPENDIX 6.3.1 PROGRAM LEVEL LEARNING OUTCOMES

<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing 	<p>Business Policy (Capstone) Entrepreneurship and Business Plan Ethics for Business Financial Measurement and Analysis Food Service Control Systems Food Service Operations Management Introduction to Business Research Introduction to Marketing Legal Aspects in Golf Management Macroeconomics Marketing Marketing Analysis Microeconomics Organizational Design and Effectiveness Risk Management Rules and History of Golf Sustainable Environmental Management for the Golf Industry</p>
<ul style="list-style-type: none"> • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry 	<p>Applied Sports Psychology Coaching Techniques 1 and 2 Ethics for Business Event Management Golf Club Administration Human Resource Management Leadership Legal Aspects in Golf Management Managing E-Business Principles of Networking Pro Shop Retail Management Sales Concepts and Applications for the Golf Industry Service Excellence Co-op</p>
<ul style="list-style-type: none"> • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. 	<p>Agronomy for the Golf Industry Business Policy (Capstone) Coaching Techniques 1 and 2 Human Resource Management Leadership Legal Aspects in Golf Management Risk Management Sustainable Environmental Management for the Golf Industry Co-op</p>

<ul style="list-style-type: none"> Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative 	<p> Agronomy for the Golf Industry Business Policy (Capstone) Computers Studies for Managers in Golf Financial Measurement and Analysis Fleet and Equipment Management Food Service Control System Food Service Operations Management Golf Club Administration Golf Course Design and Construction Introduction to Accounting Introduction to Marketing Legal Aspects in Golf Management Managing E-Business Marketing Risk Management Sales Concepts and Applications for the Golf Industry Co-op </p>
<ul style="list-style-type: none"> Integrate sophisticated academic research skills and methodologies from either the social sciences or arts and humanities to demonstrate a depth of knowledge and application of quantitative and qualitative methods outside of the business discipline 	<p> Introduction to Psychology Liberal Arts and Sciences Electives </p>
<ul style="list-style-type: none"> Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes 	<p> Application of Psychomotor Theories in Golf Applied Sports Psychology Fitness and Nutrition Introduction to Psychomotor Theories in Golf Physiology of Golf 1 Physiology of Golf 2 Co-op </p>
<ul style="list-style-type: none"> Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry 	<p> Business Policy (Capstone) Golf Course Design and Construction Introduction to Business Research Leadership Marketing Analysis Rules and History of Golf Sustainable Environmental Management for the Golf Industry Co-op </p>

<ul style="list-style-type: none"> • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance 	<ul style="list-style-type: none"> Application of Psychomotor Theories in Golf Coaching Techniques 1 and 2 Co-operative Work Experience Ethics for Business Introduction to Psychology Introduction to Psychomotor Theories in Golf Leadership Co-op
<ul style="list-style-type: none"> • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds 	<ul style="list-style-type: none"> Applied Sport Psychology Event Management Professional Networking Service Excellence Co-op
<ul style="list-style-type: none"> ▪ Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> This program learning outcome is integrated across all courses inside and outside of the discipline

APPENDIX 6.3.2 COURSE DESCRIPTIONS

Year and Semester	Course Title	Calendar Course Description
YEAR 1 Semester 1	Physiology of Golf 1	This course provides basic human anatomical and physiological information necessary for understanding the structure and function of the body as it relates to the golf swing. Students will assess personal golf skills given accepted measurement criteria and establish realistic goals for improvement. Regardless of the students' playing ability upon entry to the program, there is an expectation of game improvement as students are provided with substantial direction and tools for their own benchmarking and analysis.
	Introduction to Marketing	This course is an introduction to the basic principles of marketing, including the four components of product/service, price, distribution and promotion. Students develop an understanding of the role of marketing in modern organizations.
	Computer Studies for Managers in Golf	In this course students learn to complete tasks utilizing computer applications for word processing, creating spreadsheets, database management, and multimedia presentations. Emphasis is placed upon using these applications for a variety of golf management operations, such as memberships, tournaments, reservations, financial accounting, retail management, and handicapping. Students also learn to manage files and to research pertinent information using the Internet.
	Rules and History of Golf	This course examines and analyzes important dates, traditions and people which have shaped the game of golf in Canada and around the world. Students learn the official rules of golf as rendered and administered by the various international governing bodies. The roles and functions of officials, such as starters, course marshalls and rules officials are also explored.

	Introduction to Psychology	This course is a survey of various specialty area within contemporary psychology. Theories and research related to content areas such as Historical Perspectives, Research Methods, the Brain and Behaviour, Lifespan Development, Sensation and Perceptual, States of Consciousness, and Learning are examined. Further, students integrate concepts of empiricism and scientific inquiry across these content areas.
	Legal Aspects in Golf Management	This course presents the fundamentals of business law theory, concentrating on legislation that applies to the golf industry. Students examine employment law, statute law, torts, contracts, and legislation specific to the golf industry.
YEAR 1 Semester 2	Marketing	This course builds on the basics of marketing theory learned in the Introduction to Marketing course and applies it specifically to the golf industry. Marketing includes advertising techniques and strategies specific to the golf industry, including pertinent legislation, the relationship between advertising and marketing, and the role of research. Students work in small groups to create a strategic plan for a real or simulated golf industry operation.
	Microeconomics	This course examines the theory, principles and methods of economic analysis and its application to economic decision-making in the firm. Topics include market structure and efficiency, the firm behaviour and the organization of industry.
	Leadership	This course examines the various perspectives on leadership, including a study of different leadership styles, the distinction between leadership and management, decision-making and ethical professional behaviour in a leadership role as applied to a variety of situations. This course includes leadership self-assessment and leadership strategies to fit different temperaments, cultures, learning styles, preferences and values.

	Fitness & Nutrition	This course examines concepts and principles of anatomy and kinesiology in relation to fitness and nutrition. Students develop their own personalized nutrition and exercise program with the objective of improving their overall fitness and conditioning. Students develop a fitness and nutrition plan appropriate for individual novice golfers.
	Introduction to Accounting	This course introduces students to the generally accepted accounting principles and the ethical considerations in the accounting cycle. Through the preparation of financial statements, aspects of assets, liabilities, equity and accounting for service and merchandise are included.
YEAR 2 Semester 3	Physiology of Golf 2	This course builds on the information provided in Physiology of Golf 1. With an increased focus on joint movement, muscles in motion, biomechanical and applied kinesiology, a full appreciation of a variety of golf swings will be examined. Students will begin to develop their own tools for benchmarking and game improvement analysis.
	Macroeconomics	Successful completion of Microeconomics, or equivalent, is recommended prior to taking this course. While microeconomics concentrated on economic principles applied to the market structure, this course continues with a critical examination of economic principles applied to the overall economy. Understanding economic indicators, the impact of legislation and government policy, and international trade on the economy will be the focus of this course.
	Sustainable Environment Management for the Golf Industry	This course examines environmental regulations and guidelines affecting the golf industry. Students acquire a working knowledge of the development approval process, water management strategies, and environmental monitoring programs and apply these to real golf course construction projects.

	Introduction to Business Research	This course develops the student's ability to systematically collect and critically assess primary and secondary sources of information related to business. Students learn to make business decisions utilizing elementary probability, the description and presentation of data, discrete and continuous random variables, correlations, simple regression and parametric tests. Students design a data collection instrument, such as a questionnaire, and complete an applied research project.
	Coaching Techniques 1	This course presents the aspects of coaching in a number of sports. Students examine modern and successful coaching methodologies based on various philosophies and explore the business of sport instruction.
YEAR 2 Semester 4	Sales Concepts and Applications for the Golf Industry	This course examines the steps in the strategic sales process including prospecting, presenting, negotiating, closing, and servicing the sale in a golf business environment. Students learn what influences and affects buying behaviour by examining, categorizing, and explaining consumer psychological factors, such as motivation and personality types. Students explore the role of professionalism, communication, personal interaction, and problem-solving in the selling process. Selling to the Internet-informed consumer will also be discussed.
	Coaching Techniques 2	Building on Coaching Techniques 1, this course will require that the student successfully complete NCCP minimum standards for evaluation in community sport, instruction and competition streams of participants.
	Fleet and Equipment Management	Superintendents and grounds managers are continuously faced with demands to improve operational efficiencies and reduce costs, while maintaining excellent playing conditions and integrating sustainable practices. In this course students learn about the various equipment for grounds keeping, maintenance of records and implementation of various approaches to fleet and equipment management.

	Ethics for Business	In this course, students further develop their critical thinking skills through the study of various moral, philosophical, and psychological theories. Emphasis is placed upon identifying, analyzing, and applying ethical principles to moral issues arising in business.
	Accounting Applications	This course builds on concepts and issues of financial accounting with an emphasis on the interpretation of financial statements, focusing on management accounting in the golf industry as it applies to financial analysis and decision-making. Students analyze and interpret balance sheets, income statements, cash flow statements and leases. Emphasis is placed on how accounting and finance affect profit planning, budgeting, forecasting financial projections, and measuring organizational health.
YEAR 3 Semester 5	Introduction to Psychomotor Theories in Golf	Psychomotor theories of skill acquisition and development are introduced to a thorough investigation of the accepted best golf swings in the world. Combining the investigative skills and knowledge gained in previous courses, especially in golf physiology courses, students will establish new personal practice and playing-proficiency benchmarks with the addition of game-specific psychological training considerations.
	Financial Measurement and Analysis	This course concentrates on the concepts and measurements involved in corporate financial statements as it relates to the golf facility's efficiency, productivity, and profitability, and focuses on developing the managerial skills needed to analyze and make decisions using these financial statements. Students apply accounting and mathematical operations and principles to investigate and solve a range of business problems typically encountered in a golf business, including capital budgeting decisions, management of funds, and the financial implications of various kinds of business decisions.

	Organizational Design and Effectiveness	Students will study the structure and dynamics of organizational open systems. There will be a focus on the external environment, technology, structure (and their interrelationships), organizational culture and change management. This course will also address the actions that managers must take to insure that behaviour within the organization aids rather than impedes achievement of overall organizational goals.
	Managing E-Business	This course critically examines and evaluates the evolution of Internet use in business to date. This course requires on-line learning through active Internet communication, and describes the industry. This course includes creation and critiquing of web pages and builds on co-op work experience evaluating industry web sites.
	Pro Shop Retail Management	This course concentrates on strategic and tactical application of retail and financial accounting concepts as it relates to the analysis, development, and operation of the Canadian golf-related enterprise, particularly as they relate to retail structures, markets, and customers. Students will complete several investigative and analytical projects that include forecasting, prospecting, management reporting, and economic benefit analysis.
YEAR 3 Semester 6	Applied Sport Psychology	This course presents the human factors and psychological dynamics of sports performance as it related specifically to golf. Students will learn methods and techniques for developing psychological skills to enhance game performance and personal growth, and will focus on learning strategies to increase the ability to influence others' behaviour so that they will improve their game performance.

	Agronomy for the Golf Industry	This course will present various aspects of turf and course management and will include turf grass identification, selection, and maintenance, soil chemistry and biology, soil nutrients, drainage, hydraulics and irrigation systems design and maintenance, water management, pest and insect management, and other aspects of grounds maintenance.
	Food Service Operations Management	Students study the management of the purchasing function as it applies to food, beverages, supplies, equipment, furnishings and services. There will be a focus on developing appropriate policies and procedures for a food and beverage operation, understanding of food cost and the process of managing the supply channel.
	Event Management	This course presents all aspects of running successful events (such as tournaments, retreats, social and corporate events) from planning through execution. Graduates will learn how to organize and coordinate events including the liaising of various departments both within an organization and with external parties.
	Marketing Analysis	In this course students will learn to discern meaningful and statistically significant trends in an organization's data providing the information that managers need to make more effective business decisions. Participants will study the correlations of golf revenues with weather patterns, member profiles, golf rounds played, and other key markers which will in turn, drive the marketing and promotion plan as well as the budget.
YEAR 4 Semester 7	Application of Psychomotor Theories in Golf	Using the full compendium of techniques and information gathered in Physiology of Golf 1 and 2 and Introduction to Psychomotor Theories in Golf, students will assess and relate the process of golf skill acquisition in a real teaching/coaching situation made possible through a mentoring relationship with year 1 students. Students will use knowledge and skills acquired thus far to assist first year students in their own development of benchmarking tools and personal skills' analysis with a goal to improving knowledge and understanding of an improved golf game.

	Food Service Control Systems	Students study the management of the purchasing function as it applies to food, beverages, supplies, equipment, furnishings and services. There will be a focus on developing appropriate policies and procedures for a food and beverage operation, understanding of food cost and the process of managing the supply channel.
	Entrepreneurship and Business Plan	Building on previous courses offered in marketing, finance and law, students will learn how to establish and operate a small business. This course will combine a theoretical analysis of the small business market and the business idea, with the practical exercise of creating a professional business plan. Included will be self-assessment exercises to determine the student's entrepreneurial profile.
	Service Excellence	Service excellence develops a sustainable competitive advantage. By learning and applying superior customer service techniques, students learn how to strengthen their own customer relationships with the objective of long-term loyalty.
	Golf Course Design and Construction	This course focuses on the construction and redevelopment of golf courses from an architectural perspective. Students will learn the principles and core concepts of golf course design and renovation and will understand the processes involved in planning, budgeting, and building.
YEAR 4 Semester 8	Business Policy (Capstone)	This Capstone course requires students to apply their accumulated knowledge and skill sets to a golf industry business case. Participants will analyze the vision, mission, performance and strategic plan of an organization and develop an appropriate plan for implementation and present their recommendations to the Board of Directors or Owner(s) of the business being studied.
	Risk Management	Golf businesses can benefit from the implementation of risk management strategies. In this course students will develop a critical awareness of the types of risk and their potential impacts on the overall organization, which may be as much about identifying opportunities as it is about avoiding losses. Students will learn to apply a systems approach to assessing and managing risk with a focus on the operational aspects of a golf business.

	Principles of Networking	This course will provide a comprehensive overview of trends and issues related to the principles of networking. Students examine the quality management approaches, policies and procedures development, legalities of Board members as volunteers, administration of volunteer programs, and the importance of building volunteer and staff relations. Students will organize and present a detailed self learning and career advancement plan. Exercises will include goal setting, career planning and employability skills identification as well as a demonstrated ability to work with diverse groups of people.
	Human Resource Management	This course provides an introduction to the various functions of human resource management, including compensation and benefits, staffing, recruitment and selection, research, labour relations, training and development, health and safety, planning, mediation and arbitration, the influence of government legislation on industry, and human rights legislation and employment equity.
	Golf Club Administration	This course provides students with key concepts and skills of golf facility administration and the role of the professional manager. Topics of study include board and committee relations, public versus private club administration, finance, by-laws, memberships, human resources, and the charter. Emphasis is placed on effective meeting management, leadership, human relations, and communication.

LIBERAL ARTS AND SCIENCES POOL

Course Title	Course Description
Advanced Research Skills	This course focuses on the development of both qualitative and quantitative research skills within the context of a capstone project designed and implemented by the class. Fieldwork, survey design and data analysis are all covered within the context of computer usage.
Artificial Intelligence	This course identifies traditional concepts of intelligence to contextualize developments in artificial intelligence. Students consider new technologies, ethics, and institutions involved in artificial intelligence research and development as they consider possibilities for future development. Students are expected to conduct research with a sophisticated synthesis of materials.
Canadian Political Parties	This course provides an intensive examination of the origins and development of the major political parties in Canada and an overview of the cultural, social, economic, and institutional underpinnings of Canadian politics. Particular attention is paid to recent proposals for constitutional reform, the extent of state autonomy, the nature of Canadian parties and interest groups, and the extent and significance of regional differences.
Contemporary History through Film and Popular Culture	This course explores how history has been depicted through popular culture in cinema and other electronic media. Students focus on post WWII when filmmakers began to rethink the function of cinematic representations and their cultural and political relationships to the contemporary world.
Corporations, New Technology and Social Change	This course offers a study of technological change with special emphasis on the way new technologies are affecting both the workplace and society. The course focuses on various public and private corporations where new technologies are being introduced. Students ponder questions regarding progress and sustainability as well as social benefit.

Diversity and Politics in Canada	Students analyze the limitations and possibilities for diversity in Canada by exploring policies concerning immigration, multiculturalism and bilingualism.
Environmental History	This course studies the relationship of culture and environment through a historical perspective. The focus is on ways in which social change is impacted by the environment and vice-versa. Case studies illustrate general patterns of change, such as those associated with the introduction of alien species and new modes of agricultural production.
Film Theory	This course provides an intensive study of the theories of film, with particular attention to montage, mise-en-scene, auteur, genre and other classical and contemporary conceptions.
Global Environmental Politics	This course examines the interrelationship between globalization and the environment. Students analyze the historical development of the global environmental system and theoretical approaches to understanding the global environment. Students also consider the main actors, institutions and legal instruments related to global environmental issues. The environmental impacts on, and political responses to, phenomena such as global warming, trade, transnational corporate activity, foreign aid, and biodiversity are studied.
Greed and Globalization	This course examines capitalist enterprises historically and ethnographically. Students focus on forms of corporate capitalism; the historic spread of capitalism as a world system; globalization and neoliberalism.
History of Education in Canada	This course surveys the cultural roots and development of education in Canada within the historical context of major ideas, events, and themes. Specifically, the course explores the purposes, both intended and otherwise, of schooling as it developed in each of the major geographic regions in Canada. Particular attention will be paid to issues of class, race and gender and the ways in which current social attitudes about these ideas both informed and, in turn, were shaped by the systems of education that developed.

Holistic Sciences and Healing	This course invites students to consider students to consider transdisciplinary methodologies in explaining natural systems. These methodologies recognize that complex systems have "emergent properties" that describe their characteristics as wholes and that these properties are conditioned, but not determined, by the system's constituent parts. In considering alternative or holistic approaches to therapy, students are predominantly considering the socio-economic systems in place in Canada which support and/or prevent the acceptance of alternative health approaches.
Interdisciplinary Critical Theory	This seminar offers students an opportunity to do primary reading of specific theorists pertinent to multiple disciplines including the arts and visual culture, literature, sociology and psychology.
Anthropology	Anthropology is the holistic study of humankind, including biological and cultural variations and adaptations. In this course, you will be introduced to archeology and physical/biological anthropology including human physical variation, human evolution, and the comparison of humans to primates.
Labour Relations	This course examines collective bargaining and union/management relations. Students are expected to critically evaluate the roles of unions as well as to understand their socio-political and historical relevance. Students use case studies to analyze labour relations at a highly developed level using methodologies based in law and sociology.
Major Religions of the World	This survey course exposes students to the major philosophical underpinnings and beliefs of the world's major religions. Students will be encouraged to compare and contrast religious principles and texts.
Media and Society	This course provides a critical examination of media forms and their impact on society. The representation of culture through print media (books, magazines, newspapers, and online media) and through various visual media (film, television, Internet) is explored. Students learn how informational, entertainment, literary, and commercial messages are crafted and transmitted. The focus is on messages, the institutions behind the messages, and their impact on society.
Music History	This survey course provides students with an introduction to the historical development of Western music. Students are introduced to the terms, names and dates of music history, to theories of history, to stylistic analysis of specific works through musical scores and recordings, and to methods for expressing historical concepts. This course has strong listening and writing components.

Power and Knowledge	Students have opportunities to explore concepts of power and its interrelationship with knowledge. In addition to defining concepts of power, this course promotes a critique of the ways in which power becomes disguised as well as challenged in complex ways in our workplaces. Of special interest are environments in health care, policing, education and business. This course encourages an intersection of a variety of theories from the social sciences including: sociology, political science, psychology and philosophy, but students do not need backgrounds in these areas.
Sexual Politics	This course enables students to consider, in-depth, research which has challenged popular conceptions of sex as a natural and biological force. The socio-political construction of sexualities through the fields of psychoanalysis, law, education, sexology and popular culture are considered.
Social Determinants of Health	This course examines how the ten social and economic determinants across the lifespan can impact the health of Canadians. Students will examine how the growing social and economic inequalities in Canadian society are contributing to higher health costs and other social burdens. Focusing on early childhood, students will explore how poor families are less likely to reach their full potential as citizens and full contributors to society. Students will advocate for policy change to create health promoting conditions.
Special Topics in Art History	This seminar offers students an opportunity to do primary reading of specific theorists pertinent to multiple disciplines including the arts and visual culture, literature, sociology and psychology.
Special Topics in Literature	This course explores special topics which may include: a great author (e.g., Shakespeare); a type of literature (e.g., Arthurian legends); a genre (e.g., poetry); or a specific time period or geographic area (e.g., post-modern fiction; contemporary Canadian Literature). This focused course requires a high level of literary analysis and text engagement.
Studies in Popular Culture	This course draws upon mainstream and independent films, contemporary fiction, graphic novels and comics, and popular forms of music as well as research in cultural studies. Students apply various theoretical approaches to the study of popular culture.

Survey Methods and Statistics	The purpose of this course is to introduce students to advanced topics in survey design and analysis. During the course, students develop a survey research proposal based upon a comprehensive literature review of a topic of interest. The course requires students to use the SPSS statistical package. Students should have a basic understanding of how to use SPSS to manage data prior to entering the course.
The Science of Pollution	This course introduces students to the major scientific concepts and principles that govern the origin, fate and effect of pollutants in the environment. Using an interdisciplinary framework the emphasis is on the natural sciences, but issues related to pollution legislation, regulation, history, and economy are also examined.
Western Literature: Medieval to Renaissance	This survey course introduces students to the major works in Western literature produced from the Medieval period through the Renaissance. Special attention will be given to the notion of canon and the recognition of various period conventions.
Western Literature: Restoration to Post-Modernity	This course introduces students to the major works in Western literature produced from the Restoration and 18 th Century through the 20 th Century. Special attention will be given to the notion of canon and the recognition of various period conventions.

6.3.3 ACADEMIC COURSE SCHEDULE INFORMATION

APPENDIX 6.3.3.1 PROGRAM HOUR/CREDIT CONVERSION JUSTIFICATION

1. Does the program include laboratory components?

√ **Yes**

No

2. If “yes” will the calculation of program breadth be based on a conversion of all program hours into program credits?

Yes

√ **No**

APPENDIX 6.3.3.2 ACADEMIC COURSE SCHEDULE

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
YEAR 1 Semester 1	Physiology of Golf 1	42			None	Gregory Wells Ruth Vesterback Henry Brunton	PhD Exercise Sciences (Respiratory Physiology) MA Administrative Education CPGA Class "A" Professional TCCP
	Introduction to Marketing	42			None	Previously Assessed	
	Computer Studies for Managers in Golf	42			None	Brian Allen	MBA
	Rules and History of Golf	42			None	Doug Wilson	CPGA Class "A" Professional TCCP National Facilitator
	Introduction to Psychology		42		None	Previously Assessed	
	Legal Aspects in Golf Management	42			None	Toni Barr	BA LLB.

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
Semester 2	Marketing	42			None	Gary Lyon	MBA
	Microeconomics	42			None	Previously Assessed	
	Leadership	42			None	Previously Assessed	
	Fitness & Nutrition			42	None	Gregory Wells Ruth Vesterback	PhD Exercise Sciences (Respiratory Physiology) MA Administrative Education
	Introduction to Accounting	42			None	Previously Assessed	
	Liberal Arts and Sciences Pool		42		None		
YEAR 2 Semester 3	Physiology of Golf 2	42			None	Gregory Wells Ruth Vesterback Henry Brunton	PhD Exercise Sciences (Respiratory Physiology) MA Administrative Education CPGA Class "A" Professional TCCP

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Macroeconomics	42			None	Previously Assessed	
	Sustainable Environment Management for the Golf Industry	42			None	To be Hired	P. Eng (Environmental, Civil preferred)
	Introduction to Business Research	42			None	Robert Wong	MA Geography
	Coaching Techniques 1	42			None	Gary Bernard Doug Wilson	CPGA Class "A" Professional TCCP Director of Education CPGA Class "A" Professional TCCP National Facilitator
	Liberal Arts and Sciences Pool		42				
Semester 4	Sales Concepts and Applications for the Golf Industry	42			None	Gary Lyon	MBA

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Coaching Techniques 2	42			None	Gary Bernard Doug Wilson Henry Brunton	CPGA Class "A" Professional TCCP Director of Education CPGA Class "A" Professional TCCP National Facilitator CPGA Class "A" Professional TCCP
	Fleet and Equipment Management	42				Brian Allen	MBA
	Ethics for Business	42			None	Debbie Roberts	PhD
	Accounting Applications	42			None	Brian Furzeczott	MBA
	Liberal Arts and Sciences Pool		42		None		

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
YEAR 3 Semester 5	Introduction of Psychomotor Theories in Golf	42			None	Gregory Wells	PhD Exercise Sciences (Respiratory Physiology)
						Doug Wilson	CPGA Class "A" Professional TCCP National Facilitator
						Henry Brunton	CPGA Class "A" Professional TCCP
	Financial Measurement and Analysis	42			None	Richard Henry	CA
	Organizational Design and Effectiveness	42			None	John Cunningham	Ed.D Higher Education, Administration
	Managing E-Business	42			None	Previously Assessed	
	Pro Shop Retail Management	42			None	Kevin McCafferty	MSc, MBA
						James Lowe	MBA
						Doug Walker	MBA

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Liberal Arts and Sciences Pool		42		None		
Semester 6	Applied Sport Psychology			42	None	Dana Sinclair	PhD Psychology
	Agronomy for the Golf Industry	42			None	Ian Bowen	Diploma /Horticulture Associate Diploma Agriculture
	Food Service Operations Management	42			None	Bryan Hunt John Cunningham Kim Ball	MBA Ed.D Higher Education Administration BA Hospitality Administration
	Event Management	42			None	Stephen Carroll Sue Lemmon	MA Physical Education (Admin) MBA
	Marketing Analysis	42			None	Gary Lyon	MBA
	Liberal Arts and Sciences Pool		42		None		

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
YEAR 4 Semester 7	Application of Psychomotor Theories in Golf	42			None	Henry Brunton	CPGA Class "A" Professional TCCP
						Doug Wilson	CPGA Class "A" Professional TCCP National Facilitator
						Gary Bernard	CPGA Class "A" Professional TCCP Director of Education
	Food Service Control Systems	42			None	Trevor Wynne Jones	MBA Candidate
						John Cunningham	Ed.D Higher Education, Administration
	Entrepreneurship and Business Plan	42			None	Previously Assessed	
	Service Excellence	42			None	John Cunningham	Ed.D Higher Education, Administration
	Golf Course Design and Construction	42			None	Ian Bowen	Diploma /Horticulture Associate Diploma Agriculture
	Liberal Arts and Sciences Pool		42		None		
Semester 8	Business Policy (Capstone)	42			None	Grant Fraser	MBA
						Sue Lemmon	MBA

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Risk Management	42			None	Kevin Jones	CRM Candidate
	Principles of Networking	42			None	Steven Carroll	MA Physical Education (Admin)
	Human Resource Management	42			None	Previously Assessed	
	Golf Club Administration	42			None	Sue Lemmon Robert Dawes	MBA BA
	Liberal Arts and Sciences Pool		42		None		
Subtotal Course Credit Hours		1596	336	84			
Total Program Hours		2016					
Calculate the percentage of programs offered in DO and DL courses		20.83%			Must be at least 20% of total program		
Calculate the percentage of the breadth courses offered in DO courses		80%			Must be at least 75% of total DO and DL courses		
Calculate the percentage of the breadth courses offered in DL courses		25%			Must not be greater than 25% of the total DO and DL courses		

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
Liberal Arts & Sciences Pool	Advanced Research Skills		42			Richard Rinaldo Ed Robinson Kathleen Peets Anas Karzai	PhD Experimental Psychology PhD Sociology of Education EdD Human Development and Psychology PhD Sociology
	Artificial Intelligence		42			Recruit	PhD Artificial Intelligence, Robotics, Engineering, or Computer Science
	Canadian Political Parties		42			Rand Dyck Michael Johns Herminio Teixeira	PhD Political Science PhD Government and Politics PhD Political Science
	Contemporary History through Film and Popular Culture		42			Geoffrey Booth Martha Wood Fraser Clark	EdD (Cand.) Education Theory and Policy Studies, MA History of Education EdD Curriculum, MA History PhD History, MA Education and American History

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Corporations, New Technology and Social Change		42			Steve McDonald Anas Karzai	PhD (ABD) Social Work PhD Sociology
	Diversity and Politics in Canada		42			Michael Johns Herminio Teixeira	PhD Government and Politics PhD Political Science
	Environmental History		42			Peter Bursztyn	PhD Physiology Teaches History of Science for Laurentian at Georgian
	Film Theory		42			Vicki MacMillan Anita Arvast Kathleen Shannon Jane Haig	MLIS PhD (Cand.) Education Theory and Policy Studies MA English PhD (Cand.) English Literature
	Global Environmental Politics		42			Trudy Bergere Mary-Sue Gamroth Peter Bursztyn	MSc Biochemistry MSc Biology PhD Physiology

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Greed and Globalization		42			Steve McDonald Geoffrey Booth	PhD (ABD) Social Work EdD (Cand.) Education Theory and Policy Studies, MA History of Education
	History of Education in Canada		42			Martha Wood	EdD Curriculum, MA History
	Holistic Sciences and Healing		42			Cherylyn Cameron	PhD Theory and Policy Studies, BScN
	Interdisciplinary Critical Theory		42			Anita Arvast Anas Karzai Ed Robinson Kathleen Peets	PhD Candidate Education Theory and Policy Studies PhD Sociology PhD Sociology of Education EdD in Human Development and Psychology
	Introduction to Anthropology		42			Guy Letts Charlton Carscallen	PhD Sociology, M.A. Sociology and Anthropology PhD (Cand.) Anthropology, MA

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
							Anthropology
	Labour Relations		42			Ed Robinson Toni Barr	PhD Sociology of Education LLB, LLM Alternative Dispute Resolution
	Major Religions of the World		42			Ed Robinson Lester de Souza	PhD Sociology of Education, MEd DMin (Cand.), MES, LLB
	Media and Society		42			Anita Arvast George Mashinter Herminio Teixeira Michael Johns	PhD Candidate Education Theory and Policy Studies, MA English Literature, BA English and Mass Communications MA Education, BA Photography, Teaches Media and Popular Culture for Laurentian at Georgian PhD Political Science PhD Government and Politics

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
	Music History		42			Recruit Geoffrey Booth	PhD or MA in Music, Musicology or History EdD (Cand.) Education Theory and Policy Studies (Thesis working title: <i>Music as Communicator: Popular Culture and music education in late 19th c. Ontario</i>), MA History of Education
	Power and Knowledge		42			Anita Arvast Herminio Teixeira Michael Johns	PhD (Cand.) Education Theory and Policy Studies, Dissertation in progress on Critical Discourse Analysis PhD Political Science PhD Government and Politics
	Science of Pollution		42			Trudy Bergere Dianne Corrigan	MSc Biochemistry MSc Physical Geography - Pedology

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
						Peter Bursztyn	PhD Physiology
	Sexual Politics		42			Marianne Vardalos	PhD Sociology
	Social Determinants of Health		42			Cherylyn Cameron	PhD Theory and Policy Studies, BScN
	Special Topics in Art History		42			Christopher Jackson	MA Art History, BFA
	Special Topics in Literature		42			Adam Sol Bruce Meyer Anita Arvast Jane Haig Sidney Matrix	PhD English PhD English, Certificate of Post-Doctoral Research PhD Candidate Education Theory and Policy Studies, MA English Literature PhD (Cand.) English Literature PhD Comparative Studies in Discourse & Society (CSDS) and Feminist Studies (FEST) Dissertation: "Cyberfigurations:

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
						Suha Kudsieh	Constructing Cyberculture and Virtual Subjects in Popular Media", MA The University of Western Ontario. Centre for the Study of Theory & Criticism, BA Cultural Studies Programme. Minor in English Literature PhD English
	Studies in Popular Culture		42			Anita Arvast George Mashinter	PhD Candidate Education Theory and Policy Studies, MA English Literature, BA English and Mass Communications MA Education, BA Photography, Teaches Media and Popular Culture for Laurentian at Georgian
	Survey Methods and Statistics		42			Richard Rinaldo	PhD Experimental Psychology
	Western Literature: Medieval to Renaissance		42			Adam Sol Bruce Meyers	PhD English PhD English, Certificate of Post-

Year and Semester	Course Title	Total DW Course Semester Hours	Total DO Course Semester Hours	Total DL Course Semester Hours	Course Prerequisites and Co-prerequisites	Proposed Instructor (or indicate if faculty needs to be recruited)	Highest qualification earned and discipline of study (or required of faculty to be hired)
						Anita Arvast	Doctoral Research PhD (Cand.) Education Theory and Policy Studies, MA English
	Western Literature: Restoration to Modernity		42			Adam Sol Bruce Meyers Jane Haig Anita Arvast	PhD English PhD English, Certificate of Post-Doctoral Research PhD (Cand.) English Literature PhD (Cand.) Education Theory and Policy Studies

APPENDIX 6.3.3.3 IDENTIFICATION OF PREVIOUSLY ASSESSED SUBJECTS

SUBJECT TITLE	TYPE	PREVIOUSLY ASSESSED	CONSENT PROGRAM
Physiology of Golf 1	DW	No	
Introduction to Marketing	DW	Yes	Bachelor of Applied Business – Automotive Management
Computer Studies for Managers in Golf	DW	No	
Rules and History of Golf	DW	No	
Introduction to Psychology	DO	Yes	Bachelor of Applied Human Services - Police Studies
Legal Aspects in Golf Management	DW	No	
Marketing	DW	No	
Microeconomics	DW	Yes	Bachelor of Applied Business – Automotive Management
Leadership	DW	Yes	Bachelor of Applied Business – Automotive Management
Fitness & Nutrition	DL	No	
Introduction to Accounting	DW	Yes	Bachelor of Applied Business – Automotive Management
Physiology of Golf 2	DW	No	
Macroeconomics	DW	Yes	Bachelor of Applied Business – Automotive Management
Sustainable Environment Management for the Golf Industry	DW	No	
Introduction to Business Research	DW	No	
Coaching Techniques 1	DW	No	
Sales Concepts and Applications for the Golf Industry	DW	No	
Coaching Techniques 2	DW	No	
Fleet and Equipment Management	DW	No	
Ethics for Business	DW	No	
Accounting Applications	DW	No	
Introduction of Psychomotor Theories in Golf	DW	No	
Financial Measurement and Analysis	DW	No	
Organizational Design and Effectiveness	DW	No	
Managing E-Business	DW	Yes	Bachelor of Applied Business – Automotive Management
Pro Shop Retail Management	DW	No	
Applied Sport Psychology	DL	No	
Agronomy for the Golf Industry	DW	No	
Food Service Operations Management	DW	No	
Event Management	DW	No	
Marketing Analysis	DW	No	

Application of Psychomotor Theories in Golf	DW	No	
Food Service Control Systems	DW	No	
Entrepreneurship and Business Plan	DW	Yes	Bachelor of Applied Business – Automotive Management
Service Excellence	DW	No	
Golf Course Design and Construction	DW	No	
Business Policy (Capstone)	DW	No	
Risk Management	DW	No	
Principles of Networking	DW	No	
Human Resource Management	DW	Yes	Bachelor of Applied Business – Automotive Management
Golf Club Administration	DW	No	
LIBERAL ARTS AND SCIENCES POOL			
Advanced Research Skills	DO	No	
Artificial Intelligence	DO	No	
Canadian Political Parties	DO	No	
Contemporary History Through Film and Popular Culture	DO	No	
Corporations, New Technology and Social Change	DO	No	
Diversity and Politics in Canada	DO	No	
Environmental History	DO	No	
Environmental Science	DO	Yes	Bachelor of Applied Business - Automotive Management
Film Theory	DO	No	
Global Environmental Politics	DO	No	
Greed and Globalization	DO	No	
History of Education in Canada	DO	No	
Holistic Sciences and Healing	DO	No	
Human Behaviour in the Workplace	DO	Yes	Bachelor of Applied Human Services - Police Studies
Human Rights	DO	Yes	Bachelor of Applied Human Services - Police Studies
Integrated Science	DO	Yes	Bachelor of Applied Business - Automotive Management
Interdisciplinary Critical Theory	DO	No	
Introduction to Anthropology	DO	No	
Introduction to English Literature	DO	Yes	Bachelor of Applied Business - Automotive Management
Introduction to Philosophy	DO	Yes	Bachelor of Applied Business - Automotive Management
Introduction to Sociology	DO	Yes	Bachelor of Applied Human Services - Police Studies
Introduction to the Humanities (Formerly "The Art of Being Human")	DO	Yes	Bachelor of Applied Business - Automotive Management
Labour Relations	DO	No	
Major Religions of the World	DO	No	

Media and Society	DO	No	
Modes of Reasoning	DO	Yes	Bachelor of Applied Business - Automotive Management
Music History	DO	No	
Political Science	DO	Yes	Bachelor of Applied Business - Automotive Management
Power and Knowledge	DO	No	
Science of Pollution	DO	No	
Scientific Method and Analysis	DO	Yes	Bachelor of Applied Human Services - Police Studies
Sexual Politics	DO	No	
Social Determinants of Health	DO	No	
Social Psychology	DO	Yes	Bachelor of Applied Business - Automotive Management
Special Topics in Art History	DO	No	
Special Topics in Literature	DO	No	
Studies in Popular Culture	DO	No	
Survey Methods and Statistics	DO	No	
Understanding Art	DO	Yes	Bachelor of Applied Business - Automotive Management
Western Literature: Medieval to Renaissance	DO	No	
Western Literature: Renaissance to Modernity	DO	No	
World Cultures and Customs	DO	Yes	Bachelor of Applied Business - Automotive Management

6.5 WORK EXPERIENCE REQUIRED FOR DEGREE COMPLETION

APPENDIX 6.5.1 PROGRAM STRUCTURE REQUIREMENTS

Year	September	January	April
Year One	Semester 1 On-campus studies	Semester 2 On-campus studies	Co-op
Year Two	Semester 3 On-campus studies	Semester 4 On-campus studies	Co-op
Year Three	Semester 5 On-campus studies	Semester 6 On-campus studies	Co-op
Year Four	Semester 7 On-campus studies	Semester 8 On-campus studies	GRADUATION

Paid full-time work term = 24 consecutive weeks.

APPENDIX 6.5.2 SUPPORT FOR WORK EXPERIENCE

Georgian College will take a more prescriptive position with respect to the 3 co-op placements over the 4 years of the degree. We are referring to the placements as 'management training opportunities' and the placements will, ideally, mirror the 3 main sectors within a typical golf business: turf maintenance, golf operations and clubhouse operations. The 'passport' model that currently exists in Ontario trades apprenticeship programs provides a useful template insofar as we would develop a menu of learning outcomes specific to each of the above sectors and students would need to demonstrate competency in a certain number from each area. Supervisors would sign off on these as the student progressed through his or her co-op work term and a pre-determined number of these competencies would require signatures in order for graduation eligibility. This model would allow students to progress through their respective lists without constraints as competencies would be equally weighted, fully transferable, and eligible for prior learning assessment on an outcome by outcome basis. Co-op learning outcomes will reflect course content and sequencing when possible. Through an enhanced employer / college relationship and agreement process, our employer stakeholders will fully understand both student and college expectations regarding the co-op experience prior to entering into this commitment.

Regular meetings will occur between the student, the employer and co-op consultant throughout this process to ensure that expectations are understood and that all parties are satisfied with the arrangement. Regular meetings enhance the entire relationship and provide the framework for a necessary tracking exercise. We anticipate having to limit the number of co-op students practicing in any given golf operation in order to ensure that high levels of supervision and interaction are maintained.

Grading will be based on 3 criteria: the passport or menu, an employer evaluation and a written report from each student following each placement. To accommodate such a progressive approach to the co-op work experience we will prepare a grading system strictly for the co-op session based on identified criteria and presented in rubric-form.

APPENDIX 6.5.3 WORK EXPERIENCE OUTCOMES AND EVALUATION

Students must achieve a total of 16 of the 20 identified co-op learning outcomes by the end of their four years in the BABGM degree. The co-op learning outcomes are divided into 3 main areas that best reflect the distinct areas of business within a golf course operation.

- G-Golf Shop Operations 6
- T-Turf and Maintenance 7
- C-Clubhouse Operations 7

Co-op Learning Outcomes	How Co-op Experience puts into Practice the Program Learning Outcomes	Method of Evaluating Student During Placement
<p>G: Golf Shop Operations</p> <p>1. Apply the principles of service and maintenance of golf clubs and bags ensuring a proper cleaning and care, minimizing loss and effecting minor repairs as appropriate.</p>	<ul style="list-style-type: none"> • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<p>groups in the community from a variety of diverse backgrounds</p> <ul style="list-style-type: none">• Evaluate and communicate information, both orally and in writing to a range of audiences	
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<p>2. Conduct operational aspects (i.e. electric vs. gas and lease vs. buy options) of a power golf cart fleet including maintenance procedures, economics of storage, fitness for rotation schedule, and safety and maneuverability of equipment.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>3. Describe theory and practice of supervisory skills in selecting, training and supervising club backshop employees, driving range or practice facility personnel and player assistants' staff.</p>	<ul style="list-style-type: none"> • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Apply a systematic approach to evaluate the operational 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<p>strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative</p> <ul style="list-style-type: none"> • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	
<p>4. Identify and safely use all equipment related to the driving range facility, with particular attention to customer safety and market the range to customers as a contributing factor to the expansion of golf services.</p>	<ul style="list-style-type: none"> • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<p>groups in the community from a variety of diverse backgrounds</p> <ul style="list-style-type: none"> • Evaluate and communicate information, both orally and in writing to a range of audiences 	
<p>5. Relate the importance of the pro shop to the overall financial success of the organization including negotiation of contracts, the establishment of policies and procedures appropriate to the type of facility, identifying and implementing appropriate booking systems including computer hardware and software considerations, merchandising and inventory control plans for golf hard and soft goods, the responsibilities of all staff in player registration and cash or credit card transactions, club rentals, teaching programs and lesson procedures, the role of staff in establishing leagues and league play.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

<p>6. Plan and implement all aspects of charity and corporate golf tournaments and events, including the coordination of the respective roles of the pro shop staff, the tournament committee, the food and beverage operation, the greens superintendent and golf professional staff.</p>	<ul style="list-style-type: none"> • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
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<p>T: Turf</p> <p>1. Identify physical layout of the golf course including fairways, tees, pin placements, greens, buildings, service roads and cart paths, water hazards, bunkers, signage, elevations and depressions in turf grass areas and practice facilities.</p>	<ul style="list-style-type: none"> • Integrate sophisticated academic research skills and methodologies from either the social sciences or arts and humanities to demonstrate a depth of knowledge and application of quantitative and qualitative methods outside of the business discipline • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>2. Identify different types of grasses, soils, plant diseases, pests and how mowing, aeration, watering, fertilizers, chemical and fungicide applications impact these.</p>	<ul style="list-style-type: none"> • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>3. Identify main pieces of turf and irrigation equipment including irrigation costs, and water supply/taking/usage issues</p>	<ul style="list-style-type: none"> • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

<p>4. Discuss importance and process of maintenance programs for greenskeeping and irrigation equipment, turf, trees/plants and impacts of these on playability of golf course.</p>	<ul style="list-style-type: none"> • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Evaluate and communicate information, both orally and in writing to a range of audiences 	
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<p>5. Practice efficient pin and tee block rotation schedules while considering drainage issues, weather, pace of play and overall golf course enjoyability.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>6. Relate impact of weather conditions including frost, lightning, free standing water and high wind on playing conditions, customer safety and golf course liability.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>7. Identify collaborative process between architect, superintendent, board/owner, legislators and other stakeholders, necessary to prioritize and undertake renovations or expansions to golf course, equipment, drainage, and irrigation infrastructure.</p>	<ul style="list-style-type: none"> • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<ul style="list-style-type: none">• Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds• Evaluate and communicate information, both orally and in writing to a range of audiences	
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<p>C: Clubhouse Operations</p> <p>1. Identify the structure of the organization including ownership, boards, committees, their respective roles and how they function to achieve the overall organizational goals.</p>	<ul style="list-style-type: none"> • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>2. Understand expense/revenue and capital planning budgeting process including banking operations, daily revenue controls, accounts receivable/payable, cash/credit card/chit handling and reconciliation</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>3. Articulate process and importance of developing long and short term strategic plans and participate in the process to establish policies and procedures for the organization.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Apply a systematic approach to evaluate the operational strengths and weaknesses of a golf business to implement strategies for improvement while demonstrating entrepreneurial initiative • Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<ul style="list-style-type: none">• Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance• Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds	
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<p>4. Apply the principles of highly professional behaviour while dealing with boards/owners, enforcing club policy and resolving member/customer/ staff conflicts.</p>	<ul style="list-style-type: none"> • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Critically examine personal biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>5. Identify key functions within human resource management including development of job descriptions, recruitment, selection, training, retention strategies and articulate importance of well developed communication skills in creating and managing in a team environment.</p>	<ul style="list-style-type: none"> • Create and implement a customer service approach to quality service and customer satisfaction in accordance with accepted ethical practices within the golf industry • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Integrate the different domains of learning as it relates to the cognitive, 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<p>affective, and kinesthetic aspects of the golf industry</p> <ul style="list-style-type: none"> • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance • Provide ethical, accountable and effective professional practices to individuals and groups in the community from a variety of diverse backgrounds • Evaluate and communicate information, both orally and in writing to a range of audiences 	
<p>6. Explain basic procedures to establish expected vs. actual food and beverage costs and revenues including variance analysis and implementation of corrective action procedures.</p>	<ul style="list-style-type: none"> • Research and analyze historic, demographic, and global economic trends that will impact business decision making, planning and marketing • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Model interpersonal, leadership, and team building skills in diverse settings with critical reflection upon one's own performance 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper
<p>7. Identify legislation appropriate to the golf club environment including permits and licence requirements, safety and security procedures and insurance considerations.</p>	<ul style="list-style-type: none"> • Analyze business situation and industry specific problems from a multi-functional perspective and provide solutions based on the business decision making process and risk management for human, physical and financial resources. • Critically examine personal 	<ul style="list-style-type: none"> • Site visit • Supervisor interview/evaluation • Student feedback paper

	<p>biases and paradigmatic approaches, revising attitudes as appropriate, in order to work in a diverse industry which includes a variety of people, cultures and classes</p> <ul style="list-style-type: none">• Integrate the different domains of learning as it relates to the cognitive, affective, and kinesthetic aspects of the golf industry	
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LEVEL OF SUPPORT FOR STUDENTS SEEKING PLACEMENTS

CO-OP SERVICES:

- The main focus of Co-operative Education at Georgian College is to provide efficient, professional and equitable service to all of our stakeholders – the students, employers and the college.
- We provide employment opportunities for students with business, industry and government agencies.
- We also offer comprehensive career development services to all Co-op students. These include:
 - Co-operative Education Consultants are available to students in their specific program area
 - Co-op Central which is located on the Barrie Campus in Founder's Building, Room B110
 - Employment preparation sessions, Co-op Hour (CPHR0001)
 - Resume, covering letter and interview counselling
 - Job search strategies
 - Assist students with self directed job searching
 - Employer development
 - Assess suitability of work placement assignments
 - Facilitate student application and selection process, including advertising job openings,
 - forwarding resumes and arranging interviews through our database management system (Experience e-Recruiting)
 - Maintain student/employer files and databases
 - Provide training to students on Experience e-Recruiting
 - Individual counselling, performance evaluation and career planning
 - Workplace monitoring/mediation between employers and Co-op students when necessary
 - Provide industry feedback to college for curriculum and program planning
 - Provide job-search resources, i.e. directories, company profiles, reference materials
 - Provide accommodation listings
 - Guidance for investigation of International Employment opportunities
 - Develop promotional materials
 - Participate in trade shows, professional organizations specific to program areas
 - Continuous improvement of policies and procedures related to Co-op programs
 - Involvement in Co-op activities at college, community, provincial, national and international

7. PROGRAM DELIVERY STANDARD

7.1 QUALITY ASSURANCE FOR PROGRAM DELIVERY

APPENDIX 7.1.1 QUALITY ASSURANCE POLICIES

One of the prerequisites for granting greater autonomy to the colleges of applied arts and technology in Ontario to govern their own programs of instruction is the implementation of a process to assure program quality. As part of the self-regulating process and quality assessment at Georgian College, we are committed to be compliant with the criterion defining successful college program quality assurance as outlined in the Program of Quality Assurance Process Audit

Current program quality assessment policy and practice are outlined in the curriculum handbook, the most recent version published in 2006 as follows:

PROGRAM QUALITY ASSURANCE PROCESS AUDIT

Orientation Manual

A Method of Quality Assurance for Post-Secondary Programs in Ontario's Colleges

**Approved in principle by CVS Management Board (09/05)
Pilot Project Implemented Spring 2006**

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INTRODUCTION

One of the prerequisites for granting greater autonomy to the colleges of applied arts and technology in Ontario to govern their own programs of instruction is the implementation of a process to assure program quality. Documentation from the government (the Ministry of Training, Colleges and Universities) in 2002 outlined two elements of this expectation:

quality assurance at the individual college level; and,
a self-regulating process at the system level.

In the early stages of the development of an approach to self-regulation, a distinction was made between the terms *Quality Assessment* (**the mechanism or procedures used to determine the extent to which quality exists**) and *Quality Assurance* (**the mechanism or procedures used to assure or measure the level or existence of quality**). A decision was made to focus on the latter, *Quality Assurance*, and the implementation of a mechanism that assures and measures the existence of quality in the college system. This is an important distinction that is consistent with the expanded roles of college Boards of Governors and the literature that stresses broad participation in, and ownership of, quality assurance processes.

A set of *Guiding Principles* was developed and approved by the Committee of Presidents in 2003. These principles were developed as a guide to which any acceptable program quality assurance process would conform. It was agreed that a program quality assurance mechanism for Ontario's colleges of applied arts and technology should be consistent with the current set of *Guiding Principles* as approved by the Management Board in September 2005. These guiding principles are that the model must:

- a. be consistent with international best practices;
- b. be effective, efficient, and cyclical;
- c. give appropriate notice to colleges prior to review;
- d. be described and operate as an audit to provide a review of each college's educational quality assurance processes and policies to ensure that minimum standards are met;
- e. use an external, competent, mutually-agreeable, objective peer review panel;
- f. follow a mandatory and clear process that identifies strengths and weaknesses, recommends improvements, and facilitates positive change;
- g. distribute the preliminary report to the college for their response and include the college response in the final report;
- h. provide for categories of approval;
- i. provide a method and system for appeals against its decisions and reports;
- j. provide for consistency of panel decisions; and,
- k. be sustainable and affordable for the system as a whole and for the individual colleges in the system.

The *College Quality Assurance Service*¹, an arms-length, independent body ensures that programs of instruction leading to an Ontario College credential conform to the Ministry-approved Credentials Framework.² Additionally, this office coordinates regular, external,

and independent audits assessing the effectiveness of the colleges' quality assurance processes. These separate functions are undertaken by two separate operations – the Credentials Validation Service (CVS)³ and the Program Quality Assurance Process Audit (PQAPA)⁴.

PROGRAM QUALITY ASSURANCE PROCESS AUDIT (PQAPA)

The PQAPA is a process that involves the regular and cyclical review of each college's program quality assurance processes. Its purpose is developmental. Each external evaluation of a college's processes culminates in a confirmation of the consistency of the college's quality assurance processes with the quality assurance process described here, or in recommendations aimed at improvement and enhanced consistency with the key criteria.

The PQAPA requires the following actions:

1. The establishment of an independent, arms-length oversight body to coordinate the PQAPA.
2. The implementation of program quality assurance processes by, and internal to, each college.
3. An audit of each college's program quality assurance processes by an external panel.
4. A review of each audit report by the oversight body to ensure that the panel's process has conformed to the approved guidelines and the report has treated each college fairly and consistently.
5. The provision of an appeal process prior to the release of the final Audit Report.

Each of these five (5) requirements is described in detail below.

¹ This is a working title and a final name is yet to be determined. In September 2005, the Management Board will undertake an in-depth discussion and consideration in order to determine a realistic and authentic title for the service.

² All Ministry of Training, Colleges and Universities policy documents related to the colleges of applied arts and technology in Ontario can be found at <http://caat.edu.gov.on.ca>. The Credentials Framework is a part of the Minister's Binding Policy Directive, *Framework for Programs of Instruction*.

³ Information about the CVS can be found on the CVS web page at www.collegecvson.ca

⁴ The name "Program Quality Assurance Process Audit" (PQAPA) was chosen to deal with several concerns: (a) the word "program" limits the scope of reviews to postsecondary credit programs (not overall college operations); (b) the words "quality assurance process" describe the process (or processes) adopted by a college Board and its administration to act on their responsibility for ensuring overall effectiveness, currency, and relevance of the postsecondary credentials offered, and does not extend to or include 'program evaluation'; (c) the word "audit" describes the role of the province-wide review process (in that it reviews processes, validates the college's Program Quality Assurance record, and verifies that the process has the impact of improving programs). A shorter title for this process is desirable.

Requirement 1: The establishment of an independent, arms-length oversight body

The PQAPA is led by a policy-driven, arms-length oversight and governance body that will ensure its effective implementation and on-going evolution. Operating independently of any individual academic institution and of the provincial government, this body is free to make and report objective judgments regarding college program quality assurance processes. The body selected for this is the current Management Board of the Credentials Validation Service (CVS) and it will assume the responsibilities of the PQAPA in addition to the oversight policies and decision processes of the CVS, with the addition of new membership who have experience with and credibility in the area of academic and institutional quality assurance.⁵ These combined efforts will be known as the *College Quality Assurance Service*.

This is an efficient and coordinated approach to overseeing the quality of provincial college programming: by the CVS at the program level, and by the PQAPA at the institutional level. With respect to the oversight of the PQAPA, the Management Board will:

- develop policies and procedures for the implementation and operation of quality audits in keeping with international best practices and the guiding principles underpinning its creation;
- coordinate the ongoing scheduling of the Program Quality Assurance Process Audits;
- facilitate the recruitment and training of a pool of external reviewers and appoint specific review panels for each audit;
- receive the reports of the independent review panels and ensure adherence to the guidelines and consistency of these reports prior to their release; and,
- provide for an objective, timely, and competent appeal process, whenever required, whereby a college can request changes in those parts of a report that are inconsistent with the facts.

Staff engaged to oversee the PQAPA process will occupy the facilities allocated to the CVS, located in the offices of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). As with the CVS, all staff are subject to the administrative direction of the ACAATO senior management.

Reasons for integrating the operations of the CVS and the PQAPA include: the complementarities of roles; the optimum use of staff; the efficient use of facilities; the streamlining of processes; the management of peak loads; the ease of staff supervision; the control of costs; and, the facilitation of communications.

⁵ See information in footnote 1 on previous page.

Requirement 2: Implementation of quality assurance self-assessment processes in each college

It is understood that each college, under the leadership of the President and the governance of the Board, has the overall responsibility for the quality assurance of the programs it delivers. When government placed responsibility for quality in the hands of each college they mirrored international best practices that incorporate processes to ensure 'ownership of quality'. The relevant Minister's Binding Policy Directive⁶ reflects this view.

To assist colleges in the development and/or refinement of their individual program quality assurance processes, this paper provides a list of essential/minimum standards or criteria, drawn from best practices in other jurisdictions. The individual processes used by colleges are expected to give close attention to the learning environment, to learning outcomes, and to student success.

Criterion defining successful college program quality assurance processes

The following five (5) criteria define institutional policies and practices that a college will have developed and implemented to ensure the quality of their programs of instruction. It is assumed that all colleges will extend their tradition of openness and transparency to these processes.

Criterion 1. Admission, credit for prior learning, promotion, graduation, and other related academic policies support student achievement of program learning outcomes.

Criterion 2. Programs conform to the Framework for Programs of Instruction⁷ and the Credentials Framework, are consistent with accepted college system nomenclature / program titling principles, and maintain relevance.

Criterion 3. Methods of program delivery and student evaluation are consistent with the program learning outcomes.

Criterion 4. Human, physical, financial, and support resources to support student achievement of program learning outcomes are available and accessible.

Criterion 5. Regular program quality assessment that involves faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement is in place and happens.

⁶ See previous information in footnote 2.

⁷ The Minister's Binding Policy Directive *Framework for Programs of Instruction* is one of three policy documents issued by the Ministry of Training, Colleges and Universities in April 2003 to guide the development and delivery of programs of instruction offered by the colleges of applied arts and technology in Ontario. See previous footnote 2.

These criteria are critical to the success of this initiative. First, implementation will depend on the degree to which implementers understand the rationale for, and are prepared to institute, the required standards. Second, the standards provide a ‘template’ for refining, approving, and implementing program quality assurance processes that can elicit a positive audit. Third, a clear statement of scope and limits of the PQAPA is important to future evaluation and refinement of the provincial process.

The PQAPA will focus on college-wide policies and practices and drill down on selected programs to verify that practices are implemented, that recommendations lead to improvement, and that program quality is assured.

A more detailed explanation of the criteria and how they would be used in the PQAPA process follows. In this case the criteria are accompanied by a list of requirements and an explanation of the significance or importance of the requirement. As well, the criteria are presented in the form of questions that a college can ask of itself in undertaking the self-review, and that the external review panel will ask when auditing the college.

Criterion 1. To what extent does your college’s quality assurance process ensure the existence and communication of information to support admission, credit for prior learning, promotion, graduation, and other related academic policies that support student achievement of program learning outcomes?

	Requirement	Explanation
1.1	<p><i>Applicant and student requirements and obligations are clearly stated, communicated, and accessible, including:</i></p> <ul style="list-style-type: none"> • <i>requirements for admission to the program and to courses in the gram;</i> • <i>provisions for awarding credit towards a credential or exemptions from specific course requirements as a result of cross-crediting, exemptions, transfer credits, and/or recognition for prior learning;</i> • <i>advancement in programs, and maximum periods for completion;</i> • <i>provisions for dealing with instances of impaired performance (e.g., aegrotat passes, special accommodations, etc.);</i> • <i>assessment, including provisions for reassessment and appeals;</i> • <i>requirements for the awarding of the credential;</i> • <i>rules and criteria governing any awarding of merit, distinction, and other grades; and,</i> • <i>assurances that the title of any qualifications awarded for a program or series of courses is consistent with the Credentials Framework for the college system , and with any relevant professional standards and/or nomenclature.</i> 	<p><i>A significant factor influencing student success is the fit between the learner and the program of study. Policies and processes must optimize this fit between student and program.</i></p> <p><i>This requirement supports informed student choice and facilitates the fair, efficient, and effective attainment of learning outcomes.</i></p>

1.2	<p><i>Program learning outcomes are consistent with the credential granted, the title of the credential awarded, the provincial program standards (where these apply), and the minimum essential expectations of the workplace. They:</i></p> <ul style="list-style-type: none"> • <i>are reflected in course outlines;</i> • <i>are consistent with the program's public documentation, provincial program standards, and workplace expectations; and</i> • <i>are used in prior learning assessments.</i> 	<p><i>This requirement states program outcome standards, relates them to courses of study and processes of prior learning, and ensures they reflect approved curriculum, and meet workplace requirements.</i></p>
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Criterion 2. To what extent does your college's quality assurance process ensure that programs conform to the Framework for Programs of Instruction and the Credentials Framework, are consistent with accepted college system nomenclature / program titling principles, and maintain relevance?

	Requirement	Explanation
2.1	<p><i>The structure of the program is consistent with the program learning outcomes.</i></p>	<p><i>Students can reasonably expect to master the learning outcomes through the program of study.</i></p>
2.2	<p><i>The length of the program is appropriate to the level of the program outcomes.</i></p>	<p><i>Students are afforded a reasonable time to master the learning outcomes.</i></p>
2.3	<p><i>Appropriate credits are allocated for each component of the program, and transfer and laddering options are stated.</i></p>	<p><i>Student progress appropriately reflects workload.</i></p>
2.4	<p><i>Academic practices and policies govern program structure, including any specific pre- and co-requisites, mandatory and optional/elective components, practical/work-based components, alternative entry and exit points, and are consistent with program learning outcomes.</i></p>	<p><i>In a timely way, students are clearly informed of learning options and evaluative requirements to optimize learning.</i></p>
2.5	<p><i>Program learning outcomes are consistent with MTCU Provincial Program Standards where they exist.</i></p>	<p><i>This is in keeping with Ministry policy as expressed in the Framework for Programs of Instruction.</i></p>

2.6	<i>Program title is consistent with college system nomenclature / titling principles.</i>	<i>This is in keeping with Ministry policy as expressed in the Framework for Programs of Instruction.</i>
2.7	<i>Changes to courses and program outcomes are introduced on a timely basis and are designed to maintain the relevance of the program.</i>	<i>In a timely way, students are clearly informed of program changes and the relevance of such changes to optimize learning.</i>

Criterion 3. To what extent does your college’s quality assurance process ensure methods of program delivery and student evaluation are consistent with the program learning outcomes?

	Requirement	Explanation
3.1	<i>Program delivery, including that which takes place off-site, is consistent with the nature of the program, the learning outcomes, and the needs of the students.</i>	<i>Educational delivery appropriately helps learners attain the learning outcomes.</i>
3.2	<i>Academic policies and practices provide for assessments and appeals, and ensure that:</i> <ul style="list-style-type: none"> <i>• evaluation methods are aligned with course outcomes, are valid , and are reliable;</i> <i>• the required standards for evaluation are clearly specified for each component of the course and the program;</i> <i>• learners are provided with fair and regular feedback on progress and fair reporting of final achievement; and,</i> <i>• resubmissions, supplementals, and appeals are appropriate, fair, valid, and consistent.</i> 	<i>Assessment and feedback are critical to the learning process. The evaluation of learning ensures that standards have been met. Evaluation processes need to be sufficiently clear, fair, and appropriate to maintain confidence.</i>
3.3	<i>Graduate capabilities, including knowledge, skills, and attitudes are consistent with program outcomes.</i>	<i>Looking at graduate outcomes provides evidence that the program outcomes are being attained.</i>

3.4	<i>Graduates, employers , and students indicate satisfaction with the program.</i>	<i>Satisfaction indicates whether the learning that was planned has taken place and where improvements can be made.</i>
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Criterion 4. To what extent does your college’s quality assurance process ensure human, physical, financial, and support resources to support student achievement of program learning outcomes are available and accessible?

	Requirement	Explanation
4.1	<i>Teaching staff involved in the program:</i> <ul style="list-style-type: none"> • <i>meet the needs of the students and facilitate the achievement of the program learning outcomes;</i> • <i>possess the combination of experience and credentials appropriate to, and required by, the program of study;</i> • <i>have the level of expertise and ability to provide the advertised learning experiences; and,</i> • <i>are oriented, coordinated, and evaluated.</i> 	<i>The provision of appropriate instructional and coaching resources is critical to the formal learning process.</i>
4.2	<i>Learning facilities (including Learning Resource Centres) and equipment support the promised modes of delivery and the learning process.</i>	<i>The learning, laboratory, and equipment resources that support practical applications are critical to the learning process.</i>
4.3	<i>Academic support and advising services meet the needs of the students and facilitate the achievement of the program learning outcomes.</i>	<i>Retention can be enhanced by timely student support and advising.</i>
4.4	<i>Leadership, organization, and management of programs, include:</i> <ul style="list-style-type: none"> • <i>optimization of human resources, learning resources, and facilities; and,</i> • <i>consistent opportunities for students to meet the program learning outcomes are available across all learning locations and differing modes of delivery.</i> 	<i>Quality programs and institutions need to be planned as well as effectively managed.</i>

Criterion 5. To what extent does your college’s quality assurance process ensure regular program quality assessment that involves a variety of stakeholders, including faculty, students, industry representatives, and others as appropriate for the purpose of continual quality improvement?

	Requirement	Explanation
5.1	<p><i>The college has implemented a program quality management system that identifies and rectifies weaknesses, and facilitates the evolution of the program to maintain its relevance. This includes:</i></p> <ul style="list-style-type: none"> • <i>a process</i> • <i>to review programs, courses, and academic standards,</i> • <i>to monitor improvement following review, and</i> • <i>to determine continuation or suspension of courses or programs;</i> • <i>provision for the systematic measurement of indicators that program outcomes have been met;</i> • <i>assurance that the views of learners, employers, professional and trade bodies, and academic communities are taken into account;</i> • <i>changes to programs and courses are managed to keep them current with provincial standards and relevant professional body requirements; and,</i> • <i>processes to ensure that recommendations arising from previous reviews have been considered and addressed.</i> 	<p><i>To meet the changing demands of the workplace and international standards, career education must be subject to processes that objectively measure, assess, and, whenever necessary drive, program change.</i></p>
5.2	<p><i>Documentation and other evidence arising from program quality management processes is maintained and used in on-going quality management.</i></p>	<p><i>Successful program quality assurance processes result in continuous improvement, and tangentially produce documentation that can be used.</i></p>

Requirement 3: The Audit

A 5-year cycle of audits is planned for the Ontario colleges. An external panel of objective and competent professionals, led by a trained Panel Chair, will complete the audit. The process is designed to be a developmental activity and contribute to the continuous improvement of the educational programs of the college system.

3.1 Review Panel Chair Selection and Training:

Panel Chairs are recruited, selected, and trained through a process directed and approved by the Management Board. The process ensures that the individuals being considered as potential Panel Chairs, at minimum have:

- an understanding of, and support for, the fundamental roles of Ontario's colleges of applied arts and technology;
- a knowledge of, and preferably experience with, educational or professional quality assurance processes;
- a track record of successful team leadership;
- credibility within the college system and, more broadly, with other stakeholders;
- a willingness to undertake all of the orientation and process requirements listed.

The training program for Panel Chairs will include:

- training being conducted in the language specific to the college that the Audit Panel chairs will audit (French for French-language colleges and English for English-language colleges);
- the provincial, national, and international context of PQAPA;
- an overview of the principles of a successful quality assurance audit process;
- a thorough review of the policies and processes followed by the PQAPA;
- case studies;
- report writing, specific to the PQAPA;
- a review and enhancement of the guidelines and manuals;
- an introduction to, and understanding of, the appeal process.

3.2 Recruitment of the Review Panel Members:

The Management Board has established a process for searching, recruiting, selecting, and training a pool of review panelists. All PQAPA panel members will typically be provided from this pool. Acceptable applicants to be considered for the pool will conform to the criteria listed in section 3.1 (above), attend a training and orientation program, and meet, in a timely way, the preparation, scheduling, and reporting obligations of a panelist.

3.3 Selection of a Review Panel:

The panel composition generally follows the structure outlined below; however, extenuating circumstances and the need for external confidence may demand alterations approved by the Management Board after consultation with the college(s) being reviewed.

Review panels will have three members:

- a trained PQAPA Review Panel Chair; and,
- two trained, objective, and competent panelists from within, or external to, the CAAT system, and external to the college being reviewed.

Panelists selected from within the college system, at minimum, must:

- hold, or have held, a senior faculty or academic administrative position;
- possess knowledge and understanding of outcomes and standards-based assessments;
- be familiar with quality assurance systems used in colleges; and,
- be objective and impartial.

Further, panelists must not have an employment, advising, or contract relationship with the college under review, or any other connection that could create a conflict of interest, potential or real.

When a PQAPA Review Panel is approved by the Management Board and accepted by the college being reviewed, each member will receive, at least 2 weeks prior to the actual review, copies of the documentation provided by the college being reviewed, and a letter outlining the expectations of the appointment to the Review Panel including the role of the Chair, honorarium, provision for expenses, emergency contact numbers, time lines, and obligations.

3.4 The Audit:

3.4.1 Pre-Audit

At least two (2) months prior to the deadline for submission of documentation and at least three (3) months before a scheduled site visit of PQAPA Review Panel, colleges to be reviewed in the specific and current calendar year will receive a letter from the Management Board outlining the information and documentation they are required to submit in advance of the review. The documentation will be submitted to the PQAPA office for distribution to the appropriate Panel members. This documentation may include, and not be limited to:

- Program quality assurance and program review policies and processes that have been approved through the college's academic policy approval process, and examples of review documents and follow-up related to programs of instruction leading to: a) Ontario College Certificates; b) Ontario College Diplomas; c) Ontario College Advanced Diplomas; and, d) Ontario College Graduate Certificates;
- The name of, and contact information for, the college representative responsible for liaison with the Review Panel, provision of additional information, provision of answers to any additional questions, and coordination of the Panel visit;
- College approved general academic policies and practices related to admission, evaluation, grading, promotion, appeal, prior learning assessment and recognition, credit transfer, advisory committees, faculty recruitment and evaluation, and program approval and modification;
- Reports of all recent self-assessments undertaken by the college in an internal quality assurance process.

The Chair of the Review Panel will review the documentation received for completeness and promptly forward any request for additional information to the college. This request will be made through the PQAPA office. The other members of the Review Panel, once selected, will be provided with copies of the relevant documents, and advised of the visitation date and expectations for the Audit. This communication will be facilitated through the PQAPA office.

The Chair of the Review Panel will, through the PQAPA office, negotiate and confirm a date and develop a draft schedule for the site visit of the Review Panel to the college. The college site visit by the Review Panel will be scheduled as a one (1) day visit (generally about 8 hours) and may include a tour of facilities and meetings with the following people, where this is relevant to the audit of the college's quality assurance processes and where the categories of representation have been identified ahead of time:

- The academic team(s) who have overall responsibility for academic quality assurance, program reviews, and continuous improvement;
- Representative program advisory committee members;
- Representative faculty;

- Representative students;
- Representative service providers (librarians, student services, academic support and advising, etc.); and,
- The President and Senior Academic Officer(s).

Although it is normally expected that the Panel will visit only the main campus location of each college, far flung or highly diverse, multi-campus operations may require an additional day of campus visitations. These plans would be negotiated in advance of the site visit.

3.4.2 Site Visit

As outlined above, visits to the college by the Review Panel will be scheduled in advance through a negotiated process between the college liaison person and the Chair of the Review Panel.

The site visit will end with an 'exit interview'. This will serve as a way of preparing the college for the possible contents of, and recommendations to be made in, the draft Report of the Review Panel.

At the end of the visit, all documentation collected by the Panel members will be left with the college liaison person. The exception will be those documents collected and retained by the Panel Chair who will require the documentation in order to write the final report. The documentation will be returned by the Panel Chair to the college upon completion and submission of the final audit report.

Requirement 4: The Final Audit Report

4.1 General Parameters:

The Audit Report is designed to describe the college's Quality Assurance policies, processes, and practices and their effectiveness. The Report outlines the findings of the Panel, which are reached through its interpretation of the specific information it has gathered. The Report notes strengths (commendable/best practices) as well as those areas that require improvement. Reports do not comment on individuals (positively or negatively) or comment on standards irrelevant to the quality assurance process. Reports attempt to address all relevant areas without excessive detail or presuming to be exhaustive.

Audit Reports should not contain statements that cannot be substantiated. If the Review Panel believes that comment on a particular matter needs to be made, it must gather and append evidence on which to base its comment. Conversely, firm views are stated firmly, avoiding excessive subtlety.

The Final Audit Report is a public document and belongs to the Management Board of the CQAS as a whole; not to the Audit Panel or its individual members.

The Panel acts on behalf of the CQAS Management Board, and it is the Management Board, not the Panel, that affirms the conclusions, supports the recommendations in the report, and issues the Final Report.

All Audit Reports will adopt a similar structure⁸, while allowing some flexibility for each Audit Panel to present its findings in a manner they consider to be of most assistance to the college being audited.

The Panel's audit will be attentive to identifying best practices as well as to areas where improvements can be made. Where a best practice is identified and seen as potentially 'transferable' to other colleges in the system, the college should be invited to prepare an explanation of the practice for inclusion in a "Best Practices Database" to be commissioned by the Management Board and available to all colleges. Recommendations for improvement will alert the college to an area for attention, rather than instructing it to take a particular action or series of actions.

The aim is for the Final Audit Report to be as helpful and constructive as possible for the college being audited, while at the same time not compromising the Panel's conclusions or the rigor of the Report.

4.2 Preparation of a draft Report:

Following the quality assurance process audit, which includes a thorough review of all documentation received from the college and the completion of the site visit, the Panel members will meet to discuss possible content for the final report and recommendations to be made. A draft Report will be written by the Panel Chair, with input from the other Review Panel members. The Panel has 3 options in relation to its overall findings:

- Unanimous or majority* (2 out of 3) agreement that the college's program quality assurance processes have met all requirements of each criterion; or,
- Unanimous or majority* (2 out of 3) agreement that the college's program quality assurance processes have partially met (or is in the process of meeting) the requirements of each criterion; or,
- Unanimous or majority* (2 out of 3) agreement that the college's program quality assurance processes have not met the requirements of each criterion.

⁸ A Report template is currently under development and will be approved by the Management Board prior to the initiation of the PQAPA process.

(* Majority decisions require that the dissenting member write and append a minority report.)

Based on input from all Panel members, the Chair prepares a draft report (including, where required, the minority report as written by the dissenting member) for review, adjustment, and approval by each Panel member. The final draft Report will, at minimum:

- describe the methodology used, and the verification steps taken by the Review Panel;
- provide a status report on the program reviews completed by the college;
- present, in summary form, the general principles and guidelines used by the college in its own internal program quality assurance reviews;
- comment on how well the review procedures and practices used by the college conform to the college's own policies and the degree to which the methods actually employed meet the standards and criteria established for program quality assurance processes;
- outline strengths and weaknesses in the process;
- recommend improvements in the current process where policies and practices do not meet the established standards or criteria.

Following the approval of the draft Report by the members of the Review Panel, the draft Report will be forwarded to the relevant college for their advice, approval, and/or corrections of any errors in facts. The college is afforded 30 days to submit their response, in writing, to the Chair of the Review Panel. The Panel will then make whatever changes to the draft Report they, at their discretion, agree to make. Any comments or corrections of facts received from the college will be included in the Final Report.

All members of the Review Panel will, once they are satisfied with the content of the draft report, sign off on the draft Report, and the Chair will submit this draft Report to the Management Board for review, approval, and release.

4.3 Role of the Management Board:

The Management Board has the authority to release a Final PQAPA Review Panel Report only after it has verified that the following conditions have been met:

- the process used by the Review Panel conforms to the approved audit guidelines;
- the college has been given the opportunity to comment on the draft Report and has been treated fairly and consistently as compared to other reviews in other colleges;
- the Final Report does not contain confidential or proprietary information; and,
- the college has seen the final draft Report and has had the opportunity to appeal in cases where it believes the report still contains errors of fact.

4.4 Appeal Process:

Colleges undertaking an appeal must appeal, in writing, within 30 days of notice of the receipt of the final draft Report. The appeal must specifically state the nature of the appeal by:

- identifying any factual or logical errors;
- providing evidence that the content of the report is in error;
- requesting specific corrective action;
- appending all relevant evidence referred to in the appeal;
- appending a list of witnesses who may be called to the appeal hearing; and,
- committing to cover any costs associated with holding an appeal hearing.

In cases where discrepancies between the views of the college and the views of the Review Panel cannot be resolved through discussion and consultation, the Management Board will convene a formal Appeals Committee consisting of three (3) persons selected from the pool of trained and approved Panel Chairs. It is understood that the selection and appointment of Appeals Committee members will be done in a manner consistent with the specific language requirements of the college undertaking and requesting the appeal. A meeting of the Appeals Committee will be scheduled within three (3) weeks of receipt of the written Notice to Appeal.

The Appeals Committee hearing will take the form of a formal meeting being convened at a mutually agreed upon location (most often and most likely the offices of the PQAPA), and involving:

1. the 3 person appointed Appeals Committee;
2. the college representative (who will supply, in advance, supporting

- documentation and the names of relevant witnesses to be invited to the appeal session, as outlined above); and,
3. the Chair of the Review Panel that produced the report being appealed (who will supply, in advance, supporting documentation and the names of relevant witnesses who may be invited to the appeal session).

The Appeals Committee, after hearing and considering all submissions, will produce a report and submit this report to the Management Board. The final written decision of the Appeals Committee will be binding on the college and the Final Report, and will be forwarded to the appealing college by the Chair of the Management Board. Complete documentation for the Audit and the Appeal will be kept on file.

Requirement 5: Final Release of the Audit Report

The Final Audit Report will be publicly released only when the following conditions have been satisfied:

- a) all conditions outlined in 4.2 above have been met; and,
- b) the deadline for undertaking an appeal has passed and no appeal has been made; or,
- c) the Appeals Committee has heard an appeal, ruled on any changes to be made to the Final Report, and those changes (if any) have been made.

The Final Audit Report will be released to the President of the relevant college, any relevant government / ministry department (e.g., the Colleges Branch of MTCU), and a copy will be held in the office of the PQAPA. It is understood these documents are subject to the Freedom of Information legislation, and will be released on request, charging associated costs.

An Executive Summary of each Final Audit Report will be posted on the ACAATO website for a period of one (1) year from the public release of the Final Audit Report.

APPENDIX 7.1.2 POLICY ON STUDENT FEEDBACK

Continuous improvement of our course delivery, materials, and the learning environment is a hallmark of our quality service to our students. We constantly incorporate feedback from our students for the improvement of our teaching and learning processes and the achievement of course outcomes.

The student feedback procedure at Georgian College is formalized in Human Resources Procedure #4-135 "Performance Management Procedure for Faculty and Support Staff"

Procedure #4-135

APPENDIX A - Student Ratings

STUDENT RATINGS

Each academic year Student Services, the academic area and/or Human Resource Services, will provide information to students on the rationale and method for administering student ratings. Professionalism and confidentiality will be stressed.

At least once an academic year, an Academic Director (or designate) will select and visit one or more of a teacher's classes, labs, or placement settings (after discussing and confirming the visit date with the teacher), and distribute a student rating form as part of the Performance Review process. Student ratings for full-time probationary teachers are required each teaching semester.

Student rating forms which can be computer scored may be obtained from Human Resource Services. Other forms may be used as mutually agreed upon by the teacher and the Academic Director.

Guidelines for student ratings that must be followed to maximize the validity of the Performance Review process are:

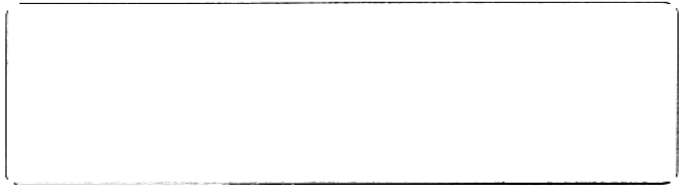
- The ratings will generally take place after the mid-point of the semester, avoiding any concentration of ratings towards the end of the semester.
- The teacher will not be present in the classroom or lab during the rating process.
- After reading A Student Rating Procedures (included in the Student Ratings package available through Human Resource Services) to the class, the Academic Director (or designate) will distribute, collect and place the rating forms in a sealed envelope.
- The collected ratings will be forwarded directly to the Academic Director who will arrange to have a designated confidential support staff member transcribe the comments and have the ratings computer-scored (not necessarily applicable to part-time teachers in non-post-secondary courses). Inappropriate comments that are threatening, harassing, or discriminatory will not be transcribed, will invalidate all of the student's comments (i.e. They will not be transcribed), and may be the subject of a formal investigation and action by the College. This combined data will be reviewed by the Academic Director, with a copy forwarded to the teacher

and a copy placed in the departmental file. The teacher will only have access to the transcribed comments (i.e. the originals will remain confidential). The ratings forms completed by the students will be retained by the Academic Director in order to resolve any concerns over the results.

1. Placement of computer-scored ratings and transcribed comments in personnel files is non-applicable to post-probationary teachers, except at the request of the teacher or the Academic Director. In any event, the Academic Director will retain a copy of all such student ratings in departmental files, until a given Performance Management cycle is complete.

Student ratings which are to be entered into personnel files are to be forwarded to the Human Resource Services Department.

APPENDIX 7.1.3 STUDENT FEEDBACK INSTRUMENTS



In order to provide feedback to your teacher Georgian College requests that you complete this feedback survey. The summarized results will be returned to your teacher and will be one source of feedback to support his/her personal and professional development planning.

You are encouraged to provide your professor with comments on the back of this sheet. It is important that your responses are honest, mature, and candid. Inappropriate comments that are threatening, discriminatory, and/or insulting may result in formal college discipline.

To ensure the confidentiality and objectivity of student feedback surveys, these procedures will be followed:

1. Only the summarized feedback, including comments, will be returned to the teacher.
2. Students can elect to identify themselves by name or ID number, or can elect not to identify themselves.

Important:

YOUR ANSWERS WILL BE SCANNED USING COMPUTER EQUIPMENT. FOLLOW THE INSTRUCTIONS CAREFULLY SO THAT YOUR CHOICES ARE SCANNED CORRECTLY.

DO NOT FOLD OR STAPLE

Shade circles like this: ●
Not like this: ⊗

Use a DARK pencil or pen, and fully erase or white out any changes.

If not applicable or you have no opinion, please leave the question BLANK.

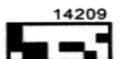
Please answer the following questions using the scale:

A=Strongly Agree B=Agree C=Disagree D=Strongly Disagree BLANK=Not Applicable / No Opinion

- | | | | |
|---|-----------------------------|-------|--|
| Course Delivery | 1 | ○○○○○ | The teacher presents the course content in a clear and understandable way. |
| | 2 | ○○○○○ | The teacher communicates clearly and is easy to understand. |
| | 3 | ○○○○○ | The visual aids, (i.e., diagrams, graphics, photos, etc.), used by the teacher are useful and clear. |
| | 4 | ○○○○○ | The teacher provides course materials that are clear and helpful. |
| | 5 | ○○○○○ | The teacher summarizes the course material as we progress. |
| | 6 | ○○○○○ | The teacher outlines upcoming topics. |
| | 7 | ○○○○○ | The teacher has in-depth knowledge of the subject. |
| | 8 | ○○○○○ | The teacher illustrates concepts with examples. |
| | 9 | ○○○○○ | The teacher invites students to ask questions. |
| | 10 | ○○○○○ | The teacher draws on knowledge I already have to help me find answers to my questions. |
| Standards and Grading | 11 | ○○○○○ | Assignments/tests are related to the course content. |
| | 12 | ○○○○○ | The teacher returns graded material within two weeks unless otherwise announced. |
| | 13 | ○○○○○ | The teacher provides explanation of grading schemes. |
| Organization and Preparation | 14 | ○○○○○ | The teacher provided a syllabus and course outline at the beginning of the course. |
| | 15 | ○○○○○ | The evaluation method described in the syllabus is followed. |
| | 16 | ○○○○○ | The learning outcomes on the course outline are followed. |
| | 17 | ○○○○○ | The teacher is organized and well-prepared. |
| | 18 | ○○○○○ | The teacher is on time for scheduled activities or meetings. |
| | 19 | ○○○○○ | The teacher rarely cancels scheduled activities or meetings. |
| | 20 | ○○○○○ | The teacher is available for consultation with students. |
| | 21 | ○○○○○ | The teacher provides adequate notice of tests/assignments. |
| | Classroom Atmosphere | 22 | ○○○○○ |
| 23 | | ○○○○○ | The teacher provides a variety of learning activities. |
| 24 | | ○○○○○ | The teacher maintains order and discipline among students during course activities. |
| 25 | | ○○○○○ | The teacher promotes a positive and respectful attitude. |
| 26 | | ○○○○○ | Overall the teacher provides me with opportunities to learn. |
| Additional Questions (if provided) | 27 | ○○○○○ | |
| | 28 | ○○○○○ | |
| | 29 | ○○○○○ | |
| | 30 | ○○○○○ | |
| | 31 | ○○○○○ | |

Revised Mar. 13 2002

YOUR COMMENTS ARE WELCOMED ON THE BACK ...



APPENDIX 7.2 ON-LINE DELIVERY

APPENDIX 7.2.1 ON- LINE LEARNING POLICIES AND PRACTICES

Ontario Learn ON-LINE COURSES

The College Degree Operation Group is putting forward a recommendation to PEQAB recommending the breadth courses be offered at the Ontario Learn Consortium. The organization has on file and available upon request copies of current software, hardware and systems agreements that pertain to the delivery of electronic/on-line learning.

Georgian College is a member of the Ontario Learn consortium of Ontario Colleges. Our mandate includes shared development, expenses, and delivery of courses on-line or over the "Internet". Some courses are delivered on-line through a combination of specially designed web sites and/or e-mail. This consortium now offers more than 200 courses. Students registered in Ontario Learn's on-line courses will learn through a combination of curriculum delivered on-line and through print-based texts and workbooks.

By expanding the course offerings to PEQAB approved breadth courses, Georgian degree students will enjoy greater flexibility and diversity in courses.

APPENDIX 7.2.2 ACADEMIC COMMUNITY POLICIES

Appendix 7.2.2

Online Community at Georgian College

The student of the emerging 21st century is one well-versed in technology. She answers her cell phone, types text messages, answers e-mail and surfs the Internet virtually at the same time. Education support must meet the technological sophistication of our students while recognizing that online learning environments alone do not make learning happen.

Online facilitation of learning happens when students and faculty take an active role in developing and engaging communication forums through the many technologies available. In-class experiences are not replicated via technology, but they can be enhanced. Similarly online learning experiences cannot be simply lectures and powerpoint presentations posted to a learning forum. Recognizing the unique cultural experience of the online learning context is key to creating an infrastructure of support for both students and faculty members.

While all faculty are encouraged to use Blackboard to support their students' in-class learning experiences, only those faculty members who demonstrate a strong commitment to online learning, have experience in online course development and/or who have been trained in course development and delivery (through personal professional development or the many opportunities for training offered through Georgian College's Centre for Teaching and Learning) are invited to develop and deliver online courses with Georgian College degree studies. Even then, they are supported by two online instructional designers housed in the Centre for Teaching and Learning in addition to the collegial atmosphere of the college itself.

Online learning is enhanced by the use of knowledge and learning objects including streaming technologies such as audio and video, peer-to-peer file sharing, audio chat and VOIP, as well as web whiteboarding. Technologies themselves must be used with a strong orientation to learner-centred learning principles.

A sound andragogy includes the American Association of Higher Education's "Seven principles for good practice in undergraduate education" (Chickering & Gamson, 1987). Originally written for classroom instruction, it was subsequently revised to include online educational practice, and is now widely accepted among post-secondary institutions.

Accordingly, good practice in undergraduate education:

1. Encourages contacts between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Uses active learning techniques.
4. Gives prompt feedback.
5. Emphasizes time on task.

6. Communicates high expectations.

7. Respects diverse talents and ways of learning. (p. 3)

Arthur Chickering and Steve Erhmann have recently updated these practice guidelines to illustrate how communications technologies, and especially the Internet, can be used to support these seven “good practices” (see <http://www.tltgroup.org/programs/seven.html>).

References:

Chickering, A., & Ehrmann, S. (1996). Implementing the seven principles: Technology as lever. *American Association for Higher Education Bulletin*, 49(2), 3-6. Retrieved October 2006, from <http://www.tltgroup.org/programs/seven.html>

Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *American Association for Higher Education Bulletin*, 39(7), 3-7. Retrieved October 2006, from <http://www.aahebulletin.com/public/archive/sevenprinciples1987.asp>

8. CAPACITY TO DELIVER STANDARD

APPENDIX 8.1 DEMONSTRATED STRENGTH

The mission, values and strategic priorities of the Georgian College Strategic Plan (2006-2010) are based on the fundamental belief that every student deserves the best opportunity possible to succeed. In looking forward with confidence and optimism, the College must continue to embrace the foundation of our past success defined as our unique ability to embrace students in a nurturing environment that fosters teaching and learning excellence. The essence of Georgian College has been best summed up in the comments of countless students who repeatedly state that it was evident they made the best choice for their postsecondary education from the very first point of contact with Georgian.

Asked to describe the College, students young and old use words like “friendly”, “helpful”, “adaptable” and “grounded”. In valuing our history and traditions, Georgian remains resolute in our commitment to change and innovation. The Strategic Plan recognizes that Georgian must continue to grow and lead by example in providing knowledge, skills and work-related experiences integral to successful careers and lifelong learning. At the same time, the College must be fiscally responsible with sound and prudent management of our resources, necessary for the advancement of teaching and learning as our core business. Students tell Georgian to keep growing but not, however, at the expense of becoming just another large, faceless institution where our desire to grow undermines our tradition of placing student needs first. This strategic plan supports our student focus, as Georgian commits to remaining a provincial leader in graduate employment and satisfaction, as well as employer satisfaction.

Georgian will continue to be recognized as a national leader in enriched learning and work-related experiences, encompassing the full range of apprenticeship, certificate, diploma, post-diploma certificate, and degree studies. The College will continue to prize our special relationships with like-minded corporate partners and benefactors – bound by the common belief that the future growth and prosperity of this country is dependent on timely and results-oriented education and training. The keys to Georgian’s achievements in the past will be the foundation to our success in the future. Above all else, we will remain connected with our students, and the employers that we support.

MISSION STATEMENT

To provide our students with the knowledge, skills and work-related experience required for successful careers and lifelong learning.

OUR PURPOSE

We fulfill our mission through the delivery of quality full-time and part-time postsecondary education and training programs:

- College diplomas and certificates
- Preparatory programs
- Apprenticeship programs
- Degrees – both our own degrees and baccalaureate degrees in partnership with selected universities

We also deliver programs and services that directly support and/or resource our education and training programs. These activities assist with the recruitment and retention of students and develop closer ties to, and services for, employers.

OUR VISION

- Georgian will be recognized for the enriched learning experience we provide for students.
- Georgian will be recognized for teaching excellence, essential to a learning-centred environment.
- Georgian will be known provincially, nationally, and internationally for the relevancy and currency of our programs and services.
- Georgian will be recognized as the key postsecondary hub in central Ontario.
- Georgian will be recognized as a leading fundraising organization by our staff, students, alumni, volunteers and community stakeholders.
- Georgian will be viable and sustainable over time and across all parts of the organization.

The degree complements and enhances Georgian's ability to succeed in meeting its strategic objectives, as stated in its Strategic Plan and Mission Statement:

- *To ensure that our academic program mix focuses on programs that demonstrate consistently strong demand from both prospective students and employers, are economically viable, and to capitalize on our strengths*

The degree is the natural evolution for the diploma based on industry demand. As the industry become even more competitive, golf managers are required to function at higher levels juggling multiple demands

- *To ensure our curriculum is current and relevant and to internalize our curriculum, where appropriate.*

The advisory committee has been intimately involved in the building of the curriculum. This program was developed after close consultation with major stakeholders in the Canadian golf industry.

- *To identify academic programs where we have strong and distinct competitive advantages and provide enhanced support and resources to maximize their potential as centres of excellence*

Building on the very successful golf diploma recognized as one of the strongest programs in Canada, this degree will be very competitive and the only degree offered specifically for golf management in the country.

The Bachelor of Applied Business - Golf Management, builds on the strong foundation established by Georgian's existing programs in business, hospitality and tourism, and professional golf management. The existing diploma program has extremely strong industry and advisory committee support. The degree program will seek endorsement from the Canadian PGA (the same endorsement that the diploma program enjoys), the National Golf Course Owners Association, the Canadian Society of Club Managers and the Canadian Golf Superintendents Association.

With nearly 300 PGM graduates gainfully employed in Canada's vibrant golf industry, there is strong past-student support as well as industry support for our educational goals and objectives. Several of our grads have received Board of Governor's medals and one is nominated for the Premier's award to be bestowed in 2007. Georgian College has also proven itself a significant force in varsity golf in Canada, having won provincial and national championships over the years. Additionally, Georgian's PGM program hosted the 2003 PING Canadian College Athletic Association golf championships – still referred to as the most successful golf championship in many years. Our golf management educators have hosted two international golf business conferences, presented at numerous conferences around the country, written for a number of major golf publications and in 2002, developed and authored the compensation survey and report for Canada's golf owners and operators through their NGCOA national offices. It is no wonder that our graduate and co-op employment rate sits at 100% of those students who are eligible for golf employment. Our program is involved in a number of local golf charity events and through our efforts with the Georgian Classic, we have raised over \$30,000.00 for PGM entrance scholarships over the last 5 years.

The move to a baccalaureate degree is enthusiastically supported by the program advisory committee who agree that the time for such a degree matches the needs of golf businesses across the country and the globe who are striving to establish and / or substantially improve their competitive advantage and their bottom lines.

APPENDIX 8.2 LEARNING AND INFORMATION RESOURCES

APPENDIX 8.2.1 LIBRARY RESOURCES

	Number of Holdings (print) Relevant to the Field of Study	Number of Holdings (electronic) (include program-specific databases)
On-site Library Resources Relevant to Degree Program Area (for students/faculty)	177 + 8 magazine subscriptions	32
Other Library Access (e.g., web-based, inter-library arrangements)		Georgian College belongs to the Bibliocentre – Community College Library Consortium

The Library supports programs with a variety of resources and services. Resources exist in many formats including print material (books, magazines, journals, newspapers), audiovisual formats, and electronic resources (e-books, electronic access to databases of magazine, journal and newspaper articles the majority being full text). Library Services are provided through on- and off-site reference assistance, interlibrary loan of resources, and off-campus access to the online catalogue of books and audiovisuals and electronic databases. The library web site <http://library.georgianc.on.ca/> is the focal point of access to all resources and services.

Georgian's strong, comprehensive collection of electronic databases cover a full range of subject areas, with many specific to the program. The students' primary resource for assistance is the library staff. Within their first semester, students receive an orientation to databases and their role and function in student research. Additional training and reinforcement is available upon request or as the need for such is identified by faculty or library staff. Online tutorials are also available within the databases themselves and on the library's database selection page to strengthen student's skills.

Georgian College provides library research assistance to students face to face as well as by e-mail, web form, and telephone. Assistance is not campus specific and students may access whichever campus is convenient. We are currently piloting a virtual reference system in which students can access a librarian, online in real time.

I. Books [Electronic]

NetLibrary provides access to over 7300 electronic books in a variety of subject areas. This database is available from the Library's web site and can be accessed off campus.

II. Electronic Databases

The library maintains current subscriptions to a number of electronic databases that are relevant to the Golf Degree program.

Academic Search Premier

Comprehensive index of scholarly journals with focuses on social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature, medical sciences, and ethnic studies.

Business Source Premier

Provides full text for nearly 8,350 scholarly business journals and other sources, including full text for more than 1,100 scholarly business publications. Coverage includes virtually all subject areas related to business. This database provides full text (PDF) for more than 350 of the top scholarly journals dating as far back as 1922.

Canadian Reference Centre

Comprehensive collection of Canadian and international magazines such as Macleans, Scientific American, newspapers & newswires such as the Toronto Star, as well as reference books and company information, biographies and an image collection. This database also includes a Canadian Dictionary.

CBCA

Canadian Business & Current Affairs (CBCA) Provides access to approximately 140 Canadian industry and professional periodicals and newsletters covering business and current affairs.

CPI.Q

Canadian Periodical Index covers Canadian and international journals, magazines, newspapers and other references from 1988 with full text from 1995. Includes selected sections on full text of Globe and Mail from 1997.

Environment Index

Environment Index offers deep coverage in applicable areas of agriculture, ecosystem ecology, energy, natural resources, marine & freshwater science, geography, pollution & waste management, environmental technology, environmental law, public policy, social impacts, urban planning, and more.

Funk & Wagnalls New World Encyclopedia

This database provides over 25,000 encyclopedic entries covering a variety of subject areas.

Health Source: Consumer Edition

This database is the richest collection of consumer health information available to libraries worldwide, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. Health Source: Consumer Edition features searchable full text for nearly 300 journals. This database is updated on a daily basis.

Hospitality & Tourism Complete

Hospitality & Tourism Index is a bibliographic database covering scholarly research and industry news relating to all areas of hospitality and tourism. This comprehensive database contains more than 440,000 records from 500 titles, with coverage going back to the early 1960s.

LexisNexis

Provides full-text documents from over 5,600 news, business, legal, medical and reference publications with a variety of flexible search options.

MasterFILE Elite

This database covers general interest, business, health and multicultural topics.

PsycARTICLES

Provides full text articles on current issues in psychology from 1987 to the present. PsycARTICLES includes more than 35,000 full-text articles from 49 journals published by American Psychological Association and allied organizations

Regional Business News

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

Social Sciences

A bibliographic database that indexes and abstracts articles of at least one column in length. Coverage includes a wide range of interdisciplinary fields covered in a broad array of social sciences journals. Abstracting coverage begins with periodicals published in January 1994. Abstracts range from 50 to 300 words and describe the content and scope of the source articles. Full text coverage begins in January 1995.

SPORTDiscus

Provided by the Sport Information Resource Centre, SPORTDiscus offers comprehensive, bibliographic coverage of sport, fitness and related disciplines. With full bibliographic coverage, monographs dating back to 1949, and journal coverage to 1975, this database contains over 565,000 records and over 200,000 dissertations and theses

Sampling of current database subscriptions using the search term 'golf'

Vendor	Database	Results
Ebsco	Academic Search Premier	22862 articles
	Business Source Premier	13647 articles
	Canadian Reference Centre	74834 articles
	Environment Index	13951 articles
	Hospitality & Tourism Index	4865 articles
	MasterFile Elite	55548 articles
	Regional Business News	10360 articles
	SPORTDiscus	19444 articles
	Proquest	CBCA Business
CBCA Reference		8877 articles
Infotrac	CPI.Q	1969 articles
Globe and Mail	Heritage Collection	Historical articles
Lexis Nexis	News (limit to 2 yrs.)	125
	Business	1000+
Wilson Web	Social Science	302

APPENDIX 8.2.2 COMPUTER ACCESS

YEAR	NUMBER OF STUDENTS (CUMULATIVE)	NUMBER OF COMPUTERS AVAILABLE TO STUDENTS IN PROPOSED PROGRAM	NUMBER OF COMPUTERS WITH INTERNET ACCESS AVAILABLE IN PROPOSED PROGRAM	LOCATION OF COMPUTERS	
				On Site	Other (Specify)
1	30	531	531	531	
2	58	531	531	531	
3	96	531	531	531	
4	146	531	531	531	

Note: These computers are in open access labs available to all students at Georgian

APPENDIX 8.2.3 CLASSROOM SPACE

Year	Number of Students (Cumulative)	Number of Classrooms (include seating capacity)	Location of Classrooms	
			On Site	Other (specify)
1	30	63 classrooms 3709 seats	63 classrooms 3709 seats	
2	58	63 classrooms 3709 seats	63 classrooms 3709 seats	
3	96	63 classrooms 3709 seats	63 classrooms 3709 seats	
4	146	63 classrooms 3709 seats	63 classrooms 3709 seats	

APPENDIX 8.2.4 LABORATORIES/EQUIPMENT

Year	Number of Students (cumulative)	Type and Number of Labs	Specifically Equipped Workstations and/or Specialized Equipment*		Location of Laboratories/ Equipment	
			Number	Ratio of Students to Equipment	On site (√)	Other (specify)
1,2,3,4	146	1		8:1	√	
1,2,3,4	146	1				Off campus golf property partner

Golf Skills Lab

- swing analysis software (V1 software, digital video camera)
- golf club fitting cart
- launch monitor
- hitting area with appropriate netting, mirrors
- golf club repair bench
- high definition golf simulator
- synthetic putting/chipping surface
- variety of golf swing teaching aids

APPENDIX 8.3 RESOURCE RENEWAL AND UPGRADING

The College's 2006/2007 projected investment in library resources and staff and in educational technology is \$1,892,900. Of this, \$1,176,500 will be spent on the Barrie Campus. This investment includes expenditures to increase and renew collections for all academic areas, to ensure technological currency for Georgian students, and to renew software licenses, lease payments, and online learning platform upgrades for all programs.

Library Resources:

The Library at Georgian College is a member of the Bibliocentre, a consortium of all of Ontario's community college libraries. The Bibliocentre plays a key role in ensuring the efficient and cost effective use of electronic products. The Centre coordinates trials with vendors of various electronic products. Recently, it has taken a lead role in making available electronic books to the Colleges.

Georgian's Collection Development Policy is documented in Policy #1-114:

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic and Student Services Procedure #1-114

Effective Date: 82/09/01

Revision Date: 91/06/19

Revision Date: 01/11/21

EDUCATIONAL SERVICES COLLECTION DEVELOPMENT POLICY

POLICY: To provide direction for the development and management of all collections to be made available through the College Learning Resource Centres.

PURPOSE: To ensure the timely provision of quality materials to meet the educational needs of our students, faculty, staff, alumni and community.

SCOPE: All employees designated with responsibility for the selection of educational materials.

RATIONALE: The College, as an educational institution, must ensure that educational support materials are available to students, faculty and staff on a timely basis. This policy clarifies the basic assumptions upon which materials are selected and defines the procedures relating to this function.

PROCEDURE:

1. LRC Mission Statement

As an integral partner in the educational process at Georgian College, the Learning Resource Centre exists to support and enhance teaching and learning within and outside the classroom.

To ensure commitment to this role, the Learning Resource Centre will:

- Assist users to develop research and searching skills to fulfill immediate and lifelong educational needs.
- Acquire, create, organize and maintain appropriate resources in all media.
- Advise users on the effective use of existing resources and assist users to access or create alternative resources that meet unique educational needs.
- Provide equitable access to all resources through circulation services that recognize curriculum needs as primary.
- Provide an environment conducive to learning, which emphasizes friendly customer service.
- Ensure professional and competent service by supporting the education and skills upgrading of staff.
- Develop and nurture partnerships with faculty, students, and outside agencies to satisfy user needs and foster pursuit of quality in the educational process.

2. Intellectual Freedom

The Learning Resource Centres endorse the Canadian Library Association's Statement on Intellectual Freedom.

"All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society. Libraries have a basic responsibility for the development and maintenance of intellectual freedom. It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those that some elements of society may consider to be unconventional, unpopular, or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials, except where prohibited by the Criminal Code of Canada. (Canadian Library Association, 1985)

3. Standards

The Learning Resource Centres will endeavour to develop collections that conform to the standards set by Canadian Community and Technical College Libraries section, of the Canadian Library Association (Revised in 1991 in *Standards for Learning Resource Centres: The Canadian Context.*), as well as any standards established for accreditation for each program.

Minimum Collection					
FTE Students	Volumes	Current Serials Subs	Video & Film	Other Items*	Total Collection
Under 1,000	30,000	230	140	2,500	32,870
1,000-2,999	40,000	300	400	5,100	45,800
3,000-4,999	60,000	500	750	8,000	69,250
5000-6999	112,000	1,000	2,250	18,000	133,250

The Learning Resource Centres will strive towards meeting the minimum collection standard.

Excellent Collection					
FTE Students	Volumes	Current Serials Subs	Video & Film	Other Items*	Total Collection
Under	45,000	400	560	5,000	50,960
1,000-2,999	60,000	600	800	8,000	69,400
3,000-4,999	85,000	800	1,300	11,600	98,700
5000-6999	156,800	1,430	5,625	32,400	194,680

* Includes microforms, cartographic, graphic, audio and machine-readable materials

4. Responsibility

The development and maintenance of the Learning Resource Centres' collections is the responsibility of the Campus Librarian/Library Manager, and those staff within whom the responsibility has been delegated, in conjunction with faculty.

5. Scope of the Collection

The collections are made up of a variety of types of material: books, pamphlets, government documents, periodicals, electronic data such as CD-ROMs, online databases, internet sites, and electronic books and audio-visual materials such as videos, cassettes, filmstrips, slides, CDs and multi-media materials.

6. Priorities

Materials purchased will conform to the following order of priorities, unless circumstances dictate otherwise:

- 6.1 Specific course-related needs.
- 6.2 Multi-disciplinary materials.
- 6.3 General reference materials.
- 6.4 Attendant course-related materials to broaden the scope of the collection in specific subject areas.
- 6.5 Materials dealing with current issues.
- 6.6 General learning materials.

7. Selection Criteria

Materials selected will conform to the following selection criteria:

7.1 Quality

The quality of the item is deemed as such by the LRC staff and faculty and conforms to recognized standards of authoritativeness, accuracy and objectivity.

7.2 Role Within the Collection

An item should present new or different information or present the concept in a different way from other materials in the collection.

7.3 Relevance to the Curriculum, Present and Future

The LRC staff evaluates the existing collection as it relates to each new program and course and attempt to purchase materials to meet the needs shown in this evaluation, after consultation with faculty and staff.

7.4 Point of View

Whenever possible, an attempt is made to provide a balanced collection comprised of materials representing a variety of points of view on a subject.

7.5 Current Information

Generally current works are favoured. In special cases, a classic work is purchased despite its chronological age.

7.6 Level

It is necessary to buy items of different intellectual levels with any subject in order to meet the needs of the broad range of clientele.

7.7 Format

Various formats will be purchased depending on the subject content and intellectual level of the material required, including print, electronic, video, cd-rom, computer software and microform.

7.8 Multiple Copies

Multiple copies may be purchased if demand and budgets allow.

7.9 Textbooks

Textbooks may be purchased if they are deemed to be the best coverage of a specific subject.

7.10 Expected Utilization

Although some items may be acquired despite a low expected utilization, generally the desire is to purchase items that will be well used. Others can be borrowed on inter-library loan.

7.11 Language

Except where required by the curriculum, materials in English are purchased. A small general collection in French is being developed in response to college needs.

7.12 Canadian Content

Whenever possible, quality Canadian material on all subjects will be acquired.

8. Replacement of Stolen, Lost or Damaged Items

The same criteria are used for replacement as for new purchases. Automatic replacement is rarely done.

9. Deselection

Similar criteria are used in the decision to withdraw items from the collection as for purchase. Past use, age, relevancy and availability of replacement or similar material are major factors. Items not well used are still retained if they are considered to have future value. Appropriate industry standards and/or accreditation criteria, when applicable, should be taken into consideration. Items withdrawn from any one campus are offered to the others. If they are not required, the LRC staff will offer them to other libraries or book exchanges. (see Practice & Procedure #1-112, Withdrawal of Learning Resource Materials)

10. Donations

General selection criteria will apply in deciding whether or not to include an item in the collection. Donations are accepted with the proviso that they will be disposed of if they are not of current or future use to the Resource Centre. (see Policy #3-05, Resources Development)

11. Acquisition Process

The Learning Resource Centres purchase material through the Ontario Community College Bibliocentre, and through direct purchase from publishers and distributors.

12. Resource Sharing

Inter-campus loan among the campus libraries, and Interlibrary Loan with other libraries is meant to expand the range of materials available to users. Titles obtained through Interlibrary Loan are considered for purchase.

While inter-campus loan is to be expected and facilitated, campuses should not depend on other campuses for basic materials regularly required. If a need develops for either print or non-print materials, the campus should expect to buy accordingly.

13. Copyright

The existing copyright laws will be obeyed, both in letter and in essence. (see Practice and Procedure #2-104, Copyright)

THE GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Effective Date: 82.09.01 Academic & Student Services

Revision Date: 91.06.19 Procedure **#1-114**

Revision Date: 01.11.21

EDUCATIONAL SERVICES COLLECTION DEVELOPMENT POLICY

Originally prepared by: Phil Hull

1st Revision prepared by: Michele Beaudoin

2nd Revision prepared by: Katherine Wallis

Recommended by: College Planning Committee Date: November 21, 2001

Approved by: President, Brian Tamblyn

Computers and Computer Access:

Georgian College has a new structure of technology committees, which work together to allocate the College's information technology funds. These funds are comprised of annual operating dollars and the revenue from a student educational technology fee.

The Academic Technology Committee (AcTech) determines priorities for academic technology and Educational Technology Fee spending. Deans present their academic technology plans to AcTech for review. AcTech works to ensure our academic technology priorities are in alignment with academic direction of college, and takes a regular scan of student needs. Where appropriate, AcTech will make recommendations for enhancements and changes to academic technologies based in research and consultation. AcTech focuses on technologies that support teaching and learning. AcTech supports professional development specific to information technology. AcTech works to assess the impact of information technology on students, faculty and curriculum.

The Standards and Policies Committee guides the process of developing standards and policies for Georgian information technology use. The Academic Technology Committee and the Standards and Policies Committee report to and work with the Information Technology Executive Committee and the Information Technology Department to manage renewal of Georgian's information technology needs, including open student computers, faculty computers, computer labs, classroom technology, software and program-specific instructional technology.

The College has a plan in place such that student and faculty computing are renewed on a four-year cycle. Specifically, this means that computer labs are refreshed every four years with new technology. Full-time faculty members have laptop computers that are on a three-year lease. Working closely with the Information Technology Department, the Administrative Technology Committee supports improvements to the technological infrastructure as required.

The Information Technology Executive Committee prioritizes and coordinates the strategic direction of Georgian's Information Technology standing committees and working group, provides guidance and ensures IT policies are in alignment with the overall strategy of the College. The IT Executive Committee allocates financial and people resources, shapes IT business processes and evaluates IT performance. Georgian College recognizes that a human infrastructure and learning infrastructure are a vital part of our plan to fully realize "technological fluency through ubiquitous computing". Therefore, the Committee and the College has supported staffing needs in the Open Learning Centre, Information Technology, Media Services, and the Centre for Teaching and Learning.

Classrooms:

Georgian College has just completed a process of classroom renewal. Although many classrooms, including the ones in the Centre for Technology Enhanced Learning, previously had multimedia equipment, now all of Georgians classrooms are multi-media. The multi-media classrooms each have a data projector with speakers, a computer and/or laptop hookup, DVD and VHS players, allowing faculty the flexibility to use multimedia presentations, surf the web to demonstrate a point or show videos during class. Our larger classrooms have microphones on the multimedia podiums. The

podiums are also equipped with a phone, which faculty can use to call for immediate technological assistance from Media Services. The computers, projectors and other electronic equipment will be replaced every four years to ensure that the learning environment remains modern and to reduce the likelihood of malfunction.

Last year, Georgian replaced its lighting with a new energy efficient yet flexible lighting system. Georgians new lighting system has daylight and motion sensors to improve efficiency, but faculty can also control the lighting for various activities in their classrooms. For example, faculty can turn off as many fixtures as they like when using data projectors.

The new system is designed to respond automatically to ambient light from windows. The fixtures closest to the windows will reduce their light levels so that the lighting intensity is consistent throughout the room.

The entire system can be programmed by Georgian College staff, negating the need for outsiders to make changes to the programming of the lights. More importantly, the automated system identifies when a ballast or tube is malfunctioning and issues a report to Physical Resources of the problem.

The College will see energy cost savings of \$137,000 a year from the lighting upgrade. The reduction in greenhouse gases has been estimated at 1,284 tonnes per year. The project was recognized for excellence by the Ontario Power Authority.

We have designated some classrooms for collaborative learning. The desks in the collaborative learning classrooms are always set up in groups to facilitate collaborative learning exercises, but each seat also has clear sight lines to the front of the classroom for lectures and presentations. The permanent set up saves valuable learning time that used to be spent moving desks in and out of groups.

As new teaching and learning needs emerge, the College will respond wherever possible to update facilities.

Laboratories / Equipment:

The College has many technical laboratories with a variety of equipment. Academic programs work closely with their advisory committees to shape their curriculum and ensure that students have appropriate learning opportunities through both theory and practice. Through these industry contacts, our students benefit from the equipment the College has been able to acquire. Through regular operating funds, instructional resources are renewed as required. Additionally, our academic programs actively solicit industry donations, such as the one obtained from Casino Rama for the purchase of equipment in the high tech Golf Skills Lab on the Barrie Campus. The College continually cultivates and develops industry partnerships.

APPENDIX 8.4 SUPPORT SERVICES

Support Service	Brief Description of Service
Academic Advising	<ul style="list-style-type: none"> • Offers comprehensive guidance to current and prospective students regarding program requirements and related employment opportunities. • Provides academic planning for student's educational path, including graduation eligibility, course equivalencies, opportunities available at other post secondary institutions, etc.
Career Services	<ul style="list-style-type: none"> ▪ Employability skills, career assessment and planning. ▪ Workplace monitoring, job coaching and employer support. ▪ Job development. ▪ Workplace transition assistance.
Personal Counselling	<ul style="list-style-type: none"> ▪ Individual and group counselling related to career, academic or personal issues. ▪ Self-advocacy training - individual and group training. ▪ On call counsellor daily to deal with time-sensitive issues.
Placement	<ul style="list-style-type: none"> ▪ Administration of College Assessment for Placement testing. ▪ Individualized admission process where appropriate.
Services for Students with Disabilities	<ul style="list-style-type: none"> ▪ The Centre for Access and Disability Services (C4A) is a component of the Student Services Department that provides programs and services for students with specific learning and other disabilities. ▪ Specialized administration of entrance testing for students with specific learning disabilities. ▪ Comprehensive psycho educational assessments. ▪ Supervision of tests and exams that are taken outside the regular classroom. ▪ Develop individual academic plans and provision of case management. ▪ Determination of need for assessments and accommodations. ▪ Liaison with students and faculty. ▪ Coaching in the Learning and Assessment Profile related to employment. ▪ Specialized summer transition program for students with specific learning disabilities. ▪ Specialized adaptive technology computer lab with up to date adaptive hardware and software. ▪ Training and coaching in the use of adaptive technology to students and staff.

	<ul style="list-style-type: none"> ▪ Ongoing support to students and staff who have integrated adaptive technology into their learning and study practices.
Learning Skills Training	<ul style="list-style-type: none"> ▪ Subject specific tutoring services for students in all programs – students helping students. This includes individual tutoring, group work and drop in times for assistance. ▪ Learning strategy instruction, coaching and support. ▪ Seminars related to learning strategies, study skills, test taking and computer applications. ▪ Liaison with teachers as required.
Other(s) (please specify)	<ul style="list-style-type: none"> ▪ WRITE ON! A lab for help with written assignments. Staffed by both teachers and tutors and open on a drop-in basis at scheduled times. ▪ MATH LAB. A lab for help with math assignments. Staffed by both teachers and tutors and open on a drop-in basis at scheduled times. ▪ CLICK ON! A lab for help with computer skills and assignments. Staffed by both teachers and tutors and open on a drop-in basis at scheduled times. ▪ SPEAK OUT! A drop-in centre where students get free help to sharpen their presentation skills. ▪ STAT LAB! A lab for help with statistics. Staffed by teachers at scheduled times. ▪ Skillsoft offers E-learning help for basic computer concepts, Microsoft Office and webpage design. ▪ Mini workshops on a variety of topics related to student success.

APPENDIX 8.5 POLICIES ON FACULTY

Georgian is committed to ensuring that adult learners receive the best educational experience possible by providing faculty who have demonstrated excellence in education and are dedicated to maintaining currency in their field. Georgian prides itself on the strength and competency of its faculty and supports faculty efforts to continually update and improve their skills and knowledge.

Faculty in this program generally hold at minimum of a graduate degree and have an established reputation in their area of expertise demonstrated through scholarly work and direct experience in the golf industry. Over the next 3-5 years Georgian will hire approximately 5 full time faculty positions teaching within the program. Currently there are 2 full time and 4 part time faculty in positions to service the Applied Degree program.

The College's relevant policies, procedures and practices are summarized below.

Faculty are provided with a variety of supports to enhance their existing academic credentials and to update and expand their knowledge base. Current provisions include:

- Financial support of various scholarly activities such as conferences, specialized seminars and certification programs
- Preferred scheduling (allowing for Professional Development opportunities and committee involvement)
- Resource support (technical, research, computer within the college)
- Release time from work (to take appropriate courses for academic & professional advancement)

In addition to the established College academic plan, a faculty development plan specific to this applied degree has been designed. Highlights of the plan follow:

- Granting additional professional development days per year for faculty to allow for certification courses, training and committee involvement.
- Fully funded training in certification courses specific to the industry and teaching the applied degree curriculum.
- Fully funded memberships in professional associations.

Membership in professional associations is an important way to keep up to date on key issues and trends emerging in the industry. Georgian College supports our faculty in their interest in joining the following professional associations that faculty may be invited to join if not currently a member if it is appropriate to course teaching:

- Canadian Society of Club Managers
- Canadian Professional Golfers' Association
- National Golf Course Owner's Association
- Canadian Golf Superintendents Association
- Royal Canadian Golf Association

- Club Managers Association of America
- National Golf Foundation

Attached are Georgian College's relevant policies, procedures, and practices pertaining to faculty evaluation and renewal.

1. Academic/professional credentials required of faculty teaching courses in the program.

- Attached is the Human Resource Services Procedure (currently under review) outlining the College's formal policy pertaining to the recruitment of faculty for any Applied Degree programs.
- Attached is Human Resource Services Procedure #4-125 effective 79/05/10 revised 94/05/11 Recruitment and Selection Procedure. Supporting documentation includes Resume Shortlisting Model and the Manager's Guide to Recruitment & Selection.

2. Academic/professional credentials required of faculty acting as research/clinical/exhibition supervisors.

- Not applicable.

3. Requirement to have on file evidence supplied direct to the organization from the granting agency of the highest academic credential and any required professional credential claimed by faculty members.

- Attached is the Human Resource Services Procedure (currently under review) outlining the College's formal policy pertaining to the verification of academic/professional credentials possessed by faculty members in Applied Degree programs.
- Refer to Human Resource Services Procedure #4-125 effective 79/05/10 revised 94/05/11 Recruitment and Selection Procedure and supporting documentation the Manager's Guide to Recruitment & Selection. It is Georgian College practice to specifically request, in an Appointment Letter (attached), the appointed faculty member to submit copies of all applicable academic credentials to support his or her highest relevant formal qualification.

4. The regular review of faculty performance, including student evaluation of teaching and supervision.

- Refer to Human Resource Services Procedure #4-135 effective 98/09/25 revised April 28, 2003 Performance Management Procedure for Faculty and Support Staff.

5. **The means for ensuring the currency of faculty knowledge in the field.**
 - Refer to Human Resource Services Procedure #4-103 effective 91/03/20 Human Resources Development Funding and Human Resource Services Procedure #4-122 effective 79/12/13 Professional Development Leave.
6. **Faculty teaching and supervision loads.**
7. **Faculty availability to students.**
8. **The professional development of faculty including the promotion of curricular and instructional innovation as well as technological skills, where appropriate.**
 - Refer to Human Resource Services Procedure #4-103 effective 87/02/02 revised 90/11/21 Human Resources Development and the Board of Governors' Award of Excellence.
 - Refer to the Centre for Teaching and Learning section of the Georgian College Academic Plan 2003-2006.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Human Resources Procedure #4-125

Effective Date: 79/05/10

Revision Date: 87/06/10

Revision Date: 89/05/04

Revision Date: 94/05/11

RECRUITMENT AND SELECTION PROCEDURE

PURPOSE: 1. To provide consistent guidelines for the recruitment and selection process at Georgian College which will:

- a) Recognize the worth and dignity of all candidates by providing equality of access, and opportunity for employment;
- b) Encourage fair and open competition while ensuring all contractual and legislative requirements are met;
- c) Determine the selection of the best qualified available candidate and support and encourage employees to realize their career goals and reach their maximum potential.

SCOPE: All positions at Georgian College (excluding the President).

RATIONALE: Georgian College recognizes the challenges and value of achieving a diverse work force which can effectively serve the changing needs of students and the communities it serves. This procedure supports the values and standards outlined in the College's Strategic Plan and the targets and goals of the College's Employment Equity Plan.

The "Manager's Guide to Recruitment and Selection", and the "Search Committee Guide for Members and Chairs", outline the specific steps and responsibilities of Chairs and Members of a Search Committee under this procedure.

PRINCIPLES:

1. Hiring managers are accountable for the implementation of this procedure. They are required to recommend the hiring of candidates whose previous work experience, competencies and/or education qualifies them to fulfill a given job's requirements. Recommendations for full-time hire will be made to the appropriate Vice President. Managers may approve the hiring of candidates for positions which are less-than-full-time.

2. All formal recruitment initiatives will be co-ordinated through the Human Resource Services Department. Special recruitment strategies may be undertaken if the position is targeted in the College's Employment Equity Plan.

3. Selection criteria for all positions must be based on reasonable and bona fide qualifications, and used as directed in the "Manager's Guide to Recruitment and Selection". The Human Resource Services Department will offer training and be available for consultation if requested in setting bona fide qualifications, criteria, weighting, questions, reference checking, etc.

4. The Chair of the Search Committee (usually the hiring manager) is responsible for ensuring that Human Rights legislation is followed at all times during the selection process. Questions relating to an applicant's race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, sex, sexual orientation, age, record of offences, marital status, family status or disability are strictly prohibited.

5. Reference checks of the preferred candidate must be made for all new hirings using the Data Validation Consent Form (see Form 1) which authorizes permission to contact previous employers under the Freedom of Information and Protection of Privacy Act. Reference checks for all permanent full-time positions will be made by the Human Resource Services Department. Managers are required to complete the reference checks for less than full-time positions and send them to the Human Resource Services Department with the Personnel Payroll Form (P.P.F.). Program Supervisors in the Continuous Learning Department must keep copies of resumes and references on file for each new instructor hired for their department. These references need not be forwarded to Human Resource Services but should be readily available to other hiring managers when requested.

6. In situations where more than one preferred candidate is believed to be capable of performing the job requirements equally well and the position is targeted in Georgian's Employment Equity Plan, the department will recommend that the candidate who is a member of the under-represented group be hired.

7. In all cases, the College will hire those persons deemed to be most qualified to fulfil the requirements of the position. However, the College will ensure that immediate family members (i.e. spouse, parent, brother, sister or child) are not put into a department or circumstance where the immediate relative has a supervisory responsibility involving disciplinary and/or evaluative functions.

8. From time to time the College offers opportunities for international secondments and short-term projects. The conditions and specifics for each may differ but the principles of fair and equitable selection as outlined in this Procedure still apply.

9. Managers are encouraged to offer an opportunity for work experience to our cooperative education students whenever feasible and appropriate. These opportunities would be restricted to work terms of one semester in length at any one time, be offered through the Career and Transition Services Department and are not intended to take the place of full-time support staff duties.

PROCEDURE:

Section 1.0 - Responsibilities and Accountabilities

1.1 The Manager will be accountable for the implementation of this Procedure as outlined in the "Manager's Guide to Recruitment and Selection" as well as the "Search Committee Guide for Members and Chairs".

1.2 The Human Resource Services Department will be responsible for training on the Procedure, and completing references on full-time hires, as well as being available for advice or consultation if requested. In addition, the Human Resource Services Department will maintain the competition files, central recruitment files and reference check files.

1.3 Human Resource Services is responsible for ensuring the consistency of the application of this procedure and may, at any time in the process, offer advice, assist in developing the Search Committee package, be a member of the Search Committee, or take any other action at their discretion to achieve compliance with the Recruitment and Selection Procedure.

Section 2.0 - Initiating the Process

2.1 When a hiring manager determines that a **full-time** vacancy exists, a Personnel Request Form approved by a Vice President, a Position Vacancy Form, a current copy of the Position Description, and any necessary supporting documents must be completed and forwarded to Human Resource Services for submission to the College Planning Committee.

2.2 The College Planning Committee may require the supporting documents mentioned above for other long-term, less-than-full-time positions which have been approved by a Vice President.

Section 3.0 - Postings

3.1 All full-time positions must be posted for at least five (5) working days. Postings may not be required if a present full-time employee's status changes as a result of a transfer or reorganization.

3.2 All sessional teaching or contract support or administrative positions that are one semester or longer in length must be posted for at least five (5) working days (semester lengths may vary by program). Postings may not be required if a present or previous incumbent in the position (or in one with similar duties and responsibilities) is recommended for another term provided they have satisfactory written performance reviews or student evaluations on file. All new hires after January, 1995 must be hired through the full or modified Search Committee process (see 4.1 and 4.2).

3.3 All part-time and partial-load teaching, support or administrative position vacancies that are ongoing (ie. more than one semester in length) must be posted for a least five (5) working days. Postings may not be required if a present or previous incumbent is recommended for a second term in the same or similar position (in a related discipline in the case of teaching), and have satisfactory written performance reviews or student

evaluations on file. All new hires after January, 1995 must be hired through the full or modified Search Committee process (see 4.1 and 4.2).

3.4 Postings may not be required if emergency situations arise which make the posting process unfeasible, such as the sudden unavailability of employees due to sickness, resignation or government initiatives requiring quick program starts. Such an emergency situation would be limited to one semester only.

3.5 Any exception to the above requires the approval of the President.

3.6 Postings are not required for casual (seasonal or on-call) or student hirings.

Section 4.0 - Search Committee

4.1 Full Search Committee procedures must be used for all full-time Position Vacancies and are encouraged for other vacancies. Full Search Committee procedures include:

- a) a review of applications from the centralized recruitment files maintained by the Human Resource Services Department
- b) a committee membership consisting of three to six women and men (and may include a student), and designated group members for those positions targeted in the Employment Equity Plan
- c) short listing of candidates by the Chair of the Search Committee and at least one other member of the committee
- d) questions and criteria weighting discussed and agreed upon by all Search Committee members
- e) Human Resource Services completing references (full-time positions only), obtaining the approval of the appropriate Vice President and making the offer of employment to the successful candidate.

4.2 Modified Search Committee procedures may be used for less-than-full-time Position Vacancies. For this Procedure:

- a) a hiring manager and at least one other employee will participate in the hiring process
- b) the applications from the centralized recruitment files maintained by the Human Resource Services Department should be considered and posting completed if required as per Section 3
- c) selection criteria, a resume copy and at least two supervisory reference checks performed by the manager must be sent to the Human Resource Services Department in support of the rationale for hiring the chosen candidate. Such references must include checks with previous supervisors within Georgian College if the candidate has previously been employed within this institution.

4.3 The Continuous Learning Department must collect a resume, data validation form and two supervisory reference check forms on ALL NEW HIRES after January, 1995. These references will be kept on file by the hiring Program Supervisor to be available to other College hiring managers when requested.

Section 5.0 - Confidentiality

5.1 All records related to competitions or applications for employment are the personal information of the applicants and must, therefore, be kept strictly confidential as per the Freedom of Information and Protection of Privacy Act.

5.2 For more information on confidentiality and handling of documents, please refer to the Manager's Guide to Recruitment and Selection and the Search Committee Guide for Members and Chairs or contact the Coordinator, Freedom of Information.

Prepared by: Cathy Brown, Maureen Hreljac, Wendy Ruemper, Brian Tamblyn

Recommended by: College Planning Committee

Date: May 11, 1994

APPROVED BY: Bruce Hill

Georgian College of Applied Arts and Technology

Human Resources Hiring Toolkit

Our staff are the College's most important resource. As stated in the Strategic Plan, "we recognize that our staff is our greatest competitive asset and that strong relationships are paramount to a healthy organization". For this reason, it is imperative that we invest time and effort in the recruitment process to ensure we are attracting well-qualified candidates whose values are aligned with ours.

Select procedures from the toolkit are included as follows to demonstrate best practices in recruitment and selection that meet and comply with all internal and legislated requirements.

1.0 General Information

The goal of Recruitment and Selection at Georgian College is to:

- Recognize the worth and dignity of all candidates by providing equality of access and opportunity for employment.
- Encourage fair and open competition while ensuring all contractual and legislative requirements are met.
- Determine the selection of the best qualified available candidate.
- Support and encourage employees to realize their career goals and reach their maximum potential through equitable, consistent recruitment strategies.

Further support is outlined in the College's Strategic Plan under Vision and Values and Strategic Priorities.

Other factors that impact on Recruitment and Selection are:

- College Collective Agreements for Faculty and Support Staff and the Terms and Conditions of Employment for Administrative Staff
- Georgian College's Recruitment and Selection Procedure #4-125
- Freedom of Information and Protection of Privacy Act
- Ontario Human Rights Code

See the end of this Section for specific information on the above.

1.1 Core competencies in support of core values

Georgian College defined six core values in the report: A Framework for the Human Resources Staffing Plan: 2002 - 2006 that reflect the culture of the College and support our aim of being a first choice College while enabling us to be an “employer of choice”. Georgian’s core values are:

1. *Learning and success*
2. *Quality, relevance and value*
3. *Individual worth and recognition*
4. *Fairness and honesty*
5. *Mutual trust*
6. *Communication*

Each core value is significant to the successful performance of the College as a whole and to the individual success of employees and the clients we serve.

Georgian, like all other institutions, must stay competitive, as the demand for skilled employees becomes more and more challenging in the years ahead. While our people are our most important asset and we strive to maintain our top performers, we also hope to ensure that new hires will add to our competitive edge.

In support of this endeavour, Human Resource Services has identified several key competencies that link directly to our core values. While not restricted to those mentioned here, competencies can make a difference in performance and in employee satisfaction and organizational success. Competencies incorporate the knowledge, skills, abilities and behaviours that an employee needs in the performance of his/her position.

Competencies can vary and be interchangeable depending on the requirements of each particular position. We have listed a number of key competencies on the next few pages with a **brief** definition of each.

Core Competencies

Interpersonal competencies (link - core values 4, 5, 6)

- Respect for people - acting with integrity, being tolerant of different ideas and perspectives
- Be a team player - co-operate with others and contribute to the group process in a positive manner
- Share information - readily share information/experience regarding significant events/situations affecting others
- Handle situations with diplomacy - promote harmony and consensus and create an atmosphere that puts everyone at ease
- Resolve conflict - facilitate resolution to a problem, issue or event by stimulating open discussion in an objective, value-free manner.

Self-management competencies (link - core values 2, 3, 4)

- Act with confidence - state ideas with conviction, while recognizing there are other viewpoints
- Welcome ideas on how to do things better - provide positive and constructive input into changes affecting position, team or college-wide
- Adapt to and handle changes in a positive manner - demonstrate flexibility in incorporating new ways of doing things
- Manage own learning - maintain an active interest in personal learning and self-development and participate fully in training programs
- Be self-motivated - pursue a standard of excellence in one's own work.

Organizational competencies (link - core values 1, 2, 3)

- Plan the work - clearly define objectives, action steps, responsibilities and timelines
- Make realistic commitments - balance the desire to provide new alternatives with the need to address immediate needs
- Get the job done - act in a decisive and committed way to ensure that key objectives are met on time
- Identify and persevere through challenges - shift from "problems" to "solutions" by clarifying what is wrong and quickly focusing on what can be done using College practices and procedures responsibly
- Measure progress - checking on the progress and quality of work and make modifications in plans where necessary.

"Client" service competencies (link - core values 1, 2, 4)

- Project a positive attitude - promote accessibility to the College's programs and services in support of a learning culture
- Respond quickly to identified community, educational and/or internal needs - maintain a client focus
- Avoid assumptions about what clients or stakeholders do or do not want - clarify their needs/wants first
- Commit to quality - show awareness of organizational goals and quality expected and strive to achieve it
- Create long lasting relationships - take personal responsibility for assisting everyone to reach their full potential

Communication competencies (link - core values 1, 2, 6)

- Communicate orally - present and communicate ideas and information orally in a clear and concise way

- Communicate in writing - ensure written responses are communicated in a way that will be clearly understood
- Listen to others - take responsibility for actively attending to and conveying an understanding of the comments and questions of others
- Responsiveness - respond in a positive manner and promote and exemplify the values of the College in all actions and decisions
- Demonstrate flexibility in responding to others' needs - draw upon examples or illustrations to improve explanations and make them more relevant.

Leadership competencies (link - core values - all)

- Develop a vision - understand trends and inter-relationships between the College and its environment
- Balance the needs - ensure the need to produce is balanced with the importance of quality and attention to detail
- Challenge the status quo - set personal standards that meet or exceed high quality
- Lead change - create an environment that anticipates change and promotes innovation
- Promote a healthy environment - develop procedures that keep the College efficient, safe and healthy for all.

Technical/operational competencies (link - core values 2, 3, 5)

- Keep up-to-date and apply personal expertise – improve and resolve problems of a technical nature
- Perform office tasks in support of maintaining and sharing a wide range of information in an accurate and friendly manner
- Keep abreast of innovations in computer technology
- Operate equipment and tools in accordance with safety standards
- Use design methods and procedures for collecting, organizing and integrating information.

1.2 Framework for recruitment and selection

Recruitment and Selection activities at Georgian College are affected by the Ontario Human Rights Code, the Freedom of Information and Protection of Privacy Act, the current collective agreements with the Ontario Public Service Employees Union (OPSEU) LOCAL 349 and LOCAL 350, and the Terms and Conditions of Employment for Administrative Staff.

In addition, recruitment and selection actions may need to address organizational issues including compensation, succession planning, secondments and providing career development for existing staff.

1.2.1 Ontario Human Rights Code

Georgian College believes that every student and employee has the right to study and work in an environment free of discrimination and harassment. The Ontario Human Rights Code governs the behaviour of all members of the Georgian College community.

Potential employees have the right to freedom from discrimination on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, creed, sex, pregnancy, sexual orientation, age, disability, marital status, record of provincial offences or pardoned federal offences, or on any other prohibited grounds specified in the Ontario Human Rights Code.

For more information please refer to Georgian's Procedure # 4-134 – **Ontario Human Rights Complaint Resolution Procedure**.

1.2.2 Duty to accommodate

Employers in Canada have a legal duty to accommodate the special needs of individuals where these needs stem from one of the prohibited grounds. This is called the duty to accommodate and its goal is to create equality of opportunity and treatment in the workforce. When an employment condition exists that adversely affects a person's ability to work or continue to work because of a prohibited ground of discrimination, the employer has a legal duty to accommodate.

Two examples would be:

- Re-arranging an employee or prospective employee's work schedule when the employee is unable to work on particular days because of his or her religious beliefs.
- Providing technical equipment to enable a person with a physical disability to work.

1.2.3 Freedom of Information and Protection of Privacy Act

The Freedom of Information and Protection of Privacy Act requires that governments and government agencies (such as Community Colleges) must keep personal information confidential, use the personal information only for the purpose for which it is collected, allow individuals to access their own personal information and retain personal information for a reasonable period. Personal information is defined as any recorded information about an identifiable individual.

The following is Georgian College's commitment to protection of privacy in the recruitment and selection process:

- a. Confidentiality of Information*
Information provided in resumes is only for the use of committees recommending selection. Committee members will not discuss resumes or applications with anyone other than the Search Committee.
- b. Use of Information*
Resumes are used only for the search process for which the candidate has applied. Resumes cannot be shared with other managers for other positions without the permission of the candidate.

c. *Materials Returned to Human Resource Services*

After the Search Committee process, all resumes and score sheets must be returned to Human Resource Services for confidential storage and/or shredding. Search committees should note that candidates may request access to personal information and may access information in a way which does not violate the privacy of other candidates. Human Resource Services keeps score sheets and resumes for one year and then shreds the materials.

1.2.4 Collective Agreements with OPSEU

The collective agreements with the Ontario Public Service Employees Union (LOCAL 349 and LOCAL 350) contain several articles that impact on recruitment and selection for support staff and faculty. For faculty these include:

Article 2	Staffing
Article 27	Job Security
Article 28	Employment Stability
Letters of Understanding	Employment Equity

For Support Staff these include:

Article 1	Recognition
Article 2.3	Ontario Human Rights
Article 2.5	Employment Equity
Article 14	Job Security
Article 15	Layoff/Recall Process
Article 17	Job Postings/Promotions

It is important for all those involved in recruitment and selection to review the collective agreements to ensure the process being undertaken complies with the agreement. Please consult with your Human Resource Consultant for clarification.

2.0 Roles and responsibilities in the hiring process

The hiring process is truly an exercise in teamwork, involving the hiring department, Human Resource Services, and the candidates. Strong communication and commitment to achieve the best possible results are needed by all parties for the process to be successful.

2.1 Role of the hiring manager

The hiring manager is accountable for all staffing initiatives, with the assistance of Human Resource Services.

It is important that the specific competencies and experience needed are clearly identified and obtained through the hiring process. The hiring manager should closely examine the job descriptions to ensure the requirements of the job are understood.

The following are specific roles and responsibilities of the hiring manager throughout the hiring process, in general:

- Clearly articulate the staffing need to Human Resource Services at the beginning of the process.
- Collaborate and actively participate throughout the process.

- Ensure job descriptions are updated or created before starting the hiring process.
- Submit revised or new job descriptions to Human Resource Services for formal review and classification.
- Participate in learning and developmental opportunities to develop sound interviewing skills.
- Include Human Resource Services and appropriate staff on the selection committee.
- Prepare for and conduct interviews.
- Ensure that all members of the Search Committee will be able to objectively assess all candidates equally and have no conflict of interest in being a member.
- Lead the Search Committee through the Recruitment and Selection process to recommend action of the best qualified available candidate.
- Orientation and training of the new hire.

2.2 Role of Human Resource Services

Human Resource Services is both a partner and a resource to a hiring manager during recruitment and selection. There are two levels of consulting available from Human Resource Services: Human Resource Consultants and Recruitment & Staff Relations Co-ordinators. Each department or academic area has a designated Human Resource Consultant who works with managers or staff on all aspects of human resources. The consultants are available to assist in developing the strategy for recruitment and selection, to ensure that the business needs of the department or academic area are being integrated and supported through the hiring of staff and to assist managers and staff to develop the skill to be effective in the hiring process.

Human Resource Services also has Recruitment & Staff Relations Co-ordinators who support hiring managers on a day-to-day basis in the recruitment and selection process.

The Human Resource Consultants and the Recruitment/Staff Relations Co-ordinators share the following roles and responsibilities in the recruitment and selection process:

- Consult with the hiring manager to clarify and confirm the staffing needs.
- Review revised or new job descriptions to ensure they meet College standards and to determine the correct classification.
- Create job postings and post on all internal posting boards as well as Georgian College's Web site.
- Assist in determining appropriate advertising methods if required (trade publications and/or web sites, newspaper ads).
- Interpret matters involving Collective Agreements or legislative requirements.
- Provide the hiring manager with draft short-list criteria, selection criteria, generic checklists and sample interview questions.
- Collect and forward applications received to the hiring manager.
- Conduct telephone reference checks for all full-time positions.

- Participate as needed in interviews.
- Obtain Senior Management approval of the Search Committee's recommendation.
- Advise on starting salary and on an initial offer.
- Make the employment offer for all full-time positions.
- Prepare and distribute written offer of employment.
- Participate in new staff orientation as required.
- Continuously review and improve the hiring process.
- Ensure effective and ongoing communication among the hiring manager, the candidates and Human Resource Services.

2.3 Role of the candidates

Candidates, whether they are College staff or from outside the College, have a responsibility in the staffing process as well. Individuals are responsible for managing their own careers, and need to carefully assess each job opportunity to ensure it is an appropriate match for their current skills, competencies and career aspirations.

Candidates have the following responsibilities when applying for positions at the College:

- Carefully assess whether the position would be a good opportunity for them given their competencies, skills, qualifications and career plans.
- Submit their resume and cover letter, indicating the competition for which they are applying for directly to Human Resource Services.
- Research the position (and the College) thoroughly by obtaining and reviewing the job description, accessing information via the web and other resources, talking to others who understand the job whenever possible.
- Prepare for the interview carefully, prepare to answer questions and complete work-related tests, and consider questions to ask the selection committee.
- Participate positively in interviews.
- Complete the Reference Consent Form with names and telephone numbers of supervisory references who can provide job-related information.
- Seek feedback from the Search Committee Chair on their interview strengths and development needs.

Hiring Full-time Faculty

3.3 Determine job qualifications

Bona fide occupational requirements are the job-related requirements of a position, which are mandatory for adequate performance on the first day of work. They should not reflect the qualifications or competencies of the person who has left the position.

Qualifications should not be limited to licenses, degrees, or diplomas.

The job qualifications should be written in statements which express the behavioural outcomes required to perform each job. Such behavioural outcomes would include the education, experience, skills and abilities (competencies), which a candidate must possess in order to competently perform the duties of the job.

Some programs may have articulation agreements, which dictate the minimum educational requirements of faculty as part of the agreement. Applied Degree Programs will require all faculty to possess advanced academic credentials (normally the terminal academic credential in the field) plus any required or desired professional credential and/or related work experience of substantial depth and range.

Other positions may have educational requirements which are required by law. (For example, CPR certification, etc.)

3.11 Post- interview process

3.11.1 Reference checking

Reference checks for all full-time hires are done by Human Resource Services. Using the Reference Consent Form that candidates complete and sign, supervisory references are checked. In the case of in-house candidates, current supervisor, performance reviews and student ratings will be considered. At least two to three supervisory work related references must be done for full-time hires to verify information obtained in a resume and during the interview.

Hiring non-full-time faculty

6.2 Job description/qualifications

Non-full-time faculty are paid based on the number of teaching contact hours assigned. This rate includes duties such as teaching courses (including preparation and evaluation tasks associated with teaching), providing a syllabus for each course, providing marks for the course in a timely manner as prescribed by the academic area, following all College procedures and academic practices, and providing routine out-of-class assistance to students.

Some programs may have articulation agreements, which dictate the minimum educational requirements of faculty as part of the agreement. Applied Degree Programs will require all faculty to possess advanced academic credentials (normally the terminal academic credential in the field) plus any required or desired professional credential and/or related work experience of substantial depth and range.

6.6 Post-interview process

6.6.1 Reference checking

For reappointments, the hiring manager should review performance information on file (by contacting Human Resource Services) and/OR contact previous managers to obtain performance or reference information prior to hiring. When re-appointment by same hiring manager, check student feedback survey.

Reference checks for part-time positions are done by the hiring manager. Using the Reference Consent Form that candidates complete and sign, at least two direct supervisory references should be done to verify information obtained in a resume and during the interview. In the case of in-house candidates, current supervisor, performance reviews and student ratings will be considered.

When making reference calls it is important to identify yourself, your position with the College and explain why you are calling. Assure the person you're speaking to that you have the candidate's written permission to talk to them and you will do everything possible to keep responses confidential. Describe the teaching assignment the candidate is being considered for and ask if they think the candidate would be a good fit. Let the person talk freely as long as he/she wishes without interrupting. Follow up and probe when you feel the contact is reluctant to discuss certain factors. Explain that you are endeavouring to provide a good learning experience for our students therefore a good fit is very important. No candidate is perfect and negative information should be weighed against the positive to get a clear picture.

Human Resources Procedure #4-135

Effective Date: September 25, 1998

Revised Date: April 23, 2003

Performance Management Procedure for Faculty and Support Staff

Purpose: The key purpose of this procedure is to support the personal and professional development of all College Faculty and Support Staff employees.

Scope: All College Faculty and Support Staff employees.

PRINCIPLES:

1. The manager or the employee may initiate a formal performance review process. For all permanent post-probationary employees who have had consistently satisfactory performance ratings, this should be completed at least once every 3 years. For all other employees (including probationary employees), appropriate timing can be determined on an individual basis (ensuring that provisions in the Collective Agreements are followed for Faculty and Support Staff)⁽¹⁾. This formal review should be based on multiple sources of information; for example the employee's self-assessment, the manager's personal assessment and/or feedback from other sources. The review should be documented and a copy kept in the employee's personnel file in Human Resource Services.
2. Performance should be assessed against clear objectives and on required skills and behaviours that have been discussed in advance, and which are consistent with the employee's job description.
3. Every employee's position description should be current, accurate, and consistent with applicable strategic and operational objectives of the College. The position description should be sufficiently broad so that it does not need to be re-written when there are minor (or temporary) procedural changes, or minor (or temporary) reassignment of duties. The position description should be sufficiently detailed so that it provides a clear description of the role and responsibilities, and can be evaluated for salary purposes. For faculty, counsellors, instructors, and librarians, the broad description of duties and responsibilities is contained in the Academic Collective Agreement⁽²⁾.
4. The manager should ensure that the performance expectations and key performance indicators are clearly communicated to the employee. For faculty, information regarding performance expectations is found in the Academic Collective Agreement, the assigned workload (SWF), and the Academic Practices and Procedures manager should provide ongoing feedback and coaching to the employee.
5. The manager should provide timely and relevant recognition for superior performance.
6. The manager and the employee should be jointly responsible for identifying gaps between expectations and actual results. The manager and employee

should jointly explore probable causes and determine a plan of action to correct the problem(s).

7. For faculty, as one form of feedback, student ratings are conducted on a regularly scheduled basis, following the procedure outlined in Appendix A.
8. The manager or employee may initiate discussions regarding the employee's training and professional development needs, and career plans. This can be done in conjunction with the formal performance review, or separately. The professional development/career plan should be documented and a copy kept in the employee's personnel file in Human Resource Services.
9. Confidentiality should be maintained throughout the performance management process.
10. The College may use personnel records for employment purposes which may include recruitment and selection, re-appointment of non-full-time employees, professional development, award and merit, and identification and recruitment of staff for position vacancies or special projects.

(1) Academic Collective Agreement, p. 77, Article 27.02 C; p.58, Article 31
Support Staff Collective Agreement, p. 44, Article 16.1
(2) Academic Collective Agreement, p. 145, Class Definition - Professor

PERFORMANCE MANAGEMENT TOOLS:

The forms used to document performance objectives and results, gather feedback, and summarize professional development/career plans, may be individualized to meet the employee's needs. Sample performance review forms are included in Appendix B. Sample feedback survey forms are included in Appendix C. Additional examples may be obtained through Human Resource Services.

APPENDIX A - STUDENT RATINGS

STUDENT RATINGS

Each academic year Student Services, the academic area and/or Human Resource Services, will provide information to students on the rationale and method for administering student ratings. Professionalism and confidentiality will be stressed.

At least once an academic year, an Academic Director (or designate) will select and visit one or more of a teacher's classes, labs, or placement settings (after discussing and confirming the visit date with the teacher), and distribute a student rating form as part of the Performance Review process. Student ratings for full-time probationary teachers are required each teaching semester.

Student rating forms which can be computer scored may be obtained from Human Resource Services. Other forms may be used as mutually agreed upon by the teacher and the Academic Director.

Guidelines for student ratings that must be followed to maximize the validity of the Performance Review process are:

1. The ratings will generally take place after the mid-point of the semester, avoiding any concentration of ratings towards the end of the semester.
2. The teacher will not be present in the classroom or lab during the rating process.
3. After reading A Student Rating Procedures (included in the Student Ratings package available through Human Resource Services) to the class, the Academic Director (or designate) will distribute, collect and place the rating forms in a sealed envelope.
4. The collected ratings will be forwarded directly to the Academic Director who will arrange to have a designated confidential support staff member transcribe the comments and have the ratings computer-scored (not necessarily applicable to part-time teachers in non-post-secondary courses). Inappropriate comments that are threatening, harassing, or discriminatory will not be transcribed, will invalidate all of the student's comments (i.e. They will not be transcribed), and may be the subject of a formal investigation and action by the College. This combined data will be reviewed by the Academic Director, with a copy forwarded to the teacher and a copy placed in the departmental file. The teacher will only have access to the transcribed comments (i.e. the originals will remain confidential). The ratings forms completed by the students will be retained by the Academic Director in order to resolve any concerns over the results.
5. Placement of computer-scored ratings and transcribed comments in personnel files is non-applicable to post-probationary teachers, except at the request of the teacher or the Academic Director. In any event, the Academic Director will retain a copy of all such student ratings in departmental files, until a given Performance Management cycle is complete.

Student ratings which are to be entered into personnel files are to be forwarded to the Human Resource Services Department.

APPENDIX B - PERFORMANCE REVIEW FORMS

APPENDIX C - FEEDBACK SURVEY FORMS

SCANNABLE FEEDBACK FORMS

You may order copies of the four scannable forms that follow through Printing Services at the Barrie Campus. It is important to order copies through Printing Services rather than reproducing them yourself. These particular survey forms have been designed to be scanned using special computer equipment in the Research Centre. However, in order for the scanning equipment to work properly, a quality bond paper must be used

To use any of these forms:

1. Submit a Printing Services Request specifying which survey form you want to use. Also indicate the information to be filled in at the top of the first page.
2. Completed surveys should be returned to the appropriate Director/ Manager/VP's confidential secretary. Provide the secretary with a distribution list and arrange to have return envelopes prepared.

3. On receipt of the completed surveys, the secretary will (a) remove the written comments section of the survey, and transcribe the comments to ensure confidentiality, and (b) collect the scannable portion of the completed surveys and forward to the Research Centre.
4. The Research Centre staff will scan the forms and return them with a summary analysis to the secretary.

Effective Date: September 25, 1998

Revised Date: April 23, 2003

Performance Management Procedure for Faculty and Support Staff

Prepared by: Cheryl Simpson

Revised by: Cathy Brown

Recommended By: College Planning Committee

Date: August 19, 1998

Revision Recommended By: College Planning Committee

Date: August 23, 2003

Approved By: Bruce Hill

Date: September 23, 1998

Revision Approved By: Brian Tamblyn, President

Date: _____

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Human Resources Procedure #4-103

Effective Date: March 20, 1991

HUMAN RESOURCES DEVELOPMENT FUNDING

PURPOSE:

To provide guidelines for human resources development spending at Georgian College.

SCOPE:

All employees.

RATIONALE:

Each fiscal year during the budget planning process, funds are allocated for human resources development expenses. This practice provides a guideline for the fair and equitable distribution of these funds to all employee groups.

GOAL:

To improve individual, group and organizational effectiveness. (See Practice and Procedure #4-102 on Human Resources Development.) The College will strive to fulfill its objectives by attempting to support the individual and group training and development needs.

PROCEDURES:

1. A college-wide human resources development budget shall be committed to funding HRD related activity which has potential college-wide benefit. Examples of such activity are: employee orientation, computer courses, faculty orientation, training and development, L.E.A.D. and S.T.E.P.S. Programs. The Manager, Human Resources Development shall determine expenditures from this budget, in consultation with the Director, Human Resources and the HRD Advisory Committee.
2. Funding shall be allocated to each planning budgeting centre (P.B.C.) based on the ratio of the employees in the area (excluding those employees funded by the Ministry of Skills Development). These funds are centralized in the College HRD budget and are allocated based on the following criteria:
 - a) HRD funds are to be used for registration and/or tuition costs only or to offset the program costs associated with a local/divisional HRD activity.
 - b) The nature of the HRD activity to be undertaken must be directly associated with departmental/school goals and objectives i.e. it must benefit students or improve services at the College.

c) The length of the association with the College must be considered when funding employees who are not full-time.

d) Before a request for funds is approved, consideration should be given to whether the HRD program can be provided more cost-effectively in-house by the College.

3. Senior Managers are requested to establish divisional or local departmental/school HRD Committees representative of all employee groups and campus locations. The primary purpose of these committees is to:

a) Communicate guidelines established by the HRD Advisory Committee for HRD funding to employees within the division/department/school.

b) Review employee requests for HRD funds using the guidelines provided and forward these to the HRD Centre for processing.

c) Promote HRD within the division/department/school.

d) Determine the need for a "group" HRD activity within the division/department/school and allocate necessary funding.

e) Liaise with the College HRD Advisory Committee.

f) Report any funding requests which cannot be filled due to insufficient funds to the HRD Centre.

4. Employees requesting funds shall fill out a **Training and Development Report/HRD Funding Request Form** (attachment **A**) and obtain signatures from their immediate supervisor and local/divisional HRD Committee.

5. This form, accompanied by a receipt of payment, and/or registration information is then forwarded to the HRD Centre. Centre staff will ensure payment.

6. A summary of approved HRD requests shall be sent to the Vice-President, Dean or Director on a quarterly basis. This report will include the employee's name, the type of activity undertaken, and the amount of funding allocated.

7. In the event that an employee is requesting tuition reimbursement for a college, university or professional association course, proof of successful completion will be sent to the HRD Centre after the course is finished. If successful completion is not attained, the employee agrees to reimburse the funds.

8. Please see Personnel Policy #4-114 regarding discounted fees for employees taking Georgian courses.

9. HRD funding will not be approved when the requested activity is directly related to the employee's salary increment (eg. Step 16 In-service Teacher Training).

10. In the event that the local HRD Committee cannot fund the full amount of the cost for the activity, the employee is encouraged to cost share the balance between him or herself, and his or her department/school.

11. The HRD funding process seeks to be open, fair and equitable. Any employee wanting information on the funding process is asked to contact the Manager, Human Resources Development Centre.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Human Resources Procedure #4-122

Effective Date: 79.12.13

Various Revision Dates Procedure #4-122

New Revision Date: 02.04.24

PROFESSIONAL DEVELOPMENT LEAVE

PURPOSE:

Georgian's Strategic Plan states:

"We are dedicated to the success of our students. We are committed to understanding and meeting their learning needs and supporting their career goals. We recognize that our staff, individually and collectively, are responsible and accountable for Georgian College's uniqueness and success.

Accordingly we pledge to:

- Focus staff efforts on meeting or exceeding the quality, relevance and value expected by our students, employers and the community.
- Reinforce staff efforts to create and maintain a friendly, professional, and safe atmosphere.
- Support staff who demonstrate individual responsibility to remaining current in their chosen fields by actively participating in ongoing professional development and personal learning
- Encourage staff who demonstrate flexibility, creativity and adaptability to our changing environment, who demonstrate responsibility for innovation and continuous improvement, and who work with optimum energy and dedication
- The purpose of this procedure is to ensure that College faculty have an opportunity to obtain a professional development leave based on the merits of the application, the College Strategic Plan, Academic Plan and the college's contractual obligation as outlined in the Faculty Collective Agreement.

SCOPE:

All faculty with at least six years full-time employment in the faculty bargaining unit at Georgian. An employee's prior non full-time service at the College will be taken into consideration when applications for leave are reviewed. The goal of this procedure is to treat employee applications and replacement arrangements equitably. (Refer to the Collective Agreement for Academic Staff).

RATIONALE:

Professional development leaves encourage and sustain the continuous learning of Georgian's employees. Projects and activities, which support both the personal and professional development of employees and the College's Strategic Plan, will be

considered. Opportunities for this type of renewal in the College will enhance the quality of education and training offered to Georgian's students and clients.

The College provides opportunities for employees to take professional development leaves from one month to one year in duration. The maturing of our staff, rapid changes in technology, and the emphasis on leaves of this type in the collective agreement are some of the reasons to have this type of opportunity available.

PROCEDURE:

An information session will be held for those faculty interested in applying for a professional development leave in January annually. This session will include information about payroll, benefits, vacation, process and address commonly asked questions.

The College will make every effort to encourage employees to take advantage of such leaves. Also to be encouraged are leaves involving paid work placement or a combination of paid work experience, professional development leave and secondments. These provide a valid means of remaining competent and upgrading skills.

Interested faculty will complete the application form (see Appendix A), providing a thorough proposal that considers the College's Strategic Plan, Academic Plan, program goals, their personal renewal and growth and methods for sharing their learning with the college community. They are also required to meet with Human Resource Services staff to discuss their payroll and benefits while on a leave. Completed applications are to be forwarded to Staff Training and Development by October 1st annually.

Staff Training and Development Centre staff will prepare a list of professional development leave applicants according to their seniority date.

Staff Training and Development Centre staff will notify all applicants of their position on the seniority list in relation to the College's contractual obligation.

Under the direction of the Vice President Academic, a College-wide Professional Development Leave Review Team will review the applications (see Appendix B.) This team will recommend which applications will be sent to the College Planning Committee and the College President for final approval. The team will consider the employee's professional development plan and the proposed coverage during the employee's leave. The team will consider how the objectives of the leave will benefit the College upon the applicant's return. It is essential that the educational and experiential goals outlined in the leave application be tied to College goals; benefit students, colleagues in the program/department and/or the community; and most importantly, ensure that faculty are maintaining competency and remaining current in their respective fields (see Appendix B).

A letter of support from the College-wide Professional Development Review Team, along with the professional development leave application will be forwarded to Staff Training and Development by October 31st annually. A copy of the team's letter of support will be sent to the applicant.

A letter outlining the rationale of the College-wide Review Team decisions and signed by the Vice President Academic will be sent to all applicants.

The Manager, Staff Training and Development will prepare a report for the College Planning Committee, identifying the applicants, their professional development leave goals, and their seniority. The recommendations from the College-wide Professional Development Review Team will be consistent with the terms set forth in the current Faculty Collective Agreement. This report will be submitted to the College Planning Committee at the November meeting.

Final approval of the professional development leave applications will be granted by the College President.

The Manager, Staff Training and Development will verbally notify the Deans of the outcome of the process. The College President will send letters to the applicants with copies to their Dean/Manager, HR file and Staff Training and Development Centre.

Notification of approved professional development leaves will be shared with the college community in January by the Staff Training and Development Centre.

Approved applicants are required to meet with their Human Resource Services officer to confirm the implications of a professional development leave on their payroll, benefits, vacation, etc. before the commencement of their leave.

Within sixty days after his/her return from leave, the applicant is required to submit a report to his/her immediate supervisor, with a copy to the Staff Training and Development Centre, detailing activities undertaken and goals and accomplishments achieved while on the leave. The supervisor will review with the employee how the information obtained during the leave can be shared with others. The employee and the supervisor will be responsible for ensuring that the maximum possible follow-up benefit from the professional development leave is realized in the employee's program or work area.

If there is any remuneration or compensation made to the employee from outside sources during the professional development leave period, a full accounting may be requested by the Human Resource Services upon completion of the leave. It is understood that employees on a professional development leave will not earn more than 100% of their Georgian salary. Employers, who are willing to pay more than the amount to compensate the faculty to 100% of their salary, will pay these funds directly to Georgian College. Discussions are to be held with the Director, Human Resource Services prior to the commencement of the leave (refer to the appropriate articles in the Faculty Collective Agreement).

All rights and copyrights on work produced during the leave shall be the property of the College if they were produced during paid employment time, unless otherwise set out in a written agreement between the College and the employee prior to the commencement of the leave. Prior to the commencement of the leave, the employee is asked to meet with the Director, Human Resource Services to arrange and agree on these details.

Should the faculty member on a professional development leave be unable or unwilling to fulfill the proposed activities outlined in their application, the faculty member is required to notify his/her immediate supervisor and the Director, Human Resource Services to discuss alternative courses of action.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Effective Date: 79.12.13 Human Resources

Various Revision Dates Procedure #4-122

New Revision Date: 02.04.24

PROFESSIONAL DEVELOPMENT LEAVE

Previous revision done by the Director, Human Resources Development

Revision Prepared by:

Bill Gordon, Rob Wong, Heather Hill, Cathy Brown, Murry Tapp, Susan Dalton

Recommended by:

College Planning Committee

April 24, 2002

Approved by: Brian Tamblyn, President

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY
Human Resources Procedure #4-102

Effective Date: 87.02.02
Revision Date: 90.11.21

HUMAN RESOURCES DEVELOPMENT

PURPOSE: To provide a statement of philosophy and guidelines for Human Resources Development at Georgian College.

SCOPE: College-wide - All employees

DEFINITION: The College adopts the American Society for Training and Development definition of Human Resources Development: "the term HRD means the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness."

RATIONALE: Human Resources Development has been evolving at Georgian for a number of years. The establishment of an Advisory Committee, the appointment of a full-time manager and support staff, as well as the secondment of faculty to the Human Resources Development Centre, will enable the College to meet its current needs and long term aspirations. Performance appraisal systems are now in place for all employees and each of these naturally leads to planned activities contributing to employee development.

The Advisory Committee has developed a statement of philosophy and terms of reference for its actions. These are intended to guide the College's Human Resources Development activities in the years to come. It is hoped that as the College grows and evolves that future members of this Committee will recommend revisions to this practice and procedure to meet current needs.

STATEMENT OF PHILOSOPHY: Georgian College recognizes that the viability of the College depends upon the fundamental and creative skills and abilities of its human resources. To this end Georgian College is committed to:

- the development of policy and procedures that advance professional growth opportunities for all staff at individual, group and college levels;
- the education of all employees as to the nature and personal benefits of human resources development;
- the delivery of human resources development opportunities to meet the identified needs of individuals and groups of employees as they relate to stated College goals and objectives

GOAL: To improve individual, group and organizational effectiveness.

METHOD: The College shall establish a Human Resources Development Advisory Committee which shall make recommendations to the College Planning Committee. The terms of reference of this committee shall be set out below.

The College shall establish an appropriate number of employees to assist the Manager to operate the Human Resources Development Centre. These employees shall be selected to represent employees from the three employee groups. These employees shall report to the Manager, Human Resources Development through to the Director, Human Resources for administrative purposes and to the Advisory Committee for direction and guidance. The length of appointment for seconded staff shall vary from several months to three years. This secondment shall be reviewed yearly by the Human Resources Development Advisory Committee to determine whether it will be renewed.

OPERATION: In keeping with the College's statement of philosophy, the Human Resources Development Centre is committed to:

- enact policy regarding human resources development issues and services;
- administer a college-wide resource for information regarding Human Resources Development opportunities and resources;
- provide an effective liaison with local Human Resources Development Advisory Committees;
- assist in identifying individual and group needs;
- facilitate activities and provide resources for identified target groups within the College. This will include the dissemination of information, the recruitment of resource people, and the evaluation of these Human Resources Development sponsored activities.

TERMS OF REFERENCE: The Terms of Reference for the Advisory Committee shall be as follows:

1.1 The name of this committee shall be the Human Resources Development Advisory Committee.

1.2 The Committee shall be composed of:

- one member from any established local HRD Committee;
- one person from the College Planning Committee
- one representative from the Human Resources Department;
- representatives from the three major campus locations; and a member from one of the regional campuses
- representatives from each academic school, and
- the Human Resources Development Centre employees.

Every effort should be made to ensure a balanced representation of employee groups (faculty, support staff and administration) and campus locations.

1.3 The normal term of appointment to the committee shall be one year starting in September. Appointments may be extended on an annual basis.

1.4 The list of new members shall be submitted to the College Planning Committee for their information.

1.5 Every effort shall be made to have Co-Chairs for the Committee. One Chair will be elected in January, and the other in May or June to ensure an overlap in the Chair's responsibilities. The Chairs will be elected by the Committee membership.

1.6 A quorum shall be six members. The Chairs will have voting rights. A two-thirds majority will be necessary to carry any vote. At the discretion of the Chair, the Human Resources Development Centre employees may be excluded from voting or attending portions of meetings in which they may experience a conflict of interest.

1.7 Task forces shall be struck annually to work on specific issues related to human resources development in the College. These issues may change, and the focus of the Task Forces would therefore, change. Each member of the Human Resources Development Advisory Committee will sit on a Task Force. Task Forces will meet every four to six weeks at the call of the Chair.

1.8 The Committee shall meet a minimum of four times a year or at the call of the Chair as needed.

1.9 The function of the Committee shall be to:

- i) Develop and regularly assess the statement of philosophy regarding human resources development.
- ii) Provide guidance for the Human Resources Development Centre employees.
- iii) Ensure the needs of the College and its employees are assessed and addressed.
- iv) Evaluate the effectiveness of HRD activities.
- v) Set the guidelines for the allocation of funds.
- vi) Review annually and revise this practice and procedure when necessary.
- vii) Assist with annual planning and budget preparation for HRD activities.
- viii) Receive applications for professional development leave: review, analyze and make recommendations on them to the President and the College Planning Committee.

Revised by a Sub-Committee of the Human Resources Development Advisory Committee

Marie Knapp, Steve Robinson, Doris Grant, Phil Hull, Ruthanne Krant, Suzanne Gaudet

RECOMMENDED BY:

Margaret Watson, Vice President, Community Development

Ted Dunlop, Vice President, Academic

APPROVED BY: Wayne F.J. Busch, President

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY BOARD OF GOVERNORS AWARDS OF DISTINCTION

Board of Governors' Professional Development Award

The Board of Governors' Professional Development Award has been established by the Georgian College Board of Governors to recognize staff who have demonstrated an ongoing commitment to maintaining currency in their profession or vocation. This award supports the College's expectation that staff will be individually responsible for remaining current in their chosen fields by actively participating in ongoing professional development and personal learning.

Currency is based on:

- Professional or vocation skills - demonstrating an awareness, understanding and application of commonly accepted and emerging practices, methods, operations, theories and skills.

For managers this means:

- Educational administration - recruiting, developing, mentoring, and retaining staff in an era of economic, technological and social change. Current management issues and practices - e.g. managing the change process, supporting staff renewal, improving the quality of programs or services, developing partnerships.

For faculty this means:

- Content expertise in their area of discipline and use of best practices in teaching methodologies.

For support staff this means:

- The technical aspects of a given job and customer service knowledge and focus.
- Workplace skills - demonstrating/developing critical thinking skills, communication skills, adaptability, teamwork skills, technological skills, positive attitude and behaviour, responsibility, and pursuing lifelong learning.

Availability: One award may be presented per year.

Criteria: Nominees must meet the following criteria:

- Have completed a minimum of three years full-time employment with the College;
- Have demonstrated an ongoing personal commitment to maintaining currency in their profession or vocation as outlined in the Award Nomination form.

The award will consist of a plaque (suitably engraved) and a citation, plus a taxable cash award of \$1,500 which could be used to support ongoing professional development.

Board of Governors' Innovation Award

The Board of Governors' Innovation Award has been established by the Georgian College Board of Governors to recognize staff who have developed new programs, services, methods or efficiencies that support the strategic priorities of the College.

Availability: One or more awards may be presented per year. The recognition committee may decide that in any given year, more than one award is warranted and will make their recommendations to the Board.

Criteria: Nominees must meet the following criteria:

- May be full- or part-time staff;
- Have developed and implemented or delivered a new program, service, method or efficiency that is innovative, provides Georgian with a competitive advantage, and balances popularity with the economics of delivery.

Note: Recognizing that these initiatives are often the result of a team, rather than an individual effort, a team can be nominated for this award.

The award will consist of a plaque (suitably engraved) and a citation, plus a taxable cash award of \$1,500. If a team receives the award, each team member will receive a plaque and a citation, and the members will share equally the \$1,500.

Board of Governors' Award of Excellence

The Board of Governors' Award of Excellence has been established to honour staff who have made an outstanding and sustained contribution to the College.

Availability: A maximum of three awards (one in each category - Support Staff, Faculty and Administration) may be presented per year.

Criteria: Nominees must meet the following criteria:

- Have completed a minimum of five years full- or part-time employment with the College
- -Have demonstrated excellence by:
- Consistently reinforcing our mission, vision and values in support of the College's strategic plan
- Contributing genuine care, dedication and expertise in support of quality education
- Continually excelling in meeting a high standard of achievement and performance
- Being well-respected for integrity and willingness to contribute one's expertise, experience and diverse abilities
- Participating in on-going professional development and personal growth to exhibit flexibility, creativity and adaptability to our changing environment.

The award will consist of a plaque (suitably engraved) and a citation, plus a taxable cash award of \$1,500 for each selected staff member.

Board of Governors' Award

Eligibility: The Board of Governors' Award has been created for presentation to individuals outside the College who have made a special or noteworthy contribution to Georgian College.

Availability: A maximum of three awards may be presented per year.

Criteria: This award is presented to an individual in recognition of distinguished service to the College.

The award will consist of a plaque and citation to be presented at the Board Awards ceremony.

Honorary Diploma

Eligibility: The Honorary Diploma has been established by the Board to honour external candidates who have made a major contribution to an academic program.

Availability: One or more awards may be presented each semester at the discretion of the Board, the President and the Vice President, Academic.

Criteria: The nominee will have demonstrated excellence in their profession which is well recognized by peers in the field and have made a major contribution to an academic program in expertise, influence and time.

The award will consist of a framed diploma and a citation to be presented by the Board at an appropriate convocation or ceremony.

Honorary Bachelor of Applied Studies

Eligibility: The Honorary Bachelor of Applied Studies has been established by the Board to honour external candidates who meet the criteria below.

Availability: The College may award one honorary applied degree per academic year for each ministerial consent for an applied degree program in force at the time the honorary degree is awarded (currently 2 per academic year)

Criteria: The recipient of an Honorary Bachelor of Applied Studies Degree must meet one or more of the following criteria:

- Has made a significant contribution to society;
- Has achieved noted accomplishments in a particular field of study or applied education; or
- Has enhanced or promoted the college's image and reputation in Ontario or elsewhere.

The award will consist of a framed Honorary Bachelor of Applied Studies degree, a hood and a citation.

Board of Governors' Distinguished Partnership Award

Eligibility: The Distinguished Partnership Award has been established by the Board to recognize noteworthy partners in the community who have made an exemplary contribution in support of student access and success, as well as the mission and goals of the College.

Availability: One or more awards may be presented per year.

Criteria: This award is presented to an individual, business, institution or organization having significantly supported Georgian's vision, values or strategic intent through a spirit of partnership, co-operation and goodwill. Special consideration will be given to partnerships with Georgian that support student success, fulfillment and lifelong learning.

The award will consist of a plaque and citation to be presented at the Board Awards ceremony.

Board of Governors' Distinguished Alumni Award

Eligibility: The Distinguished Alumni Award has been established by the Board to recognize a graduate with a distinguished record in their chosen field.

Availability: One or more awards may be presented per year.

Criteria: The nominee must be a graduate of Georgian College and have made a distinguished contribution in their chosen field with continuing College involvement.

The award will consist of a framed diploma and a citation to be presented by the Board at an appropriate convocation or ceremony.

Recognition Committee

A Recognition Committee, comprised of the Board Executive, internal Governors and other senior staff, will select honourees for the above awards and make recommendations to the Board of Governors of Georgian College.

**GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY
ACADEMIC PLAN 2003-2006
THE CENTRE FOR TEACHING AND LEARNING (CTL)**

The Centre for Teaching and Learning was established in 2001 and is currently staffed by a Director, two Instructional Designers, and one Instructional Technologist. Before the establishment of the Centre, all staff except the Director were part of the Innovation Centre. Projects assigned to the Innovation Centre were still being worked as of Spring '03, so staff members had not yet been able to devote their energies to supporting faculty in a broad sense.

Over the next three years, the Centre will complete all projects carried over from the Innovation Centre and will be able to focus on the new mandate. In addition to supporting the use of technology in teaching and learning, the Centre will expand its mandate to include responsibility for coordinating the development and updating of curriculum guidelines and standards for the College.

The new college charter proposes that programs be approved by the Board of Governors at each college; Ministry approval will no longer be required for a college to offer a new or revised program, but will continue to be required for funding. It is therefore essential that the process for curriculum renewal and new program development be appropriately rigorous and include clear expectations. It is also important that the curriculum development for course renewal, program renewal, and new program development continue to be part of the professional scope of faculty.

Specific priorities will be:

1. encourage and facilitate discussions about professional practice issues for teachers,
 2. facilitate skill development in the effective use of technology to support teaching and learning,
 3. help faculty to determine and implement appropriate curriculum delivery models,
 4. provide input and advice about resource allocation and planning issues related to technology use for teaching and learning,
 5. develop and implement an intensive orientation and development program for new faculty,
 6. address practical teaching, learning, and technological issues resulting from the internationalization of the college,
 7. provide leadership in the review and implementation of faculty and course evaluation tools,
 8. assume responsibility for ensuring the Curriculum Handbook is kept relevant and current,
 9. recruit, train, assign, and support faculty curriculum coaches to assist faculty teams with the development and revision of curriculum.
- **These priorities identify the areas of action specific to CTL and are acknowledged in the "Action Steps".**

APPENDIX 8.7 ENROLMENT PROJECTIONS AND STAFFING IMPLICATIONS

	Cumulative Enrolment*		Staffing Requirements – Projected			
	Full-time	Part-time	Cumulative Full-time Faculty Equivalents (F.T.E.)	Cumulative Part-time Faculty Equivalents (F.T.E.)	Classroom Support Techs	Ratio of Full-time Students/ Full-time Faculty
Year 1	30		.9	.8	.2	33:1
Year 2	58		1.7	1.5	.43	34:1
Year 3	96		2.6	2.3	.66	37:1
Year 4	146		3.4	3.0	.97	43:1

METHOD USED TO CALCULATE CUMULATIVE ENROLMENT:

Year	Retention Rate	Year 1	Year 2	Year 3	Year 4
1		30	35	45	60
2	76%		23	31	40
3	86%			20	28
4	90%				18
		30	58	96	146

9. CREDENTIAL RECOGNITION STANDARD

APPENDIX 9.1 PROGRAM DESIGN AND CREDENTIAL RECOGNITION

The design of this program is expected to facilitate credit transfer and credential recognition by other post secondary institutions. This assertion is based on the content and academic rigour of the program, the expertise of the faculty and the fact that a number of individual courses and programs offered by Georgian College are already recognized by universities in Canada, the United States and Australia.

Issues of transferability and equivalence of credit have been a focus of Georgian's development team in order to facilitate the mobility needs of our graduates in a global economy. Efforts have been made to ensure that courses are commensurate with undergraduate instruction (both at the lower and upper levels) at other postsecondary institutions. To this end, our curriculum designers have compared the proposed curriculum to other baccalaureate-level business programs to ensure the curriculum is at a comparable level. Our curriculum was reviewed by associations representative of relevant occupational groups and employers including the National Golf Course Owners Association, the Canadian Society of Club Managers, the Canadian Golf Superintendents Association and the Canadian Professional Golfers' Association and was deemed to contribute measurably to the professional advancement of the graduate.

The breadth courses that we've included will, in most cases be transferable to and recognized by a number of universities including Laurentian, University of Guelph, Canada West University, Griffiths University in Australia and Southern New Hampshire University in the U.S.

Rigorous assessments have been built into each course of the Bachelor of Applied Business -Golf Management program including examinations and a variety of assignments such as documented research papers, case study and analyses, simulations, journal reports and finally a capstone applied project. These assessment strategies parallel degree course requirements in other jurisdictions and will provide graduates with samples of degree-level work to include in their applications to other postsecondary institutions.

CONSULTATION

University Consultation

Georgian has approached a number of universities in Canada and internationally regarding credential recognition for this program. Currently, we have received confirmation of credential recognition from Southern New Hampshire University in the U. S., Griffith University in Australia and University Canada West.

COU Statement on Advanced Study at Provincially Assisted Ontario Universities

Ontario's provincially assisted universities are committed to maintaining high quality graduate and professional programs and to admitting students who are best qualified and most likely to succeed in these programs.

The universities are autonomous and make individual decisions to determine their admission requirements. As enrollment in graduate and professional programs is typically limited in number by institutional and departmental capacity, it is not possible to accept everyone who applies. Thus many applicants who meet the minimum entrance requirements are not admitted to these programs. Applicants to provincially assisted universities in Ontario are considered for admission on an individual basis in a process whereby the appropriate range of academic and other relevant evidence is weighed.

Each applicant is considered on his or her own merits, according to standards set by each institution, program by program.

Georgian will continue discussions with other universities to see if they would consider accepting:

1. students of this program as transfer students into an appropriate undergraduate program, as they would any other applicant from an accredited degree program, and
2. graduates of this program who might apply for admission to an appropriate program at the graduate level, just as they would consider applicants from other accredited degree programs.

Georgian fully anticipates that this program will be recognized as equivalent to other accredited degrees in Ontario.

Golf Industry Sector Consultation

Georgian's development team has been in contact with a number of associations related to the golf industry requesting input (through our advisory committee) and support for this applied degree. Considerable input has been received and acted upon and further, the letters of support for our continuing efforts are included and can be found in the minutes of the Advisory Committee meetings.

Finally, Georgian College consulted our advisory committee and surveyed potential employers regarding the need for a degree level program focused in golf management. Both the industry and our advisory committee overwhelmingly support the establishment and need for such a program. Letters of support from employers are included.

10. REGULATION AND ACCREDITATION STANDARD

APPENDIX 10.1.1 CURRENT REGULATORY OR LICENSING REQUIREMENTS

Not applicable to this program

APPENDIX 10.1.2 LETTERS OF SUPPORT FROM REGULATORY/LICENSING BODIES

Not applicable to this proposed program

11. PROGRAM EVALUATION STANDARD

APPENDIX 11.1 PERIODIC REVIEW POLICY AND SCHEDULE

Part 3...Program Renewal

What?

a process of program renewal for the purpose of improvement in academic quality and standards in Georgian College programming

a comprehensive and collaborative approach which provides structure, levels of accountability, monitoring capacity, and follow-up that is cyclical and based on the needs of individual programs and the ancillary services that affect academic delivery, and support learning within Georgian College's mission and goals

has three phases:

- **ongoing informal** – yearly articulation of program plans: goals and activities within annual academic program planner; implementation of curricular recommendations; micro curriculum changes; monitoring of program delivery; collection of program data for assessment; enhancement of ancillary supports
- **annual viability** – analysis of annual collection of program viability data
- **periodic review** – formal, in-depth review at least once every 5 to 7 years; or as result of needs identified in annual program viability review

Why?

reflect the goal of improving standards and quality within Georgian College programs to provide the best level of satisfaction and service for students, employers and the community

provide institutional processes for monitoring, reviewing and enhancing the academic quality and standards of Georgian College programs

ensure currency and relevance of the educational programming to trends in the changing workplace and the social environment of the community

identify aspects of the curriculum and learning experiences critical to the success of the students and the satisfaction of employers and the community

provide a means to measure performance against quality standards

generate reliable information on which to base future decisions

validate the quality of the program as an element of accountability to students, the public, employers and external bodies

more specific intentions to a particular assessment may be determined, such as:

- providing the basis for accreditation, or helping to guide a major program revision
- planning and implementing outcomes assessment college wide or for a department initiative
- reviewing existing curricular offerings (such as: the program structure, delivery methods, and other curricular matters used in assisting students to meet the requirements of the program standard) to see how effectively and efficiently they are meeting objectives/learning outcomes

How?

program assessment should be undertaken in an open, inclusive, and collaborative fashion, including input from internal and external stakeholders (students, faculty, graduates, employers, academic administrators and advisory groups)

Program assessments address the following questions:

- is the demand (both student and employment) sustainable?
- is the level of satisfaction in meeting student and workplace needs acceptable?
- is the program effectively responding to external needs and challenges?
- are resources (learning, human and physical) necessary for the program available?
- is the program congruent with the strategic direction of the college?
- are students learning what we intend they learn?

ongoing informal: continuous quality improvement of programs within academic areas using formal and informal feedback mechanisms, primarily from students and teachers, term by term; a process of communication and planning; an opportunity for departmental colleagues to review accomplishments, to share concerns and aspirations, to develop both short and long-term vision and strategies, to become self-monitoring and self-correcting; analysis of data received and / or collected to demonstrate progress towards program goals and objectives; reports on progress towards meeting goals and objectives

annual viability: analysis of quantitative college markers by Organizational Planning & Development to assess viability of all Georgian College programs; presented to Vice President Academic and Deans for strategic academic planning and decision-making

periodic review: more in-depth assessment of program to affirm the program's quality, its learning effectiveness, employability and cost effectiveness, within the framework of the college strategic plan, academic plan, educational technology plan, and academic portfolio plan; review of qualitative and quantitative information about program activities and demonstration of progress towards achievement of goals

a variety of methods for assessment are possible; each program's assessment will contain unique facets: reflecting the program goals, scope of assessment, measures and tools selected, differences in normal practice from discipline to discipline, distinctive features of programs, practical restraints such as the breadth of focus of the program and the size of the student body, and particular concerns that may have triggered the review

procedures used must be reliable and objective; multiple methods selected from those that are most appropriate for the program are encouraged

opportunities for concurrent review of programs with a similar or closely related focus will be considered; recognition of the degree and complexity of the interdependencies will determine the shape of data collection and analyses

Who?

- ongoing informal – program team
- annual viability – program viability assessment
– Vice President Academic and Deans assess analysis of selected performance indicators of college programs
- periodic review – review team appointed by Vice President Academic

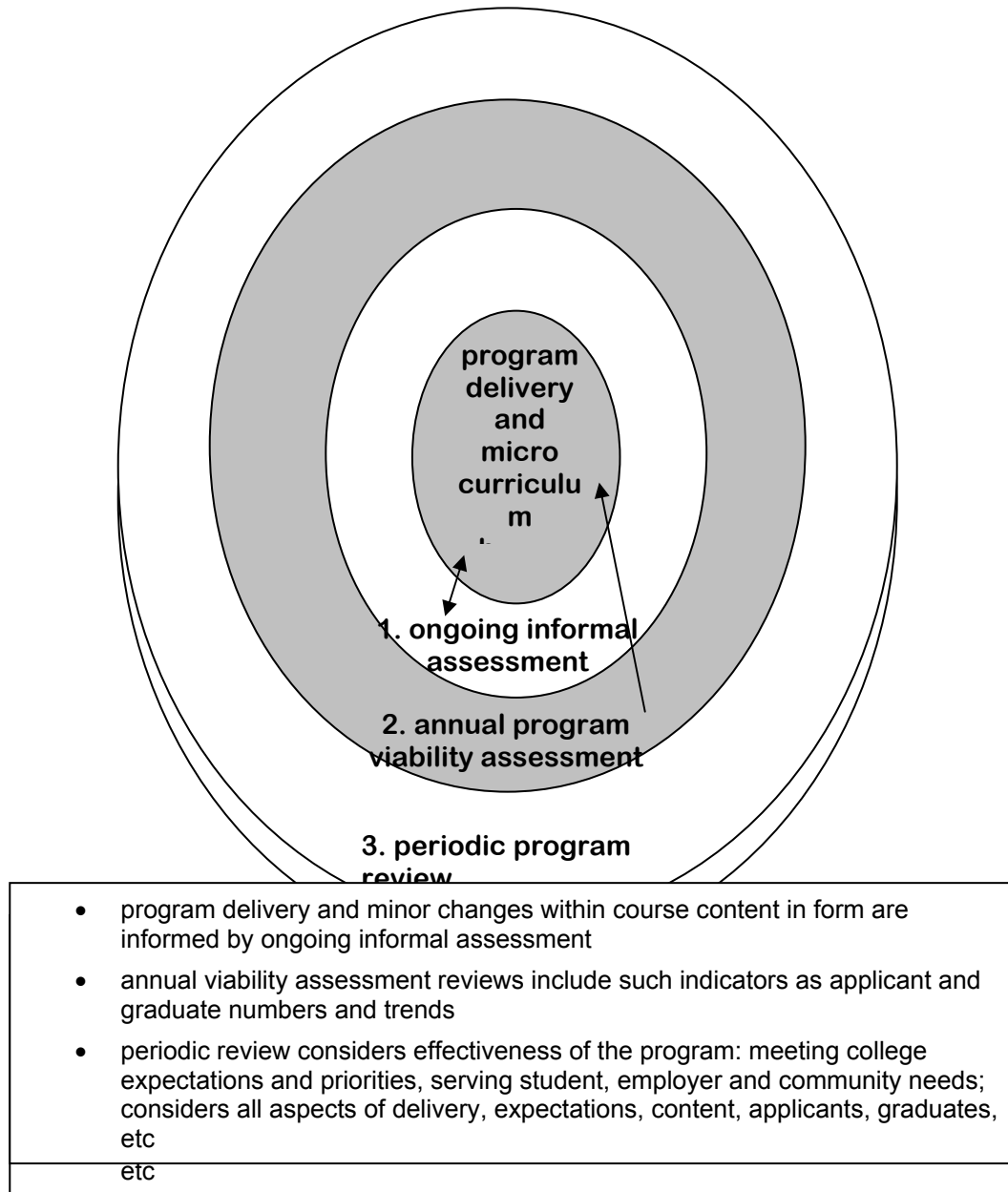
When?

- ongoing informal – continually
- annual viability – Fall term

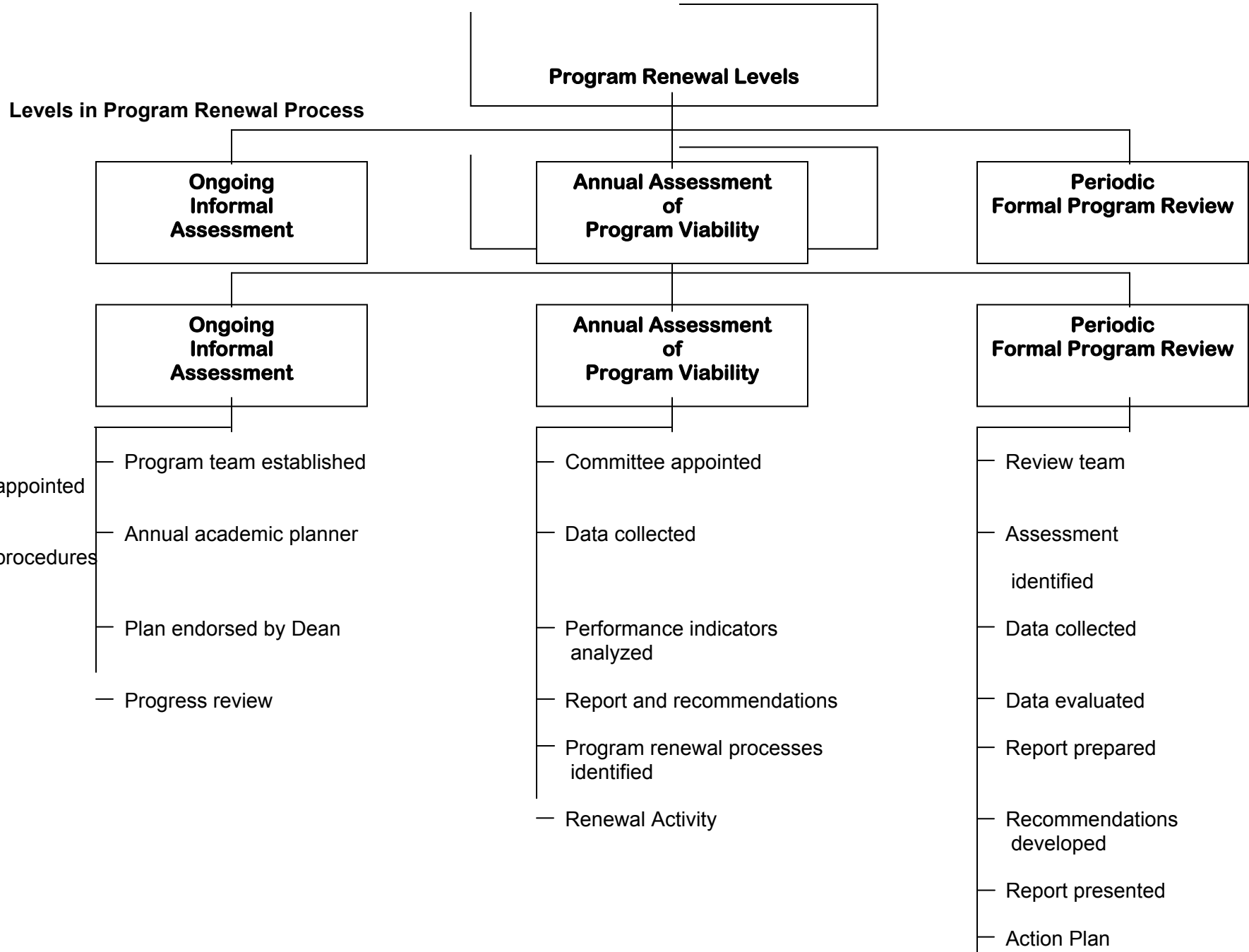
periodic review

– at least once every 5 to 7 years; or as result of performance in annual program viability review

Levels in Program Renewal Process



Levels in Program Renewal Process



appointed
procedures

— Follow-up review

Program Renewal Levels and Steps

Level One: ONGOING INFORMAL ASSESSMENT

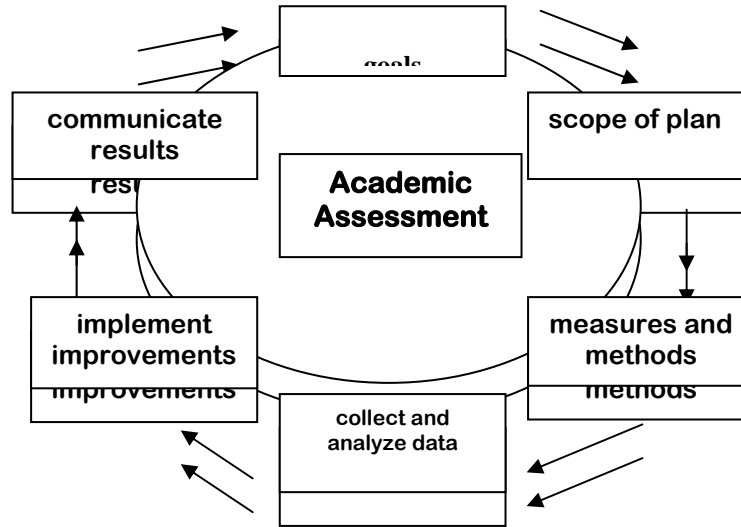
Step 1	<p>Program Team established</p> <p>co-ordinator or other program faculty member provides leadership to the team, facilitating the planning process through consensus members include: program faculty; other staff may be called upon as a resource to the team (e.g. LC, co-op, counseling)</p>
Step 2	<p>Annual academic program planner developed</p> <p>review college documents relating to current priorities, such as College Strategic Plan, Academic Plan, Educational Technology Plan; and review current academic portfolio and program plans</p> <p>examine recommendations from Program Viability Indicators, and most recent Formal Review of program</p> <p>assemble and examine other data, such as term by term student and faculty course evaluations, student performance on professional tests, awards and recognitions; input from Advisory Committee</p> <p>determine strengths, opportunities and areas for improvement in all aspects of program delivery</p> <p>produce/refine program plan which reflects both long term and short tem goals for program</p> <p>identify specific activities/tasks to be undertaken by program team to achieve program goals for current year</p> <p>in curriculum area, could include any or all of the following: course syllabi renewal, and/or course outline revision course evaluation strategies refined enhancement of generic skill instruction and assessment across program learning resources augmented equipment and facilities status and renewal development and implementation of various program assessment tools sharing with other program areas/courses alternative delivery formats incorporated new course development other</p> <p>other areas include:</p> <ul style="list-style-type: none"> i. student recruitment and retention marketing and promotion industry liaison orientation/registration other
Step 3	<p>Team meets with Dean</p> <p>short and long term direction and needs for viability and sustainability of program discussed and annual program plan endorsed in areas including: ongoing quality improvement in program and course curriculum student orientation and feedback marketing and promotion faculty professional development level of integration and articulation with other parts of college curriculum and offerings of other institutions enrichment of resources, equipment and facilities outreach: Advisory Committee; community partnerships</p>

Step 4**Progress review**

review progress, at least once a term; fine tune plan, if appropriate

incorporate results into next cyclical phase

Continuous Improvement Model



Level Two: ANNUAL ASSESSMENT OF PROGRAM VIABILITY

Step 1	<p>Appointment of Program Viability Committee</p> <p>VPA appoints members of a Program Viability Committee Committee composition: chair: a college academic administrator, such as Director of Centre for Teaching and Learning, Dean members: faculty (350 representative), student, Dean resource persons: such as: Registrar, Financial Planning and Director, LC</p>
Step 2	<p>Annual Data Collection of Performance Indicators for each program</p> <p>collection of performance indicators by Organizational Planning & Development, usually annually in Fall term, data such as: enrollment projections application, acceptance and confirmed acceptance registration audit date enrollment attrition conversion ratios progression and graduation KPIs: student, graduate and employer satisfaction ratings and trends Dean provides program delivery costs: learning, human and physical resources</p>
Step 3	<p>Analysis of Performance Indicators</p> <p>rates and trends are presented in tabular format highlighting indicators that fall above or below Georgian College benchmarks additional information from program, service areas and academic administration may be requested by the committee to assist with the analysis</p>
Step 4	<p>Report and recommendations</p> <p>presentation of report (data, analysis and recommendations) to VPA and Deans in Fall term for academic strategic decision-making and budget planning Recommendations include: commendations for exemplary performance recommendations for: modified program assessment formal program review program suspension program termination</p>
Step 5	<p>Program Renewal Processes Identified</p> <p>VPA and Deans identify program renewal process for each program: 1. ongoing informal assessment 2. program review VPA and Deans identify resources for annual program development and renewal</p>
Step 6	<p>Renewal Activity</p> <p>Program teams incorporate recommendations into curriculum renewal activity</p>

Step 3	<p>Collection of data</p> <p>conduct assessment activities systematically</p>
Step 4	<p>Evaluation of data</p> <p>synthesize data</p> <p>evaluate data to determine extent to which program learning outcomes have been accomplished</p> <p>identify possible explanations for results obtained</p>
Step 5	<p>Preparation of the Report</p> <p>periodic program review presents a comprehensive picture of the program including such aspects as:</p> <ul style="list-style-type: none"> Background and statement of goals Curriculum Students Faculty and staff Resources Administration <p>identify areas of weakness which the program needs to address as well as areas of strength</p> <p>reports should be responsive to changes initiated in previous delivery cycles and report on the effects of any change undertaken during previous assessments</p> <p>a site visit to the program area/department may be deemed desirable: the Review committee may interview the Dean, other academic administrators, faculty, staff and students, examine the instructional facilities used by the program, and gather any additional information and feedback</p>
Step 6	<p>Development of Recommendations</p> <p>a plan of action and specific strategies for program enhancement and /or improvement and follow-up; recommendations concerning the future of the program, structure and activities; recommendations may range:</p> <ul style="list-style-type: none"> commendations expanding greatly the scope of the program and its activities changing the direction, structure or activities of the program improving its quality and increasing its effectiveness utilizing the resources of the College more efficiently discontinuing a program
Step 7	<p>Presentation of Report</p> <p>review committee members agree on the structure and nature of the report, and may take responsibility for preparation of various sections; unless the Committee agrees otherwise, the creation of the final version of the report is the responsibility of the Review Committee chair</p> <p>presented to VPA and Deans for action, and to macro curriculum committee and Academic Council for information</p>

Step 8

Action Plan
program team develops action plan based on formal assessment recommendations
action plan may include proceeding with program revision process to accommodate program curriculum change, as well as implementation of changes to other aspects of program delivery

Step 9**Evaluate changes/ follow-up review**

VPA schedules follow-up review of achievement of recommendations

annually Academic Council re-examines recent program reviews and determines if the expected actions have been completed

AC assists in the establishment of GC benchmarks against which programs can be assessed

Step 10**Cycle begins again**

Program Review Report

- Formal report prepared by Program Review Team appointed by Vice President Academic
- presented to Vice President Academic and Deans for action and to macro curriculum committee and Academic Council for information
- Program team develops action plan based on recommendations from Program Review Report
- Program Review presents a comprehensive picture of the program; consideration given to the aspects suggested below; documented where appropriate

Background and statement of goals:

clear statement of current and long range program goals and how they are to be achieved
brief history of the program including recent changes, recent or impending accomplishments or problems

clear statement of how the goals and objectives for the program relate to the current Academic Plan and strategic direction of the college

Curriculum:

program description and philosophy, program learning outcomes, admission requirements, program graduation requirements, course offerings and frequency of offerings, all course outlines

assessment of program learning outcomes: description of the processes used and results documented

determination of the level of performance for each learning outcome, using a five point scale:

- 1 - much less than expected
- 2 - less than expected
- 3 - expected
- 4 - more than expected
- 5 - much more than expected

indication of the alignment of the program curriculum within GC's curriculum guidelines

indication of relationship of program to other programs at the college, including general education offerings

Students:

student/graduate performance (graduation and retention rates and trends)

graduate employment rates and trends

student, graduate, employer and faculty satisfaction rates and trends

student profiles (application, acceptance, admissions) rates and trends

recruitment and retention strategies

awards or distinctions received

Faculty and staff:

program faculty profiles (number full time, non-full time, faculty/student ratio; teaching and advising responsibilities; qualifications and instructional expertise, including professional development activity (including research and scholarly activity, especially that involving students or contributing to teaching and learning); recent and projected retirements and hiring; age, gender

program support staff profiles (co-op, technicians/technologists - number, responsibilities)

Resources:

Amount, quality and accessibility:

learning resources – library holdings related to program needs; other special instructional equipment and software

facilities: specialized student learning space, laboratories, studios, resource rooms; offices

external resources, often for practical experience components; co-operative arrangements with other institutions

Administration:

relationships: students, faculty, staff and administrators - opportunities for communication and consultation; perceptions of leadership

advisory committees and alumni: input and involvement

program budgets and costings, 3 to 5 year cost effectiveness trends

12. ACADEMIC FREEDOM AND INTEGRITY STANDARD

APPENDIX 12.1.1 ACADEMIC FREEDOM POLICY

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic

Procedure #: 1-129

Effective Date: February 21, 2007

ACADEMIC FREEDOM POLICY

PURPOSE:

To ensure professors, students and the wider College community have the freedom to investigate and discuss topics without fear of reprisal for alternative opinions in order to gain the best possible understanding of an issue. All members of the college community shall support and protect this fundamental principle and work collaboratively to provide an environment of tolerance and mutual respect while respecting the dignity and worth of every person.

SCOPE:

Academic freedom is ensured in appropriate research, classroom discussions, and discussion groups involving students, staff and other members of our community. Georgian expects that its members exercise academic freedom responsibly. Academic freedom does not relieve anyone in the college community from his/her obligations or duties inherent in the roles associated with the teaching and learning process or Ontario Human Rights policy and legislation and the Criminal Code of Canada.

This policy stands beside the Code of Conduct Procedure in place at the college and does not see these values as contradicting academic freedom.

It is recognized that while all employees of Georgian have rights as citizens, they should make every effort when speaking or writing as citizens that they are not representing the college on matters of public interest.

RATIONALE:

All college community members should be able to work, teach, and learn, in an atmosphere which is free from harassment and discrimination. Georgian College values positive and supportive interaction among all members of the college community.

This policy protects the individuality of scholarly investigation, recognizes the responsibility for academic rigour, and promotes the responsible sharing of ideas and research.

Employees of the College should not fear reprisal for speaking out on topics of public interest.

PRINCIPALS:

Vice President Academic
Associate Vice President, University Partnership Centre
Deans

PROCESS:

Concerns regarding the Academic Freedom Policy would be addressed using the Resolution Procedures from the Code of Conduct, Procedure # 4-136.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Academic

Procedure #: 1-129

Effective Date: February 21, 2007

ACADEMIC FREEDOM POLICY

Prepared By: Cherylyn Cameron, Linda Love

Recommended By: College Planning Committee

February 21, 2007
Date

Approved By:



Brian Tamblin, President & CEO

February 22, 2007
Date

APPENDIX 12.1.2 ACADEMIC HONESTY POLICY

Georgian College Academic Information 2006-2007

Academic Policies and Procedures

7 Academic Rights and Responsibilities

Higher education and society benefit when a college promotes and enforces standards of integrity that provide a foundation for a vibrant academic life, promote progress in science and arts, and prepare students for responsible citizenship and professional conduct. The Centre for Academic Integrity (www.academicintegrity.org) defines academic integrity as a commitment to the fundamental values of honesty, trust, fairness, respect and responsibility. Georgian College endorses these values and is committed to translating them into action. Since they adversely affect the credibility of academic work by students at the College and the credentials held by alumni of the College, breaches of ethics and integrity will not be tolerated.

7.1 Student Academic Rights

The student's rights in the academic, human and legal arenas are important in ensuring a smooth path to his or her success. The student must not let anyone diminish the value of his or her achievements by taking unfair advantage. The student should not accept any academic dishonesty or actions that diminish the dignity of students or staff, however they occur.

7.2 Student Academic Responsibilities

Students are responsible for conducting themselves in a manner that brings credit to themselves and the College community. The responsibilities can be summed up in the following attendance statements and eight cardinal rules, paraphrased and taken from Rutgers University web site: cat.rutgers.edu/integrity/student.html.

7.2.1 Attendance

Instructors determine the requirements for success in the student's courses. The student is responsible for attending classes, not only for course content, but also for information related to the progress of the course.

Tests, examinations and assignments must be written/submitted at the time specified. Requests for absence must be made prior to the test/examination/assignment date. Reasons for absence in medical, or bereavement situations, if documented, will allow instructors to make alternate arrangements for assignments and tests or allow consideration of an "incomplete" contract if necessary. See also section 3.4.4, Incomplete Grade Designation.

Accommodations may also be made to allow for religious observance. In all cases, arrangements must be made with the instructor prior to the test, examination or assignment due date. Other reasons for absence are not sufficient to receive any special consideration and will result in a mark of "0." For more information, see also sections 1.6, Accommodation of Religious Observances and 10, Test and Examination Regulations.

7.2.2 Student Conduct

The classroom environment and activities are controlled by the instructors, and guided by mutual respect, common sense, propriety, courtesy and etiquette. The instructor has the right to require any student to cease and desist in actions that are disruptive or that impede positive progress in the class. The instructor has the right to require anyone to leave the class or lab if positive progress is impeded by his or her actions or comments. Further actions may be taken under law, or the College's Student Conduct or Human Rights policies. For more information, see sections 1.4, Code of Conduct and 1.5, Human Rights.

7.2.3 Improper Use of Technology

The instructor may ban any device deemed to impede positive progress of the class or deemed to compromise the integrity of tests or examinations. The instructor has the right to cancel a class if safety or health of any individual is at risk. Further actions may be taken under law, or the College's Student Conduct or Human Rights policies. For more information, see section 1.7, Information Technology Acceptable Use.

7.2.4 Acknowledgement of Sources

Whenever students use words or ideas that are not their own when writing papers, they must cite their sources with an in-text citation, use quotation marks where appropriate, and include a list of references for the sources cited in their papers. Faculty members have the right to submit a student's work for electronic detection of plagiarism or to require that the student submits his or her own work for detection of same.

APA (American Psychological Association) is Georgian College's standard documentation style for written papers, essays, reports and other evaluated work. Cites & Sources is Georgian College's guide to APA style. As outlined in Cites & Sources, papers must be formatted in APA style. Cites & Sources is available at the College Bookstore.

7.2.5 Protection of Work

The student must not allow anyone access to the work he or she has prepared for evaluation, whether in a test, examination or assignment, etc. The student is the only one who should receive credit for what he or she knows, unless prior agreement has been reached with the instructor that group work (and group credit) will be allowed.

7.2.6 Avoiding Suspicion

The student should not put him or herself in a position where he or she could be suspected of having made their work accessible to others, or having copied another's work, or having used unauthorized aids. Even the appearance of dishonesty may undermine an instructor's confidence in a student's ability.

7.2.7 Taking Credit for Another's Work

The purpose of assignments is to develop skill and measure progress. Letting someone else do the work for which another student takes credit defeats the purpose of education and may lead to serious charges.

7.2.8 Never Falsifying a Record

Students must never falsify a record of any kind, nor permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their entire grade history at risk. Students should keep copies of work they hand in to protect themselves from loss.

7.2.9 Never Fabricating

Students must not fabricate data, citations, experimental results or any other activity-derived work.

7.2.10 Always Telling the Truth

Any attempt to deceive may destroy the relationship between the student and the instructor and the student and the College. Hiding, omitting or misrepresenting information does not constitute the truth and, in situations where the student is a witness, may make the student an accessory who is subject to the same penalty as the culprit.

APPENDIX 12.1.3 ACADEMIC HONESTY PROCEDURE

Faculty

A variety of formal mechanisms are in place to inform faculty about the college's policies pertaining to academic honesty. The full policies are available to the entire college community on the Georgian College website, with direct links from the staff pages. In addition, the deans of each academic area advise faculty of new or changed policies, and new staff are informed during our well-developed faculty orientation process. In addition, Georgian's Centre for Teaching and Learning regularly distributes materials that concern the teaching practice; two of these documents follow this page which were distributed directly to faculty and were made available on the Georgian College website.

Students

Similar to faculty, students are able to access the college's academic honesty policies through links provided on the student pages of the Georgian College website. The policies are also displayed in full in the college's Full-time Post-secondary Calendar. When registering for their programs online, students click a button to accept that they are aware of the college's policies.



Georgian College Academic Policies: *Cheating*

"Cheating is the use of inappropriate, unallowed or unacknowledged materials, information or aids in any academic work. The use of books, notes, calculators and conversation with others is restricted or forbidden in many instances of academic work and their use constitutes cheating. Students may not request others (including commercial or free term-paper organizations) to conduct research or prepare any work for them. Students may not submit identical work, or portions thereof, for credit or honours more than once without prior approval." (GC Academic Policies 10.0)

Reflection on Practice

- Do your assignments and tests provide opportunities for cheating?
- What kinds parameters for written papers prevent students from copying & pasting or downloading text from websites?
- Do hi-tech hand held gadgets offer your students an opportunity to cheat?
- How do you determine whether student work is their own?
- Has the easy access to vast quantities of information via the Web produced a new frame of mind in students, one that did not exist a generation or two ago?

Older Cheating Strategies:

- *The long-sleeved shirt method*- students write all the important information on their arms covered by long-sleeved shirts. During the test, when the teacher isn't looking, they start copying.
- *Desk notes*- Before the exam, students write necessary math formulas on the desk.
- *The buddy system*- Students sit next to a friend who knows the subject. After this helper finishes doing his/her exam, he/she will sit back and hold his/her exam up so the students who sit next to or behind him/her can clearly see the answers.
- *Hand signals*- often coded for multiple answer tests, can also use coughing, head scratching, etc.
- *Impression on paper*- used for memorization and recall, students write information on paper in a pad using pressure with their pen to indent the text on the blank sheet underneath. That blank sheet is on their desks when writing an exam. Viewed from an angle the impressions can be read.

New Cheating Strategies:

- Text messaging with cell phones set to vibrate not ring.
- Downloading a part of or entire research paper off the Web.
- Removal and scanning of a Coke bottle label and the attachment of a new, "improved" label with small printed test material on it.
- Baseball hat sun brim has notes underneath (solution is to ask students to turn hats backwards).
- Hand held calculators can store huge amounts of pre-entered text while still appearing to be simple calculators.
- Blackberry wireless messaging used to send/receive help.

Online Plagiarism

The Internet and web surfing make copying and pasting text into student written work very easy and tempting. Students may also download for free or purchase entire papers from dozens of online sites with vast libraries of pre-written papers. Detecting/preventing this kind of cheating can be a problem. Here are some ideas.

1. Explain the Georgian College policy and penalties regarding plagiarism
<http://www.georgianc.on.ca/calendar/policies/> .

2. Emphasize the notion that borrowing ideas without citing sources is as bad as copying text from web sites.
3. Make use of Georgian's account with Turnitin.com when you suspect plagiarism
<http://info.georgianc.on.ca/turnitin/>
4. Emphasize the processes involved in doing research and writing papers. Ways to do so include:
 - a. requiring topic proposals,
 - b. idea outlines,
 - c. multiple drafts,
 - d. interim working bibliographies and
 - e. photocopies/printouts of sources.
5. Frown on simple reporting of facts/data. Require students to show ways information and ideas may be applied, not just descriptions of them.
6. Require students to reflect personally on the topic or the processes of research and writing, either in the paper or as an additional writing assignment.
7. Provide a continuing context for student work, including shorter papers, research proposals, and oral reports. Insist that students use a series of several formal worksheets for research proposals. Do not accept papers that short-circuit the research proposal procedure. They are much more likely to be plagiarized.
8. Insist on a research trail which becomes part of the submitted paper.
9. Move cautiously if you receive a paper you suspect to be plagiarized.
 - a. Examine the sources cited carefully: do they cluster oddly, or seem unlikely to have been found in the college library?
 - b. Are errors in bibliographical technique actually meant to hide plagiarism?
 - c. Check the writing style of the opening and closing paragraphs; is it different from the others?
10. Don't assume infallibility, the student may have written an excellent paper. This means you should be cautious with what you write on the student paper: e.g. "Please see me". Ask the student in a conference to explain the main point or points or terminology of the paper. Ask the student to suggest possible avenues of additional research based on their findings. Your discussions should reveal whether the student is knowledgeable enough to have researched and written the paper by himself.

Plagiarism Proof Assignments Designs

- Develop an unusual coupling or a specific twist to defeat plagiarism. Assign a specific coupling of text/data sets, text/movie, theory paper/applied paper
example: read 1 or more papers on the scientific method or the investigative process. Organize a line of investigation and have students analyze whether it follows the model(s) presented
example: watch 2 science-related movies and compare & critique their portrayal of the relevant science
- Using current events design assignments that combine factual and hypothetical elements.
- Give students the same assignment but different and specific data sources
- Require application/comparison, not just collection/presentation of information
- Specify an unusual audience for the paper (still requiring use of sources)
example: write an editorial for the Barrie Examiner about a local current issue
example: a presentation for the Barrie Chamber of Commerce
example: a book review for the Student Council, comparing chapters from 2 textbooks
- Write from the point of view of a specific stakeholder in an issue
example: write a license or permit application (to build condos around Little lake)
example: design and justify a protocol for testing a particular lawn pesticide
example: write about an environmental policy issue from the point of view of a local resident, an industry representative, a government regulator...
- Require reasoned personal responses in addition or linked to objective analysis. Propose a problem and ask students to use critical thinking to solve it.
- Find a website presenting wrong or biased "facts". Ask students to find the site, critique it, and present the correct "facts", referencing the correct sources.

Georgian College of Applied Arts and Technology

Academic & Student Services

Procedure: November 28, 2005

Effective Date:

EDUCATIONAL SERVICES

INTELLECTUAL PROPERTY POLICY

PURPOSE: This policy is to outline Georgian College's position on the creation and development of works of intellectual property within the College, the ownership of intellectual property within those works, academic recognition and revenue sharing of proceeds from commercialized intellectual property created and developed within the College.

SCOPE: All students, faculty and employees, full time or part time and any external creators of intellectual property on behalf of the College not covered by other agreements.

RATIONALE: Georgian College strives to encourage, promote and foster innovation, the sharing of ideas and the creation of knowledge in activities engaged in by its faculty, employees, students and external associates.

RESPONSIBILITY: Responsibility for this policy lies with the *Vice President, Academic*.

DEFINITION: Intellectual Property (IP) includes all of the interests and rights to copyrights (whether or not registered); trade names and trade marks; patents and pending applications for patents (whether Canadian or foreign issued); rights of publicity; franchises and all technology rights and licenses, including computer software and all proprietary know-how, trade secrets, inventions, discoveries, developments, research and formulae, whether or not patentable; and all other proprietary information or property relating to works created at the College, and any modifications related to the above.

GENERAL PRINCIPLES:

Copyright: Copyright is the legal protection of literary, dramatic, artistic, and musical works, sound recordings, performances, and communications signals. Copyright gives creators the exclusive right to use and reproduce their works. It is an infringement to do

anything that only the copyright owner has the right to do, unless the owner's permission is given. The "fair dealing" clause in the Copyright Act allows an individual to make a copy of a work without the permission of the copyright owner for the purposes of private study, research, criticism, review or news reporting. Within the interpretation of the Copyright Act, if a work is created in the course of employment, the employer holds the copyright, except where an agreement to the contrary exists.

Ownership: Georgian College values the sharing of ideas, scholarly activity and the creation of knowledge, and as such believes that creators should retain ownership of IP rights in the course of teaching and research activities. Two situations are exempt:

Assigned tasks: Works created or modified by College employees as assigned tasks in the course of their normal employment, and which are intended to assist in the operation, administration and/or management of the College's business, including course outlines, laboratory manuals, course syllabi, course maps, course outlines, graduate profiles, learning outcomes, examinations, policies and procedures, marketing publications, databases and computer software. Copyright for such materials is vested with the College.

Materials such as learning objects (in any media) created for teaching concepts, course/lecture notes, lesson plans and research belong to the creator and can only be shared with others with the Creators permission. In case a learning objects depository is established at the College or the College joins a pre-existing depository in the future, signed, informed consent by the Creator will be necessary.

Sponsored or contract research activities:

The IP developed in works created under a sponsored agreement or contract will be owned as per the agreement or contract, and may supersede this policy.

Contributions: All contributors (contributions could include ideas, expression, form, design, computer code, criticism, financial support) to *scholarly* works should receive appropriate recognition for their contributions as either a creator, or through an acknowledgement or citation. The College, because of its capacity as host, facilitator and supporter of scholarly works should be recognized for its contribution.

Moral Rights: The College will respect the moral rights of creators of works, whether the College owns the IP rights, or not. The creator or author of a work has the right to request, where reasonable, to be given recognition of the work by name or by pseudonym; to remain anonymous or to choose not to be associated with any modification

of the work that is perceived to be prejudicial to his/her honour or reputation. The creator's moral right to the integrity of the work is infringed only if the work is distorted, mutilated or otherwise modified or mutilated, or used in association with a product, service, cause or institution. College staff and students are expected to respect the College's Copyright Policy.

Conflict of Interest:

Conflict of interest exists when students are required to purchase teaching materials in which the instructor has a commercial interest. If the copyright is held by a publisher at arm's length, the instructor(s) must declare a conflict of interest to the appropriate department Coordinator. If the copyright is not held at arm's length, the material will be sold at cost. The adoption of employee-owned works in College course materials will be made only with the prior approval of the appropriate Dean. See Human Resource Services Procedure: #4-126

Significant College resources:

The use of offices, staff-assigned computers and software, Centre for Teaching and Learning resources and library resources are generally not considered significant. The use of teaching labs and equipment are generally considered significant. The guiding factor in both cases is the amount of each resource required, and agreement must be made between the College and its faculty and/or staff prior to development of IP.

PROCEDURE: Under development

APPENDIX 12.3 POLICY ON ETHICAL RESEARCH PRACTICES

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Administration

Procedure #2-119

Effective Date: 06.01.26

RESPONSIBLE PRACTICE AND ETHICS REVIEW IN RESEARCH

PURPOSE: To establish clear and defined guidelines for those wishing to undertake research, ensuring that any research done at Georgian College meets a high standard in responsible practice and ethics.

RATIONALE: The growth of information as a resource has been well documented, and the place that post-secondary institutions have occupied as providers of information is widely known. The need to define research in a way that results in high quality information for the end user is the latest goal in our information-driven society.

Research ethics and responsible practice guide this process and inform the researcher as to the most appropriate research design, use of resources, intellectual property, and professional conduct. The College believes that researchers must respect the safety, welfare, and dignity of human participants in their research and treat them equally and fairly, and not only as a means to an end.

The College values the academic freedom of its researchers, and the review process should not be used unfairly to censor researchers who support unorthodox views. However, academic freedom is complemented by the requirement to respect the rights of human participants.

In creating this document, the Vice President, Academic of the College has understood research to be any or all of the following:

- The systematic and objective process of generating information outside the routine operations of the college.
- Collecting and analyzing data (both quantitative and qualitative).
- Linking collected data to established theories
- Theorizing relationships within collected data.

SCOPE: This practice applies to all college-based research, regardless of whether the research is funded or non-funded, is performed by faculty, support staff, or administrative staff, is a collaborative research undertaking with strategic university partners, or is for commercial or consultative purposes. The scope of this policy encompasses ethical responsibility to human participants as well as responsible research practice, including the use of resources, intellectual property, professional conduct, and research design.

All research that is associated with Georgian College, including that conducted by external organizations or individuals, will be subject to the policies and procedures described within this paper. These include but are not limited to those research projects where:

- The research involves human participants.
- The College's name is used in the contract bid or proposal to an outside agency, which includes private businesses, other organizations, individuals, or any government.
- the College sponsors the research through professor classroom release time, sabbatical (study leave), or direct funding.
- The College allows the use of its facilities and resources, including College employees, machines, and other College services or resources, and where the College administers a grant from an outside agency or individual (private or government).
- Data are formally collected, through whatever means or methods, from College students, faculty, administration, support staff, or other member of the College community, or from any database containing information about the aforementioned groups.
- Staff are planning to use Georgian College resources for research for theses or graduate courses.

The following activities are excluded from this policy:

- Regular data flow through such departments as the Office of the Registrar, Human Resources, and Organizational Planning and Development.
- Departmental or faculty projects that do not include human participants and do not require resources from outside that department and are approved by the Dean or Director of the department; for example, class data related to marks or attrition.
- Technical research performed by engineers and scientists at Georgian College's Industrial Research and Development Institute, except as identified in the paragraphs that follow.
- Mandated provincial projects where the College has no control over design or method (for example, Key Performance Indicators survey process).
- Small external projects such as scanning surveys and simple tabulations and summaries (not related to College staff or students) for an external organization.
- Surveys that have been approved by the Responsible Practice and Ethical Review Committee that are re-administered according to planned timelines (for example, First Year Student Survey), unless the survey has been significantly altered in any way.

College senior management must approve any external organization wishing to conduct a study or use information involving College staff or students before that organization may submit an application to the Review Committee.

In the case of Georgian College student research projects, ethical review is not required if the research is within a course's curriculum and is initiated and supervised by the professor. Where students initiate the research activity and that activity is college-based (i.e., uses college data or

information or involves college staff or students as subjects or participants), students must complete the Application For Research Approval At Georgian College form (as shown in Appendix B) and submit to the course professor for approval. The professor must retain the document for a period of one year following the completion of the research project. If he or she is uncertain whether or not the project should be approved, the professor may choose to submit a student's application to the program Dean for consultation. If Dean is also uncertain, the Dean will forward the application to the Responsible Practice and Ethical Review Committee for approval.

Technical research performed by engineers and scientists at Georgian College's Industrial Research and Development Institute is the responsibility of the Dean or Director responsible for IRDI and/or applied research and is exempt from the policies and procedures described within this paper, EXCEPT under the following situations: the research involves human participants or subjects, impacts faculty and students outside their normal college activities, is subject to the commitment of college funds, or requires the funds to be administered through the college.

Individuals who are students at other institutions, including the college's university partners, who wish to conduct college-based research for these or graduate courses must abide by policies and procedures described within this paper regardless of whether or not they are employees of the college.

Scenarios describing typical research situations where approval from the Responsible Practice and Ethical Review Committee is necessary are presented in Appendix A. The Application For Research Approval At Georgian College form is presented in Appendix B. At this time, the form is applicable to projects in the Social Sciences; a form applicable to scientific and technical projects is under development.

RESEARCH USING HUMAN SUBJECTS: A research investigation that involves human participants should be designed to take into account the perspective of the participants. Human participants should be clearly, fairly, and fully informed of the procedures, foreseeable risks, and potential benefits. Their decision to participate should be fully and absolutely voluntary. Their decision not to participate must never have any effect on their relationship with the college in any manner whatsoever (for example, grades or college employment status). The risks, if any, should never be harmful, and the risk-to-benefit ratio should be taken into consideration when proposing the research.

Participants' confidentiality should be fully protected, unless this right is expressly waived (or unless disclosure is required by law). Honest communication with participants is important throughout the research project. Research design should be especially sensitive to ethical issues when the research involves special populations (such as indigenous peoples, children, the elderly, ward clients, students in one's own courses, medical patients and prisoners) as well as when it involves risky procedures, deception, or withholding of information.

Survey research should include precautions to ensure privacy, etc., as in other research. Pilot or preliminary research should be conducted with the same ethical safeguards as other research, although greater flexibility may be provided in relation to reporting of minor changes to the review committee.

GUIDELINES:

A. Application Process

Step One: Prepare for a Successful Application

- Contact the Chair of the Responsible Practice and Review Committee to determine whether or not your project requires review.

- If required, determine support for time and resources from the administrative person(s) in your area. Identify areas of support for data collection or retrieval and for research expertise. Meet with a person from those areas from which you require assistance and receive a signed statement indicating their willingness to meet your needs, the amount of support they can offer you, and the timelines within which you may do it.
- Read and understand applicable Georgian College procedures, including Intellectual Property Policy and Procedure as well as the Freedom of Information and Protection of Privacy Act (provincial legislation).
- Ensure that the timing of the data gathering does not overburden any area with surveys or other data gathering methods that might negatively impact the validity of the data received or unnecessarily reduce response rate for either the proposed research project or for other research planned or in progress.

Step Two: Complete the Application Form

- Complete and submit to the Chair of the Responsible Practice and Review Committee the Application For Research Approval At Georgian College form as shown in Appendix B. Seek guidance from the Chair of the Responsible Practice and Review Committee as needed.
- Identify and describe any existing or potential conflict of interest that exists or may appear to exist as it relates to any of the researchers. A conflict of interest exists if there is potential benefit to the researcher(s) beyond the professional benefit from academic publication or presentation of the results (and consequent honoraria, royalties, etc.). Refer to Conflict of Interest procedure #4-126.

Step Three: Respond to Committee's Assessment

The proposed review process will result in one of three outcomes:

- Fully Approved. If the proposed research project meets criteria and is approved, continue with the next steps required in your process to gain full approval from the College administration and/or Funding Bodies.
- Conditionally Approved. If the proposed research project does not meet criteria but is approved conditionally upon minor revisions, it must be resubmitted to a designated contact on the Responsible Practice and Ethical Review Committee with evidence of the minor revisions being carried out within a time period suggested by the Committee.
- Rejected. " Rejected. A rejected proposal may be revised and resubmitted to the Responsible Practice and Ethical Review Committee through its regular procedure. A rejected proposal means that the research may not be carried out using Georgian College name, logo, time, resources, or staff.

Any proposal that is not fully approved may be appealed According to the guidelines below. See Appeal Process below.

B. Review Committee Process

The Responsible Practice and Ethical Review Committee will be as "virtual" as possible, with communication occurring electronically whenever feasible.

Step One: Application Received

- Members of the Responsible Practice and Ethical Review Committee are asked to declare a conflict of interest when such conflict exists. Members who are involved in a proposed research study that is submitted for review may neither partake in its discussion nor vote on its approval.
- Members will be expected to sign a Non-Disclosure Agreement to respect the confidentiality of proposed research projects that are submitted to them for review. Refer to Appendix C for more information regarding the Non-Disclosure Agreement.
- The Chair will identify two members to review the proposal from an ethical perspective.
- The Chair will identify one member from the Responsible Practice and Ethical Review Committee to work in collaboration with a researcher, to review the proposal from a responsible practice perspective (including research design, use of the other College resources, and professional conduct).

Step Two: Assessment

- The two pairs will prepare their assessments for presentation to the Responsible Practice and Ethical Review Committee.
- Members of the Responsible Practice and Ethical Review Committee are expected to use the guidelines in this policy and to read any relevant information provided to them by the Chair. This includes any documents provided by the applicant in support of his or her proposal.
- The Responsible Practice and Ethical Review Committee members may be advised by the Chair at any point in the process, particularly in matters concerning interpretation of how the policy applies to a particular proposal.
- Responsible Practice and Ethical Review Committee members may consult with the Chair about assessment guidelines at any point in the review process.
- The most practical guidelines for reviewing an application are the questions contained within the Application For Research Approval At Georgian College; this creates a strong correlation between the applicant's instructions and those of Responsible Practice and Ethical Review Committee member.

Step Three: Decision Making

- After reasonable discussion and application of policy guidelines, the Responsible Practice and Ethical Review Committee members will be asked to vote. Three out of five is considered a majority.
- The committee will outline any areas of concern. These will be included in a review summary prepared for the candidate and will be the basis for conditional approval or rejection of the proposal.

- If the Committee has research concerns relating to these approvals, it reserves the right to discuss the proposed research project with College senior management as part of the review process.
- The Chair will facilitate determination of any conditions for approval.
- The Chair will communicate the results to the candidate.

C. Appeal Process

Any applicant may appeal the decision handed down by the Responsible Practice and Ethical Review Committee when:

1. The Responsible Practice and Ethical Review Committee has indicated approval is subject to revisions to be made to the proposal.
2. The Responsible Practice and Ethical Review Committee has rejected a proposal.

When the Chair delivers the summary indicating that full approval is not given, the Chair will inform the candidate that intent to appeal must be received within ten academic days. The appeal must be directly related to the areas of concern outlined in the review summary prepared by the Chair. The appeal process proceeds as follows:

1. Give notice of intent to appeal to the Chair within ten academic days of receiving results of the review.
2. Identify a mutually agreeable date for submission to the Chair of the committee. The Chair will set a date to hold a committee meeting.
3. Submit appeal directly to the Chair and accompany with supporting documentation. Examples of supporting documentation include:
 1. Previous research that was deemed acceptable and which used a similar method or population.
 2. Journal articles that support the research design
 3. Texts that support the research design.
 4. Expert testimony as to the ethical viability of the research design.
5. The Chair will communicate the outcome of the appeal to the applicant.
6. The appeal with supporting documentation will be distributed by the Chair to two reviewers (preferably different than for original reviewers) for either ethical review or responsible practice review or both depending on original review summary and/or conditions of approval.
7. Where the modifications required were minimal, the Chair will expedite the process whenever possible.
8. The same three possible outcomes to this review may result.
9. If an appeal is rejected, the candidate is offered the opportunity to meet with the Chair of the committee and the appropriate senior administrator to determine

suitable next steps before proceeding with another submission of the same research.

10. The Vice President, Academic will rule on any appeal which is not resolved through the above appeal process.

APPENDIX A

SAMPLE SITUATIONS REGARDING NEED FOR REVIEW

Download [Appendix A as a Word document](#)

In an effort to bring more clarity to the discussion about whether or not a specific situation requires a review, a few examples are written below. If, after reading these examples, you are still unsure, please contact the Chair of the Responsible Practice and Ethical Review Committee for more clarification. Please note that all of the examples are hypothetical and the names do not refer to anyone in particular.

Situation #1

Carole and Stewart are professors and wish to carry out research regarding transfer of students within the various Business programs. They are going to survey all Business students. Carole and Stewart wish to develop the survey instrument and then format the survey using scannable software. They would like the students do some of the analysis using SPSS.

The following are the recommended actions:

1. The project must have the approval of the Dean and the Responsible Practice and Ethical Review Committee.
2. Since the professors are offering research as a learning opportunity, it is expected that they have the knowledge and skill to support the research.
3. The timing of this project is critical. Students are already being surveyed for many purposes. The planned project must not interfere with the scheduling of other college surveys such as KPI, Student Feedback, or the First Year Student Survey. Over-scheduling affects response rate and validity of responses, which is not responsible practice.

Situation #2

Michele and Steve are both students in the Research Analyst Program. For their major research project, they are both involved in important research studies. Michele is working with the Canadian Automotive Institute (CAI) to investigate the attitudes and perceptions of senior high school girls toward entering the automotive industry as a career direction. Steve is working with the local school board to study previously collected data concerning career directions of senior high school students in the applied and academic streams of the new curriculum.

Because they are Georgian College students, Michele and Steve must both complete the Application For Research Approval At Georgian College form as required by their professor. Although Michele's project is being conducted for a Georgian College department, her work is supervised by the professor, who is responsible for ensuring the she follows the guidelines. Therefore, her project does not require approval from the Responsible Practice and Ethical Review Committee. Steve's research is also supervised by the professor research and also will

not pass through the Committee for approval, although he must be prepared to follow the school board's Ethical Review process, if required.

Situation #3

Jason and Susan are students who are working together on an applied research study that they initiated for a course project. Their project does not have human subjects; however, the nature of the research has implications for the reputation of the College and possibly for the students. The professor knows she is responsible for the project and is unsure of how to deal with the ethical dilemma she is feeling concerning the eventual reporting of the findings.

This is an academic issue that must be supported through the academic area. Where there is doubt in the professor's mind regarding the responsible practice or ethics of a project, the professor must discuss the situation with the department Dean. Their process may include advice from a suitable representative from the Responsible Practice and Ethical Review Committee. If the concerns cannot be resolved, then the Dean must submit the students' Application For Research Approval At Georgian College form to the Responsible Practice and Ethical Review Committee.

Situation #4

The Vice President, Academic has been approached by a large industry to carry out marketing research in the College to determine the preferences of our students for their product. The senior team is happy with the nature of the research and the revenue generating possibilities and it approves this external organization's presence on campus.

This research uses college students and therefore must be put through the Responsible Practice and Ethical Review Committee for approval. The same process would be followed as for any other research.

Situation #5

As part of a program renewal process, the program coordinator decides to create her own survey form to distribute to industry.

Several points of concern need to be addressed. While the process itself would already have been scrutinized for ethical practice (because program renewal is a regularly occurring activity), the new survey form was not part of the approval.

- The form must be reviewed within the context of college policy. Responsible practice will ensure that the survey is meeting college standards set by the Vice President, Academic.
- The form will have to be designed to meet quality standards set by the Marketing and Communications department regarding logo and presentation.
- The survey would be designed in a way that facilitates ease of scanning and analysis.

The survey form must be put through the Responsible Practice and Ethical Review committee with a modified application process guided by the Chair of the committee. Situation #6

A faculty member has been approached by an industry association to conduct a survey of its membership. The industry association will pay the college for this service. Students from the faculty member's program will not be involved in this project.

- The faculty member must first obtain the approval of his Dean to arrange for classroom release time and, if required, for the use of departmental resources.

- Because this research is associated with the College and the College is sponsoring the research through professor classroom release time, the project must be put through the Responsible Practice and Ethical Review committee for approval.
-

APPENDIX B

APPLICATION FOR RESEARCH APPROVAL

Download [Appendix B as a Word document](#)

APPENDIX C

COMMITTEE STRUCTURE AND FUNCTION

Download [Appendix C as a Word document](#)

STRUCTURE

The Responsible Practice and Ethical Review Committee will consist of:

- Five regular members.
- A non-voting member.
- A non-voting Chair.

The Responsible Practice and Ethical Review Committee will have one regular member from each of the following groups:

- Administrative staff with demonstrated research knowledge and experience.
- Faculty with demonstrated research knowledge and experience.
- Local 350.
- A student or alumnus who has completed course work in research or survey methods.
- An “open” position (from any employee category including part time, or other college community member) with demonstrated research knowledge and experience.

community member) with demonstrated research knowledge and experience.

A discipline expert may be invited to the meeting to advise the members of the potential issues in specific areas of study.

FUNCTIONS

The functions of the Chair are to:

- Ensure the review is both thorough and prompt.
- Ensure projects are reviewed as required for legal and liability considerations.
- Maintain the review roster.
- Advise Responsible Practice and Ethical Review Committee members on any matters that arise from their review of a proposal.
- Use consultative and participative decision making practices.
- Work consultative and participative decision making practices.
- Encourage research.

The Chair, with the support of the Dean/ Director of the area involved in research, is expected to actively educate the Responsible Practice and Ethical Review Committee members concerning matters of research ethics as needed. All Review Committee members should actively audit the current literature on research and particularly in the area of research ethics and professional

standards. The Chair will organize an orientation seminar for the incoming members of the Responsible Practice and Ethical Review Committee and conduct one educational seminar during his or her term. The procedures and guidelines will be explained, as well as some general instruction on the nature of research ethics and professional standards.

Voting members will be requested to assume a two-year term that is renewable for a maximum of four consecutive years. Departing members will be replaced at the ends of their terms, ensuring the representation stated above. This process may be repeated for a former voting member following a one-year break from the committee. The committee will discuss staggered renewal of membership to ensure consistency.

The Voting Members are expected to be versed in the procedures and the language of the policy and to read any relevant information provided to them by the Chair (this includes any documents provided by the applicant in support of his or her proposal). Responsible Practice and Ethical Review Committee members may consult with the Chair at any point in the review process.

The Responsible Practice and Ethical Review Committee will use criteria developed from accepted professional publications, and will review the criteria annually. The Responsible Practice and Ethical Review Committee members may be advised by the Chair at any point in the process, particularly in matters concerning interpretation of how the policy applies to a particular proposal.

SELECTION OF CHAIR AND MEMBERSHIP COMMITTEE

The Chair will be appointed by the Vice President, Academic. The Chair will hold the position for a two-year term (renewable for up to two more years). A new Chair will be appointed or the existing Chair will be asked to stay on for another term.

In order to be appointed to the position of Chair, an individual must possess:

1. A background in the area of research, which includes a demonstrable knowledge of research ethics.
2. Appropriate qualifications and research experience for internal and external credibility (such as a member in good standing of a professional research or academic organization which regulates membership standards, ethics, and privacy).
3. Demonstrated experience in working well with all employee groups.

With appointment of the Chair of the Responsible Practice and Ethical Review Committee, an invitation will be extended to College employees. Candidates must meet the criteria described in the policy and will require the approval of their immediate supervisor.

The Voting Members will be appointed by the Vice President, Academic and Chair of the Committee.

Selection of the members of the Responsible Practice and Ethics in Research and Evaluation will respect OPSEU contracts with faculty and support staff.

Criteria for member selection are:

1. Respect for ethics and responsible practice in research.
2. Willingness to learn and follow college policies and guidelines.
3. Willingness to attend meetings, and learning opportunities.
4. Willingness to read learning materials related to ethics and responsible practice in research.
5. Ability to work with a team.

6. Ability to respond quickly to requests for review.
7. Demonstrated commitment to fostering research at Georgian College.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Administration

Procedure: #2-119

Effective Date: 06.01.26

RESPONSIBLE PRACTICE AND ETHICS REVIEW IN RESEARCH

Prepared By: Sylvia Barnard, Michele Beaudoin, Marie-Noelle Bonicalzi, Harvey Briggs, Cathy Brown, Jim Bryson, Dave Duncan, Bob Emptage, Chris Frank, Bill Gordon, Gail Higginson, Rob Howard, Sue Jackson, Hal Jorch, Marie Knapp, Karen MacPhatter, Barbara Marshall, Kevin McCormick, Greg Murphy, Kathryn Peet, Tony Podziemski, Janice Mawhiney-Priest, Jean Reid, Helen Sheridan, Cassandra Thompson, Judith Skuce, Heather White, Michael Wolfe, Robert Wong

Recommended By: College Planning Committee January 18, 2006

Approved By: College President - Brian Tamblyn February 22, 2006

Available for download in [Word format](#).

Complaints:

Complaints about the appropriateness or acceptability of articles or advertisements in student publications should be directed to the Editorial Board, through the Director - Student Life. Any complaints about the appropriateness or acceptability of events, activities, promotional materials, or news materials may be made under either College Procedure #4-134 Human Rights Complaint Resolution, or Procedure #4-136 Code of Conduct.

GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Effective Date: May 22, 2002 Human Resource Procedure #4-138

CODE OF ETHICS

Prepared by: 2001 - 2002 Student Services Team

(Chaired by Cheryl Simpson)

Recommended by: College Planning Committee

Approved by: President, Brian Tamblyn

**CODE FOR RESPONSIBLE PRACTICE AND ETHICS
IN RESEARCH AND EVALUATION
AT GEORGIAN COLLEGE**

PRESENTED BY

THE INSTITUTE OF APPLIED RESEARCH AND INNOVATION, GEORGIAN COLLEGE

Acknowledgements

This document was created by a small group of people and continually modified by the enthusiastic input from many interested people. Thank you to all who see the value in research and the need to establish College-wide standards for responsible practice and ethics in research and evaluation.

Sylvia Barnard
Michele Beaudoin
Marie-Noelle Bonicalzi
Harvey Briggs
Cathy Brown
Jim Bryson
Dave Duncan
Chris Frank
Bill Gordon
Gail Higginson
Rob Howard
Sue Jackson
Hal Jorch
Marie Knapp
Karen MacPhatter
Barbara Marshall
Kevin McCormick
Greg Murphy
Kathryn Peet
Tony Podziemski
Janice Priest
Helen Sheridan
Cassandra Sines-Thompson
Judith Skuce
Heather White
Michael Wolfe
Robert Wong

13. STUDENT PROTECTION STANDARD

APPENDIX 13.1 ACADEMIC CALENDAR INFORMATION

Copies of the *Full-time Post-secondary Calendar 2006-2007* and the *2006-2007 Admissions Calendar* appended to this submission.

Current Academic Calendar Page Number	Information
www.georgianc.on.ca/bog/roles_and_responsibilities.htm	The organization's mission and goals
www.georgianc.on.ca/bog/roles_and_responsibilities.htm	A history of the organization and its governance and academic structure
<p style="text-align: center;"><i>Post-secondary Calendar,</i> Pages 48-59</p> <p style="text-align: center;"><i>Admissions Calendar,</i> pages 104-114</p>	If the organization currently offers degree programs, a general description (e.g. purpose, outcomes, length) of each degree program
N/A	If the organization does not currently offer degree programs, a general description (e.g. purpose, outcomes, length) of each diploma program
Not published	The academic credentials of faculty and senior administrators (Dean and above)
<i>Post-secondary Calendar,</i> Pages 159-247	Individual descriptions of all subjects in these programs, and their credit value

13. STUDENT PROTECTION STANDARD

APPENDIX 13.2 STUDENT PROTECTION POLICIES

APPENDIX 13.2.1 DISPUTE RESOLUTION

GEORGIAN COLLEGE ACADEMIC INFORMATION 2006-2007 ACADEMIC POLICIES AND PROCEDURES

9 Appeals

Decisions made in academic situations are based on law, education regulations, College policy and administrative directives. Those decisions that are subject to appeal are stated as such and the process for appeal is outlined. Where the opportunity for appeal is not explicitly stated, no appeal is possible under these policies and procedures. Students, however, may reasonably request a review of records to check for and redress the effects of a possible clerical error.

The role of appeal panels is to formally decide upon a resolution to an appeal in accordance with the following procedures. All aspects of the adjudication process are strictly confidential. The panel will have access to all information available concerning the appeal and in accordance with the Freedom of Information and Protection of Privacy Act. Decisions will be based on information presented to the panel and will be based on a “balance of probabilities.” The term “balance of probabilities” means that more likely than not, the evidence supports the allegation that a violation or action proscribed by this procedure has occurred. The term also applies in determination of individual responsibility and other judgments made on culpability with respect to an incident. Appeal panels adhere to the principles of fairness. Some basic rules to ensure fairness include:

Adequate notice of the panel meeting

Notice of the panel meeting must include the time and place of the hearing and all written statements available about the case such as statements from both the instructor and student, the Registrar’s report and notice of witnesses. The Registrar can extend the time limits in this procedure after consulting with both the respondent and the complainant to ensure appropriate preparation time. In all cases, unless agreed upon by all parties, there will be a minimum of 48 hours notice of a panel meeting.

Opportunity to fully present the case

Both parties will have the opportunity to present their cases to fully disclose pertinent information. Questions of witnesses will be directed through the panel.

Reasons for decisions

Reasons for decisions made by the panel will be included in the panel’s final report. A copy of the report will be sent to the student, the instructor and the Dean for the student’s program area. A copy will remain in the student’s file for one year after the student leaves Georgian College.

When it deems it necessary, the College may designate College staff to act on behalf of persons or positions noted in this document. This will usually be done to ensure reasonable timelines are followed in cases in which those College personnel identified are not available, or whose availability is constrained. Note: Appeal decisions are final and binding.

9.1 Admission Appeal

An applicant who has been refused admission to the College has the right to request an appeal if he or she believes that equal consideration with other applicants was not provided.

9.1.1 Process

Before an admission appeal can begin, applicants must contact the Office of the Registrar to request an explanation of the admission decision. This request must be in writing and must be submitted within 30 days of the admission decision. If the applicant is not satisfied with the explanation, he or she may submit a request for a formal review of the admission decision to the Registrar. This request must be in writing and must be submitted within 30 days of the explanation. The request must set out the following:

- the decision or issue being appealed;
- full details of the grounds on which the appeal is being made, including copies of all relevant documents;
- the desired outcome of the appeal.

When the Registrar receives the written request for a formal review of the admission decision, the following steps will be taken:

- receipt of the request will be acknowledged in writing;
- once it has been determined that an Admission Appeal panel should be convened, the Registrar will select three members (a student representative, a faculty member and a Dean);
- the applicant will be advised of the panel meeting date and time;
- after the meeting of the panel, a recommendation will be made to the Registrar and the student will be provided with the final decision, in writing.

9.2 Academic Appeal

A student at Georgian College can appeal the following:

- a mark on an assignment, test, examination or practical experience;
- a final mark for a course or co-op work term;
- missing or incorrect assessment information on a grade report and/or transcript.

A student cannot appeal a decision regarding whether or not a PLAR or Exemption is available for an individual course, nor the method of challenge used.

9.2.1 Process

Part 1: The student must discuss the reasons for the appeal with the instructor within five working days of receiving the assessment that the student wishes to appeal. If the issue is resolved, the appropriate changes are made by the instructor.

If the issue remains unresolved, the student must discuss the appeal with the Program Co-ordinator within the next three working days. The Co-ordinator will attempt to mediate resolution by meeting with the instructor and student. If the issue is resolved, the appropriate changes will be made by the instructor.

If the issue remains unresolved, the student must submit a written appeal to the Dean within three working days of the meeting with the Co-ordinator. The Dean will review the situation within three working days and determine the next step with the student, the instructor and the Co-ordinator. The Dean will either uphold the instructor's decision or suggest other options.

Part 2: If the student disagrees with the Dean's decision, the student must submit a written request for a review by the College Academic Appeal Panel (CAAP) to the Registrar. This request must set out the following:

- the grade, decision or issue being appealed, including relevant dates, the decision taken or the conduct which occurred;
- full details of the grounds on which the appeal is being made, including copies of all relevant documents;
- the desired outcome of the appeal.

Once the above has been submitted and it has been determined that a College Academic Appeal Panel (CAAP) should be convened, the Registrar will select three members (a student, a faculty member and a Dean) from program areas other than the student's. The panel will be chaired by the Dean. The Registrar will act as a non-voting recording secretary for the panel.

The role of the panel is to formally decide upon a resolution to the appeal in accordance with this procedure. All aspects of the adjudication process will be strictly confidential. The panel will have access to all information available concerning the case, and in accordance with the Freedom of Information and Protection of Privacy Act. The panel will fully review the facts and confer with the panel Chair, who will render a decision in a free and unbiased manner.

Before the panel meets, the Registrar will investigate the appeal situation, collect statements from the individuals involved, prepare a preliminary report for the panel and summarize the essential issues of the case.

The panel will convene within five working days of being selected. All members of the panel are involved in the hearing and the decision. Decisions regarding the outcome of the case and any penalties should be reached by consensus whenever possible. The Chair will make the final decision on behalf of the College if consensus is not reached.

The instructor and student may be accompanied by one support person each when meeting with the panel, as long as the support person is identified to the Registrar 24 hours prior to the meeting. Witnesses and other concerned individuals may be asked by the Chair to provide information to the panel. The instructor and student are responsible for arranging their own support persons and witnesses, and for informing them of the schedule and process to be followed. Support persons, witnesses and those directed by the panel will be the only people allowed to attend the panel sessions, and only as necessary during the hearing.

Decisions will be based on information presented to the panel and will be based on a “balance of probabilities.” Reasons for a decision must be based on the statements found in this procedure. The panel will decide on an outcome to the issue, a resolution process and any penalties to be applied.

The Dean in the student’s area and the Registrar are responsible for ensuring that the panel’s decisions are enforced. The Registrar will communicate the decision of the panel to all parties within two working days of the decision.

**GEORGIAN COLLEGE ACADEMIC INFORMATION 2006-2007
ACADEMIC POLICIES AND PROCEDURES**

3 Registration

The registration process begins after the student has been accepted into a program or course at Georgian College. This process involves payment of tuition and other fees or arrangements for a fee deferral and registration into courses. To receive a refund of any fees or to adjust outstanding fee assessments if fees were deferred, students must withdraw in writing by the specified deadline dates, see

Important Dates on our web site.

Please note that students must register each semester.

3.1 Tuition and Other Fees

Tuition and other compulsory fees for the Fall 2006 semester must be paid or deferred by **June 23, 2006** for Fall 2006 (June 22, 2007 for Fall 2007) unless the student is otherwise informed in writing by the Office of the Registrar. Fees for subsequent semesters are due as follows: **November 27, 2006** for Winter 2007 programs; **March 20, 2007** for Summer 2007 programs.

For students with start dates other than those listed above, fees for the semester are due approximately six weeks before the commencement of classes. Fees may be paid by certified cheque, money order or credit card. **Please note that personal cheques are not accepted.**

Registration in a course or program is not complete until full fees are paid or deferred for that semester. Students who fail to pay full fees and have not arranged for a fee deferral will not be permitted to register for the program. Any course registrations submitted will be removed (general education and course choices, if applicable). Also, students who fail to pay fees or arrange for a deferral by the due date must pay a \$65 non-refundable late fee.

Native students who are non-residents of Canada have the same rights and obligations as Canadian citizens, pursuant to The Indian Act. Accordingly, non-resident Native students will be charged the same tuition rate as Canadian citizens.

International students must, upon acceptance to the College, remit a payment of \$750 to confirm their place in the program (\$500 of which is non-refundable). Students who fail to pay fees by the required due dates will be charged a \$65 late fee and may risk forfeiting their place at the College. If full fees are not remitted, the student may be required to withdraw from the College.

3.1.2 Deferral of Fees

A non-refundable fee of either \$50 (for making the minimum payment of \$700) or \$135 (for making the minimum payment of \$100) will be charged for any request to defer tuition fees.

Students who have made arrangements for a fee deferral but fail to pay the fees on the due date will be sent a letter from Georgian College's Accounting Office requesting payment within 10 days. If payment is not received and no response is forthcoming to subsequent reminder letters, the student account will be referred to an agency for collection.

3.1.3 Students in Default

Students who have outstanding fees, fines, emergency loans, or who have failed to return books or equipment owned by Georgian College will not be issued official transcripts and will be refused registration in subsequent semesters. Further, a graduation diploma or certificate will not be issued until the situation is resolved to the satisfaction of the Registrar.

Students will be required to pay outstanding fees within 10 days of receiving notification from the Accounting Office. If payment is not received, students will not be eligible to continue in their program. If subsequent letters for payment are ignored, the Accounting Office will submit the student's account to an agency for collection.

Any extenuating circumstances should be discussed with the Office of the Registrar.

APPENDIX 13.2.3 STUDENT DISMISSAL

GEORGIAN COLLEGE ACADEMIC INFORMATION 2006-2007 ACADEMIC POLICIES AND PROCEDURES

8 Academic Misconduct

In any academic activity at the College, students are responsible and accountable for academic integrity. Academic misconduct will be disciplined according to the severity of the offence. Those who are found to have repeated offences will be progressively disciplined.

In addition to the areas of academic misconduct outlined in this section, offences involving civil or criminal law involving academic work or materials are subject to penalties under this procedure. Students should also be aware that other types of misconduct may be dealt with by the College under other procedures such as the Code of Conduct procedure, the Information Technology Acceptable Use procedure, the Ontario Human Rights Code or the Criminal Code of Canada.

Work that is submitted for credit as group work will normally receive a grade that is recorded identically for each member of the group. If academic misconduct is identified for group work, the process will proceed individually for every member of the group, except in cases where one or more members of the group (a subset of the group) are identified to be responsible for the misconduct. This may occur by an admission of responsibility by a subset of the group and a disavowal of responsibility by the other members, or may be determined by discovery of fact and a decision based on balance of probability. In this situation, the process continues only for, and penalties are applied only to, the responsible subset of the group. If such a subset is not identified to be responsible, the group as a whole has collective and individual responsibility for the misconduct (as it has benefit for the credit) and the process and penalties are applied to each individual member of the group.

Under the Freedom of Information and Protection of Privacy Act, respondents have the right to know that information has been collected about them. If any action is to be taken against respondents in an area of academic misconduct, the respondents have the right to know the allegations against them and enough information about the complaint to be able to defend themselves.

The following six areas constitute the major types of academic misconduct and are subject to penalties. Please note that misconduct on one or any portion of a work constitutes misconduct; there are no partial culpability or penalty options. No fees are refunded to students who are dismissed from the College for misconduct.

Cheating

Cheating is the use of inappropriate, unallowed or unacknowledged materials, information or aids in any academic work. The use of books, notes, calculators and conversation with others is restricted or forbidden in many instances of academic work and their use constitutes cheating. Students may not request others (including commercial or free term-paper organizations) to conduct research or prepare any work for them. Students may not submit identical work, or portions thereof, for credit or honours more than once without prior approval.

Fabrication

Fabrication is the falsification or invention of any information or citation in an academic work. Invented information may not be used in any laboratory experiment or other academic work without the prior authorization of the instructor. It would be considered misconduct, for instance, to analyze one sample in an experiment and invent data based on that single experiment for several more required analyses. The actual and original source of the information must be acknowledged in a citation.

Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic work. To avoid plagiarism, every direct quotation must be identified and properly cited in the text or as noted in Cites and Sources, Georgian College's guide to the APA style of documentation. For more information, see section 7.2.4, Acknowledgement of Sources.

Acknowledgement of sources is required when material from another source, stored in print, electronic or other medium, is quoted, paraphrased or summarized in whole or in part. Faculty members have the right to submit a student's work for electronic detection of plagiarism or to require that the student submits his or her own work for detection of same. Students should be aware that plagiarism of any part of a work is academic misconduct; there is no partial culpability or penalty. Plagiarism can be subtle, so it should be discussed with the instructor. A recommended source for more information about plagiarism and how to avoid it is <http://sja.ucdavis.edu/avoid.htm>.

Facilitating Academic Misconduct

Students who knowingly or negligently allow their work or portions of their work or drafts of their work to be used by other students or who otherwise aid others in committing academic misconduct are violating academic integrity. This applies to students who hide, misrepresent or falsify information related to an incident of academic misconduct. Such students are as guilty as a student who receives and uses the material or is involved in the incident directly, even though they may not themselves benefit from that act of misconduct.

Denying Access to Information or Material

It is a breach of academic integrity to deny others access to academic resources or to deliberately impede the progress of another student or scholar. This would include giving other students false or misleading information, making library or shared resource material unavailable to others by stealing, deliberately misplacing, defacing or destroying any of these resources, including computer files that are not one's own.

Copyright

Under Canada's Copyright Act, it is illegal to copy most published materials without permission. Georgian College has signed a licence with CANCOPY (the Canadian Copyright Licensing Agency) that allows copying within certain guidelines. Copying guidelines are posted at all photocopiers and further information can be obtained by contacting the Purchasing Department at (705) 728-1968, ext. 5209. Copying beyond the limits of the licence is a violation of our agreement with CANCOPY, and possibly a violation of the Copyright Act. Liability for these actions will rest with the individual.

8.1 Academic Misconduct Process

In all instances, the instructor will keep and secure any and all documents related to an incident until the process is complete.

When an instructor suspects an offence has occurred, the student(s) will be required to meet with the instructor within five working days to discuss the incident. If the situation is shown, to the instructor's satisfaction, to be free of academic misconduct, no record will be kept of the incident.

If the instructor or Program Co-ordinator determines that an offence has occurred, perhaps without identifying the offenders or severity of the offence completely, a formal process will be started and records will be kept. The process involves the following:

- The first part of an Academic Misconduct form (available online at www.georgianc.on.ca/academics/forms/ and in all program areas) will be completed by the instructor for every student involved in the incident. The Office of the Registrar will be contacted to determine if previous instances of academic misconduct are on file for those students. A previous incidence will determine the minimum penalty available as per the

[Penalties for Academic Misconduct chart.](#)

- The student(s) will be required to meet with the instructor and a witness (preferably the Program Co-ordinator or College-wide Co-ordinator or Counsellor) within five working days of the form being completed to discuss the offence. Each student will meet individually with the instructor and a witness. The witness will keep notes during this discussion, and a copy of the Academic Misconduct form(s) will be given to the student(s). If individual responsibility in a group situation can be established by balance of probabilities (see section 9, Appeals, for definition) to the satisfaction of both the instructor and witness during this stage, the process is discontinued for members of the group that do not bear responsibility for the incident and the Academic Misconduct form for the latter are destroyed. If any student is unresponsive or unwilling to meet, the process will move to the next step after the five days have elapsed.
- The Academic Misconduct form and the notes will be passed on to the Dean of the student's program. Each student will be required to meet with the instructor (and/or witness) and the Dean of the student's program within five working days of the meeting with the instructor to discuss and make the decisions required in the second part of the form. The signature of the student and the Dean acknowledge the decision made by the student. The next steps arising from the decision made by the student are discussed with the student. If the student is unresponsive or unwilling to meet, the Academic Misconduct form is forwarded to the Office of the Registrar for processing. Only the Dean will sign in this instance.
- If the student wishes to appeal the sanction, he or she must follow the appeal procedures outlined in Part 2 of section 9.2.1. Otherwise, the Registrar will process the sanction within five working days. A revelation of previous offence(s) from the student's record may result in the penalty being increased, and the student will be so notified. The Academic Misconduct form will remain part of the

student's file in the Office of the Registrar for one year after graduation. No indication of academic misconduct will be made on a student grade report or transcript. As with other documents in the student's file, access is restricted by the Freedom of Information and Protection of Privacy Act as noted section 6, Academic Records.

APPENDIX 13.2.4 WITHDRAWALS AND REFUNDS

GEORGIAN COLLEGE ACADEMIC INFORMATION 2006-2007 ACADEMIC POLICIES AND PROCEDURES

3.5 Program and Course Withdrawal

A student's official record (transcript) and eligibility for OSAP funds may be affected by withdrawal from a program or course.

If the student withdraws from a program or course after the deadline for withdrawal without academic penalty, the student's records will show the achieved grades to date for all the courses the student is enrolled in at the time he or she withdraws. (The withdrawal form must be received by the Office of the Registrar within stated deadlines.) Students who have withdrawn from a program or course should contact the Financial Aid Office for clarification of their OSAP or other financial aid status. Students are also advised that no refund will be issued without a completed program withdrawal form.

Note: Program and course withdrawal information also applies to part-time students on a pro-rated basis. Administrative fees are not pro-rated.

3.5.1 Program Withdrawal Process

Program withdrawals CANNOT be done online.

If a student wishes to withdraw from a program, he or she must complete a withdrawal form (available from the Office of the Registrar and the Student Success Department). He or she must discuss his or her decision and possible options with the Program Co-ordinator and a Counsellor. The student, his or her Program Co-ordinator and a Counsellor must sign the form after these consultations. The student must then submit the completed form to the Office of the Registrar.

If the student is unable to attend in person, he or she may mail or fax a personally signed letter to the Office of the Registrar indicating his or her intention to withdraw from a program. This letter must include the student's identification number and all the information needed to identify himself/herself and the program. International students should attach a letter of acceptance or enrolment from another institution.

The official date of withdrawal is the date the student's form or letter is received and date stamped by the Office of the Registrar. Withdrawals are NOT official if made by telephone or other means not specified above. Also, please note that the student is NOT officially withdrawn if he or she ceases to attend classes or verbally notifies his/her instructor, registration staff, Counsellors or any other College staff. Without official withdrawal, and even if the student ceases to attend classes or participate in College activities, the student will remain enrolled. The student will be required to pay fees for that semester and grades will be recorded as appropriate to the work he or she has submitted.

3.5.2 Program Fee Refunds

To receive a refund of fees or to adjust outstanding fee assessments if fees were deferred, the student must submit a withdrawal form to the Office of the Registrar within the first 10 working days of the semester. After this deadline, a refund for that semester will not be provided (although any tuition fees the student may have paid for subsequent semesters will be refunded). This applies to students paying fees through their OSAP

loan, fee deferral or any other sponsorship (WSIB, band council, company, etc.).

There is a \$100 administrative fee for program withdrawals. For international students, the administrative fee is \$500. The fee deferral charge, late fee, assessment of previous learning and testing fees, convocation, alumni and insurance fees are non-refundable. There may be additional non-refundable fees, depending on the date of withdrawal. For more information, contact the Office of the Registrar.

3.5.3 Course Withdrawal Process

Students are advised to discuss course withdrawals and possible options with a Program Co-ordinator and/or the instructor. Full-time post-secondary students may withdraw from courses online. The official date of online withdrawal is the actual date of online submission of the withdrawal. Part-time and non-post-secondary students must complete a Request for Change of Section, Course or Program form (available from the Office of the Registrar). Both the student and the Co-ordinator must sign the change form. Completed forms must be submitted to the Office of the Registrar within the appropriate deadlines.

If a student wishes to withdraw from a course but is unable either to attend in person or to access the Internet, he or she must submit a personally signed letter indicating his or her intention to withdraw from the course. The letter can be mailed or faxed to the Office of the Registrar and must include the student number and all information needed to identify the student and the course. The official date of withdrawal in this case is the date the student's letter is received and date stamped by the Office of the Registrar.

Students may view all course changes online.

3.5.4 Fee Refunds (Part-time or Overload Courses)

Course withdrawals do not always result in a refund of fees. To qualify for a partial refund of fees, the student must either withdraw online or submit a withdrawal form to the Office of the Registrar within the deadlines. See Important Dates chart on pages 6 and 7 of this Calendar for withdrawal deadlines.

3.5.5 Changes to Co-op Work Term

To withdraw or add a co-op work term, the student must obtain a Request for Change of Section, Course or Program form from the Office of the Registrar. The student must discuss his or her request with the Co-op Consultant and obtain approval. The student must then submit the completed form to the Office of the Registrar within the first two weeks of the semester or scheduled co-op work term.

If the student does not intend to complete a scheduled co-op work term and follows the process above, his or her transcript will show a "withdrawn" (WD) for this co-op work term. However, if the student does not follow the process outlined above, he or she will receive an "unsatisfactory" (U) on his or her transcript and will be required to register for the co-op work term again. The student's OSAP status may also be affected. Students who are considering a change in academic status should speak to a representative in the Financial Aid Office.

APPENDIX 13.3 STUDENT PROTECTION INFORMATION

Information pertaining to Georgian College's student protection policies are available in the Academic Policies section in the Full-time Post-secondary Calendar as well as on the Georgian College website in the "Student" web pages. Students indicate their acceptance of Georgian's payment policies during the registration process, which they complete using Banner, our online registration system. The wording of the "Accept Payment Policy" page, to which it is referred, is as follows:

In order to register, your fees must either be paid in full or arrangements made for a partial fee deferral. Sponsored students and students receiving OSAP must also ensure that the appropriate procedure for payment has been followed. If fees are being deferred, the balance will be due 30 days after the start of classes.

By registering into courses, you understand and agree that any indebtedness incurred at Georgian College is your responsibility and you fully understand that College policies regarding registration, fees, fee deferrals, and refunds as outlined in the College calendar.

If Georgian College must use a collection agency or law firm to collect amounts due, you agree to pay our costs, including interest and/or legal fees.

Please click the Accept button to accept responsibility for registration and any indebtedness incurred by you as a result of registration.

Registration Accept Payment Policy Page - Microsoft Internet Explorer


Address: https://sunfire2.georgianc.on.ca:40506/pls/prod/wwwskregs_p_accpaypol

PROD database (R05APR10)

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Registration Accept Payment Policy Page

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Please click the Accept button to accept responsibility for registration and any indebtedness incurred by you as a result of registration.

RELEASE: 6.0

Banner by Georgian College

14. ECONOMIC NEED

APPENDIX 14.1 EVIDENCE OF ECONOMIC NEED

Worldwide, golf is a \$60 billion industry with the total number of golf courses sitting at 32,000 and growing (7000 new courses in the last 10 years). In May, 2006, Statistics Canada reported that golf courses and country clubs increased revenues (since 2004) by 15.1 percent, reporting \$2.3 billion in operating revenues. This 'boom' reflects the huge increase in numbers of golfers' "rising personal incomes, and increasing awareness of health and fitness among the burgeoning set of baby boomers."

The North American golf market makes up approximately 60 percent of the worldwide totals and although these are impressive numbers, the challenge facing golf in North America today is that of flat-lining or declining numbers of participants. This current reality presents incredible opportunity for people trained to manage in today's golf industry. As the competition for new golfers and the efforts to retain existing clientele are becoming more acute, the business management skill sets that will be critical for success in these and other industry markers must become a focus of our educational approach in golf. According to Pellucid's Jim Koppenhaver, who publishes the widely read 'Outside the Ropes' monthly golf business e-newsletter, most golf facilities lack a viable strategy for organizational success and this stems from three core issues: 1) "There aren't many existing golf entities with the experience, intellect and perseverance to execute a facility marketing plan, 2) the marketing budgets of most facilities are not sufficient to support even a basic marketing plan and 3) the facilities are either unable or unwilling to hire the brains and muscle to put together a solid marketing plan with a tracking system and quantifiable goals. Never before in the history of golf has the focus on the 'bottom line' been so prevalent. Managers with that unique blend of golf knowledge and financial, marketing, communications and human resource acumen, will prove essential to the viability and sustainability of existing and future golf businesses.

In discussions with numerous golf industry stakeholders, in addition to very clear directions from our advisory committee over the past 17 months, it is apparent that the time has come for specific degree-level golf business content that captures completely the financial and human resource challenges of this typically seasonal business. Moreover there is unanimous support across all aspects of the golf industry – turf, clubhouse and golf operations – that the very future of a healthy golf industry, in North America at least, will depend on a supply of capable business managers versed in all aspects of the business and equally passionate about ensuring golf's current health and future prosperity.

15. NON-DUPLICATION OF PROGRAMS

15.1 SIMILAR/RELATED COLLEGE PROGRAMS

Analysis of Similarities and Differences:

The five Professional Golf Management **diploma** programs in Canada noted below as well as Georgian's Professional Golf Management diploma are all endorsed by the Canadian Professional Golfers' Association. This endorsement is contingent on a large amount of similarity amongst these programs. The purpose of this requirement is so that graduates of each program will meet certain expectations and capably perform operations-level tasks in any golf operation as outlined by golf course owners and operators. In summary the degree takes introductory-level golf business and golf-course-specific content presented in our diploma programs and increases the breadth and depth of the content offering. Students in the degree must be able to research, compile, analyse and apply knowledge and skills acquired, at a managerial level. A combination of a more rigorous curriculum and a 'management training opportunity'-approach to our 3 co-operative education sessions will insure that our graduates are prepared to assume management positions upon exiting from the applied degree in golf management.

The College has on file and available upon request the research undertaken to complete Appendix 15.1.

1. CAMOSUN COLLEGE, BRITISH COLUMBIA

PROGRAM: Professional Golf Management
DEGREE / DIPLOMA: Golf Management

WEBSITE: <http://www.bus.camosun.bc.ca/golf/>

The Golf Management diploma is designed to provide students with the background and knowledge to enter the golfing industry. Students completing this three-year program will receive a Diploma in Golf Management.

The Professional Golf Management program prepares graduates to function as beginning leaders/managers in the golf industry. Graduates may be involved in managing facilities, grounds, programs, services and events that support golf and the golf industry.

Completion of the three year program is recognized by the CPGA as the basis for seeking Class "A" certification within the CPGA. Graduates of the program, along with successful completion of CPGA requirements, are eligible to apply for positions in the golf industry such as head professional, associate professional or assistant professional in any CPGA facility. As well, graduates are prepared to pursue further studies at a baccalaureate level at Royal Roads University and other institutions.

Camosun College offers a three year Golf Management Diploma that combines your love of golf with a solid background in management and marketing. This is the only program in British Columbia that has been fully accredited and endorse by the Canadian Professional Golfers' Association (CPGA).

2. HOLLAND COLLEGE, PRINCE EDWARD ISLAND

PROGRAM: Golf Club Management

DEGREE / DIPLOMA: Golf Club Management Diploma

WEBSITE: <http://www.hollandc.pe.ca/factsheets/golfclubmanagement.htm>

The Golf Club Management Program provides an unmatched learning environment for individuals driven to succeed in the ever-expanding golf industry.

Globally, golf is one of the fastest growing recreational and leisure activities. Golf in North America provides a variety of different career options and the Golf Club Management program is designed to address the needs of this industry with trained personnel.

Students will have the opportunity to acquire a comprehensive understanding of all aspects of golf club operations including customer service, pro shop operations, food and beverage operations, golf course management, and turf management.

A two-year program, Golf Club Management combines education in the classroom with practical activities taught in the field. The program provides students with interpersonal, hospitality, technical, and organizational skills to accept employment in golf operations. The skills that students acquire, combined with strong theory-based instruction, will provide a strong foundation for advancement to management positions.

3. HUMBER COLLEGE, ONTARIO

PROGRAM: Business Administration - Professional Golf Management

DEGREE: Diploma

WEBSITE: <http://www.humber.ca/postsecondary/01551.htm>

HumberCollege offers a broad spectrum of courses merging the golf specific with the challenge of business: management accounting in golf operations, turf management, golf operations, human resources management, computer applications, and food and beverage operations. All courses are taught by industry professionals. Humber's varsity golf team claimed national championships in four of the past five years. Graduates also have the eligibility to pursue CPGA Class A Certification. This program is endorsed by the CPGA and meets the postsecondary educational standards for work as a golf professional in Canada (CPGA class A certification).

4. ST. CLAIR COLLEGE, CHATHAM, ONTARIO

PROGRAM: Business Administration - Professional Golf Management
DEGREE / DIPLOMA: Golf Management Diploma

WEBSITE: http://www.stclaircollege.ca/programs/postsec/busadmin_golf/

St. Clair College is proud to have this program endorsed by the Canadian Professional Golfers' Association.

Integrating business activities with knowledge of the day-to-day management of a golf facility are the foundation components in the Golf program. Students graduate with skills prepared to be involved in retailing, managing resources, marketing, turf and landscape management, and food and beverage operations.

This program will appeal to students with a passion for the game of golf. They must also have a golf background with a lower handicap. It's important to have an interest in business and good interpersonal skills.

5. NIAGARA COLLEGE, NIAGARA FALLS, ONTARIO

PROGRAM: Business Administration-Professional Golf Management (Co-op)
DEGREE / DIPLOMA: Golf Management Diploma

WEBSITE: http://niagarac.on.ca/studying/programs/fulltime/bapgm_0450/

Golf is a growth industry in Canada. As demand grows, so does the need for qualified golf professionals. This program combines training in business administration and golf management.

Upon completion of additional Canadian Professional Golfers Association (CPGA) requirements, graduates find work as:

Assistant professionals

Associate professionals

Food and beverage managers

Golf club general managers

Golf directors

Head professionals

Teaching professionals

APPENDIX 15.2 SIMILAR/RELATED UNIVERSITY PROGRAMS

Analysis of Similarities and Differences:

For the purposes of having a university level program(s) to compare our proposed degree program to, we have highlighted Ryerson University and the University of Guelph's Bachelor of Commerce – Hospitality and Tourism Management programs. There are currently no degree-level programs offered in Canada, which focus specifically on preparing graduates to manage in the golf industry.

Similarities: University of Guelph's and Ryerson's B.Comm in Hospitality and Tourism share a number of general similarities to Georgian's proposed degree program, most of which reflect the reality that all three programs find their basis in a business discipline. Courses including information systems, communication, human resources, economics, marketing, accounting, organizational behaviour, management concepts and research and data analysis and food and beverage management will be found in all programs.

Differences: Ryerson very capably uses the above business 'platform' to underpin its focus on the food service industry, lodging operations, tourism concepts, property management, market distribution for travel products and services and hospitality-specific information systems while Guelph's program differentiates itself with a focus on the meeting and convention management / special events, wines and fine dining, restaurant operations and casino operations aspects of the hospitality industry.

Georgian College's proposed degree will expand on the above business platform to focus on the unique aspects of managing a golf business respecting, among other things,

- the expectations of very high levels of service
- the culture, history and traditions of the game of golf
- the importance of employee training and retention in a seasonal work environment
- the importance of personal health and well-being as it relates to both the enjoyment of the game and one's ability to be productive in the workplace
- the importance of ensuring the sustainability of both the fiscal health of the industry and the environmental aspect of golf
- the unique nature of the three main areas of business within the business – turf / maintenance, golf operations, clubhouse operations- and the importance of creating a single team with a single purpose and shared vision and finally,
- the unique characteristics of the golf consumer and understanding implicitly, the potentially personal and often rewarding nature of the client – provider interaction be it on the practice range, golf course, the pro shop or the restaurant.

In conclusion, there is one other University program that is worthy of mention mainly due to the confusion that may arise when considering Georgian's degree proposal. University of Guelph is the primary source (in Canada) for degree level training and studies in turf grass sciences. Many or most of the current superintendents practising or employed on golf courses today have graduated from Guelph's 4-year degree in Horticulture or

Agronomy. These programs are highly focused on the establishment, and maintenance of a golf business's largest asset, the course itself. Program content includes plant and soil biology, turf grass varieties, diseases, pesticide use, environmentally sustainable practises with respect to water taking, fertilizer use, land use etc., and have very few similarities with our proposed degree.

The College has on file and available upon request the research undertaken to complete Appendix 15.2 the college found that there are not more than 5 similar or related existing programs offered at Ontario Universities that could have been listed.

1. UNIVERSITY OF GUELPH

PROGRAM: Hospitality and Tourism Management
DEGREE: Bachelor of Commerce

Guelph offers a program in hospitality management. Our faculty are at the forefront of innovation and research in the industry. At the same time, the School of Hospitality & Tourism Management (HTM) has strong industry ties through its advisory board, alumni, graduate programs, advancement management training programs, and its industry-sponsored research.

The School offers two specialist business majors - Tourism Management and Hotel & Food Administration, which also provides co-op study opportunities. Co-op study gives students exposure to the realities of the workplace and an opportunity to integrate academic theories with day-to-day business while being paid a salary to learn on-the-job.

International study opportunities in Australia, the United Kingdom and Europe provide students with international experience. Our study abroad program places students in the heart of France's oldest tourist region on the Riviera.

2. RYERSON UNIVERSITY

PROGRAM: Hospitality and Tourism Management
DEGREE: Bachelor of Commerce

The School of Hospitality and Tourism Management delivers a dynamic four year program that leads to a Bachelor of Commerce degree. The program, administered through the Ryerson Faculty of Business, covers all business disciplines required to perform in a management, administrative, supervisory or entrepreneurial position. Are you interested in studying hospitality and tourism management? Ours is an applied curriculum, delivered by a faculty that includes industry specialists with professional experience. Students participate in fieldwork, case studies, workshops, seminars and group projects. The results are a practiced understanding of what you study, a clearer picture of industry, and better job prospects.

At the School of Hospitality and Tourism Management, you will find a culture that encourages you to communicate with other students, faculty, the School, and industry. We lead by example, building beneficial ties with industry and graduates

who - through their participation on our advisory boards, in curriculum design, as guest lecturers, and in work placements - help us deliver a quality education. If you are looking to work in the hospitality and tourism industry as a business management professional then we are your undergraduate program of choice. We deliver an education that is internationally focused so that you can succeed in an industry that is globally competitive.