

GEORGIAN

YOUR COLLEGE • YOUR FUTURE

March 1, 2011

The Honourable John Milloy
Minister of Training, Colleges and Universities
3rd Floor Mowat Block
900 Bay Street
Toronto, ON M7A 1L2

Dear Minister Milloy:

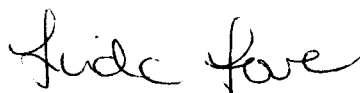
In 2007 Georgian College received renewal of Ministerial consent to offer its *Bachelor of Business: Automotive Management Degree*. This consent expires in December 2012, and as part of the prescribed process outlined by the *PEQAB Handbook for Ontario Colleges*, a self-study was recently completed in anticipation of an application for a second consent renewal scheduled for submission in December 2011. The recommended changes to the *Bachelor of Business: Automotive Management Degree* resulting from the self-study include (1.) a refocus of its curriculum on management topics as opposed to marketing, (2.) an increase in the variety of breadth courses offered to students, and (3.) a more appropriate level of curriculum rigor in the third and fourth years. A Program Evaluation Committee reviewed these recommendations for change and determined that each fell within the purview of MTCU permissions for changes to programs during the period of consent.

In addition to the degree self-study, a program review of Georgian's three-year diploma in Automotive Marketing was undertaken. A major outcome of this review involved the suspension of the three-year diploma and the development of a two-year *Automotive Business Diploma* to begin in fall 2011. The newly created two-year diploma has clear affinity with the *Bachelor of Business: Automotive Management Degree* and an educational pathway is requested for those students who enter the diploma and subsequently adjust their career goals to degree completion.

Therefore, we are seeking an amendment to the Ministerial consent previously granted for the *Bachelor of Business: Automotive Management Degree*. And given the nature of this request we are hereby asking that the application fee be waived.

Please do not hesitate to contact me should you require any further information.

Sincerely,



Linda Love, BScN, M.Ed.
Vice President, Academic

cc. Brian Tamblyn, President and CEO, Georgian College
Dr. Marie-Noelle Bonicalzi, Dean, Canadian Automotive Institute
Dr. Ron McDonald, Associate Vice President, University Partnership Centre

Attachments: Application Documentation

**GEORGIAN COLLEGE OF
APPLIED ARTS & TECHNOLOGY**

www.georgianc.on.ca

**Application for Degree Completion Program
for:**

**TWO YEAR AUTOMOTIVE BUSINESS
DIPLOMA TO
AUTOMOTIVE MANAGEMENT DEGREE**

Dated: March 11, 2011

GEORGIAN

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1. INTRODUCTION

Georgian College received approval in 2002 from the Ministry to offer the Bachelor of Business - Automotive Management degree. In 2005, Georgian requested and received approval to offer a degree completion pathway for the students of the 3 year Business Administration – Automotive Marketing Diploma programs (English and Bilingual). Ministerial Consent Renewal was then granted in 2007.

In accordance with PEQAB requirements, Georgian College conducted a self-study of the Automotive Management Degree in 2010. The self-study was reviewed by an evaluation committee and a Program Evaluation Committee Report was presented to the Board of Governors and the Vice-President, Academic Georgian College in June 2010. The curricula changes were based on the results of extensive research that included data from surveys and focus groups of various stakeholders and will be implemented in September 2011. The report states: “The committee reviewed the recommended changes and determined that they fall within the purview of the MTCU’s permissions.” (page 2). The Program Evaluation Committee report can be found in Section 5 of this Application.

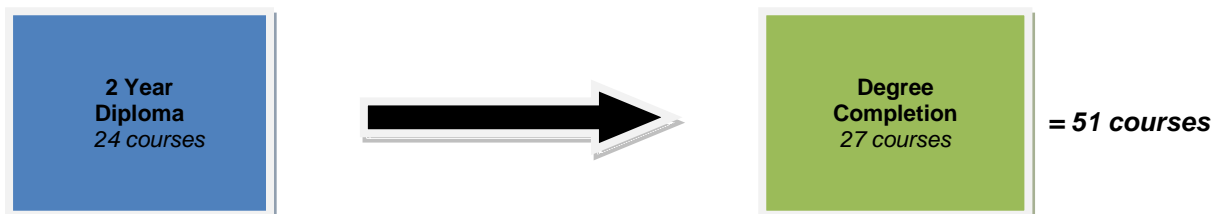
As well, the 3 year Automotive Marketing Diploma underwent a formal program review and as a result, the decision was made to suspend this program and create a new 2 year diploma program: Automotive Business. Although both exercises were undertaken during the same timeframe, the program review exercises were independent of each other. The creation of this new 2 year diploma program necessitates a new degree completion pathway for these students.

This request for an amendment to the ministerial consent granted in 2007 relates specifically to the new degree completion pathway while considering the curricula changes resulting from the self-study of the Bachelor of Business – Automotive Management Degree. All other elements of the existing 2007 Consent Renewal continue to be implemented as stated.

Existing Degree Completion Pathway from the 3 year Automotive Marketing Diploma to the Degree – a visual perspective:



Proposed Degree Completion Pathway from the 2 year Automotive Business to the Degree – a visual perspective:



2. SUMMARY OF PROGRAM CHANGES – AUTOMOTIVE MANAGEMENT DEGREE

2.1 Please refer to Section 2(a) for a description of each Note outlined below.

Type “C” = Core courses

Type “B” = Breadth courses

| Existing Program (under 2007 Consent) | | | Amended Program (Changes from Self-study for September 2011 implementation) | | |
|--|-------------|-------------|--|-------------|-------------|
| Semester 1 (Fall) | Type | Note | Semester 1 (Fall) | Type | Note |
| Intro to Marketing | C | | Introduction to Marketing | C | |
| Concepts of the Auto Industry | C | | Concepts of the Automotive Industry | C | |
| Intro to the Aftermarket | C | | Introduction to Aftermarket | C | |
| Intro to Accounting | C | 1 | Management Principles | C | 3 |
| Liberal Arts Elective (1) | B | | Liberal Arts (1): Multidisciplinary Research | B | 4 |
| Auto Show Lab 1 | C | 2 | | | |
| Semester 2 (Winter) | Type | Note | Semester 2 (Winter) | Type | Note |
| Microeconomics | C | | Microeconomics | C | |
| Consumer Behaviour | C | | Consumer Behaviour | C | |
| Intro to Auto Technology | C | | Automotive Technology | C | |
| Intro to Dealer Mgt Systems | C | | Dealership Management Systems | C | 5 |
| Liberal Arts Elective (2) | B | | Liberal Arts Elective (2) | B | |
| Co-operative Work Term 1 (Summer) | | | Co-operative Work Term 1 (Summer) | | |
| Semester 3 (Fall) | Type | Note | Semester 3 (Fall) | Type | Note |
| Macroeconomics | C | | Macroeconomics | C | |
| Auto Sales Concepts & Applications | C | | Automotive Sales Concepts & Applications | C | |
| Leadership | C | 6 | Introduction to Accounting | C | 1 |
| Managing E-Business | C | 7 | Liberal Arts (3): Organizational Behaviour | B | 8 |
| Liberal Arts Elective (3) | B | | Liberal Arts Elective (4) | B | |
| Auto Show Lab 2 | C | 9 | | | |
| Co-operative Work Term 2 (Winter) | | | Co-operative Work Term 2 (Winter) | | |
| Semester 4 (Summer) | Type | Note | Semester 4 (Summer) | Type | Note |
| Dealership Accounting & Applications | C | 10 | Management Accounting | C | 10 |
| Dealership Sales Management | C | | Dealership Sales Management | C | |
| Human Behaviour in the Auto Workplace | C | 8 | Parts & Service Management | C | 11 |
| Advanced Dealer Mgt Systems | C | 25 | Business Mathematics | C | 12 |
| Liberal Arts Elective (4) | B | | Liberal Arts Elective (5) | B | |
| | | | Auto Show Lab 1 | C | 2 |

| Vacation Semester (Fall) | | | Vacation Semester (Fall) | | |
|---|-----------|------------|---|-----------|------------|
| Semester 5 (Winter) | Type | Note | Semester 5 (Winter) | Type | Note |
| Managerial Finance | C | 13 | Corporate Finance | C | 13 |
| Business Law for the Auto Industry | C | | Business Law for the Auto Industry | C | |
| Intro to Statistical Analysis | C | | Introduction to Statistical Analysis | C | |
| Automotive Marketing Management | C | 14 | Choose 1 Option | C | 15 |
| Liberal Arts Elective (5) | B | | Liberal Arts Elective (6) | B | |
| Semester 6 (Summer) | Type | Note | Semester 6 (Summer) | Type | Note |
| Dealership Financial Analysis | C | 16 | Dealership Financial Statement Analysis | B | 16 |
| Entrepreneurship & The Business Plan | C | | Entrepreneurship & The Business Plan | C | |
| Parts & Service Management | C | 11 | Human Resource Management | C | 17 |
| Advanced Statistical Analysis | C | | Statistical Analysis | C | 18 |
| Liberal Arts Elective (6) | B | | Liberal Arts Elective (7) | B | |
| | | | Auto Show Lab 2 | C | 9 |
| Co-operative Work Term 3 (Fall) | | | Co-operative Work Term 3 (Fall) | | |
| Semester 7 (Winter) | Type | Note | Semester 7 (Winter) | Type | Note |
| Business Policy | C | | Business Simulation | C | 19 |
| Applied Research | C | | Automotive Marketing Management | C | 14 |
| Human Resource Management | C | 17 | Automotive Commercial Relationships | C | 20 |
| Choose 1 Option | C | | Choose 1 Option | C | 15 |
| Liberal Arts Elective (7) | B | | Liberal Arts Elective (7) | B | |
| Semester 8 (Summer) | Type | Note | Semester 8 (Summer) | Type | Note |
| Strategic Management | C | | Strategic Management | C | |
| Applied Ethics for the Auto Industry | C | 21 | Ethics for Business | C | 21 |
| Advertising for the Auto Industry | C | 22 | Operations Management | C | 23 |
| Choose 1 Option | C | 15 | Choose 1 Option | C | 15 |
| Liberal Arts Elective (8) | B | | Liberal Arts Elective (9) | B | |
| Option Pool | Type | Note | Option Pool | Type | Note |
| International Economics | C | | International Economics | C | |
| International Marketing | C | | International Marketing | C | |
| Aftermarket Product Planning | C | 24 | Advanced Aftermarket Studies | C | 24 |
| DMS Systems Administrator | C | 25 | DMS: Systems Administration | C | 25 |
| | | | Service & Product Innovation | C | 26 |
| | | | Event Planning and Execution | C | 26 |
| | | | Risk Management | C | 26 |
| | | | Leadership | C | 6 |
| Total Program Course/Hours | 42 | 126 | Total Program Course/Hours | 42 | 126 |
| Core & Related Field Hours/% | 34 | 81% | Core & Related Field Hours/% (Min) | 33 | 79% |

| | | | | | |
|-------------------------|---|-----|-------------------------|---|-----|
| Breadth Courses Hours/% | 8 | 19% | Breadth Courses Hours/% | 9 | 21% |
|-------------------------|---|-----|-------------------------|---|-----|

2(a) Explanatory Notes of Curricula Changes to Automotive Management Degree curriculum (for September 2011 implementation)

- 1. Introduction to Accounting:** This mandatory course moves to Semester 3.
- 2. Auto Show Lab 1:** Due to physical changes to the Barrie campus as a result of new building construction, the decision has been made to move the annual Georgian College Auto Show from its traditional date in late September to the May-June period for 2011. If in the future, the College is unable to host the Auto Show, the first mandatory Lab would be replaced by Event Planning & Execution to enable students to meet learning requirements.
- 3. Management Principles:** This new mandatory course has been added to the program in the first semester to provide students with the basic concepts of management theory to help prepare them for later study. The recommendation to change the focus of the program to put more attention on management and less on marketing was a key finding of the research conducted with students and graduates.
- 4. Multidisciplinary Research:** This new mandatory liberal arts course provides students with an introduction to research methods to better prepare them for advanced study. This third semester course replaces Applied Research from the seventh semester, which students and graduates did not feel added value to the program.
- 5. Dealership Management Systems:** This introductory course in industry specific software has been re-named from the original course to reflect the addition of content from Advanced Dealership Management Systems, a course removed from the program (Refer to #25 below).
- 6. Leadership:** This mandatory course has been moved to the Options Pool.
- 7. Managing E-business:** This mandatory course has been removed from the program as it was felt that the content is now being covered in other courses.
- 8. Organizational Behaviour:** This new liberal arts course replaces Human Behaviour in the Automotive Workplace, which students and graduates did not feel added value to the content of the program from a discipline perspective. This mandatory course in the third semester provides students with an overview of organizational behaviour concepts which will help prepare them for further study of management topics and help to develop workplace skills.
- 9. Auto Show Lab 2:** Due to physical changes to the Barrie campus as a result of new building construction, the decision has been made to move the annual Georgian College Auto Show from its traditional date in late September to the May-June period for 2011. If in the future, the College is unable to host the Auto Show, the second mandatory Lab would be replaced by Leadership to enable students to meet learning requirements.
- 10. Management Accounting:** This new mandatory course in the fourth semester

replaces Dealership Accounting & Applications. Some of the content from Dealership Accounting has been moved to the Dealership Financial Analysis course.

11. **Parts & Service Management:** Only the sequencing of this mandatory course has been changed, moving it from semester 3 to 4 to accommodate the addition of new courses in earlier semesters and allow students to have completed the Introduction to Accounting course before taking this course.
12. **Business Mathematics:** This new mandatory course in the fourth semester has been added to help improve the numeracy skills of students; a recommendation from the research conducted with students and graduates.
13. **Corporate Finance:** This mandatory course in the fifth semester was previously Managerial Finance and re-named to reflect changes to content as a result of adding Business Mathematics to the program.
14. **Automotive Marketing Management:** This mandatory course moves to the seventh semester.
15. **Optional courses:** To address student and graduate recommendations for increasing the variety of optional courses offered, the number of required options in the program has increased from two to three courses (semesters 5, 7, and 8), and the pool of options expanded to include three new courses and one course which was previously mandatory in the program.
16. **Dealership Financial Statement Analysis:** This mandatory course in the sixth semester was previously Dealership Financial Analysis and re-named to reflect changes to the content.
17. **Human Resource Management:** This mandatory course has been moved from the seventh semester to the sixth to accommodate the addition of Operations Management to the program.
18. **Statistical Analysis:** This mandatory course in the sixth semester has been re-named to better reflect the nature of the content covered.
19. **Business Simulation:** This mandatory course in the seventh semester has been re-named to better reflect that nature of the content covered.
20. **Automotive Commercial Relationships:** This new mandatory course in the seventh semester has been added to provide students with an appreciation for the challenges in managing business relationships within the automotive industry
21. **Ethics for Business:** This mandatory course in the eighth semester has been renamed from Applied Ethics for the Auto Industry to better reflect the nature of the content covered.
22. **Advertising for the Automotive Industry:** This mandatory course was removed from the program as students and graduates felt that the material was already covered in previous courses.

23. **Operations Management:** This new mandatory course in the eighth semester has been added as part of the student and graduate recommendation to increase focus on management topics within the program and to address an identified gap in program content compared to other Business Degree programs and external accreditation bodies.
24. **Advanced Aftermarket Studies:** This optional course replaces Aftermarket Product Planning, which graduates believed to be redundant. This new course provides students with the opportunity to conduct research on a current aftermarket topic.
25. **DMS: Systems Administration:** This new optional course includes some content from Advanced Dealership Management Systems, which was removed from the program.
26. **Additions to the Options Pool:** A number of optional courses offered in other degree programs at Georgian College will be made available to automotive students. A new course code, BSNS9000 has also been created to facilitate the granting of exemptions for courses taken in other degree programs and/or at other institutions that do not meet the 80% matching criteria for credit as per Georgian College policy.

3. PROPOSED AUTOMOTIVE MANAGEMENT DEGREE COMPLETION PATHWAY (from 2 year Diploma)

With the introduction of the two year, Diploma in Automotive Business (previously three year, Business Administration - Automotive Marketing Advanced Diploma) program to begin in the fall of 2011, the following degree pathway and completion program is recommended. A detailed gap analysis supporting this recommendation can be found Section 6 of this proposal.

The degree completion program will be offered to graduates of the Georgian College two year co-op Diploma in Automotive Business with a GPA of 70% or better). Students must also complete the following courses from Georgian's Baccalaureate in Automotive Management:

- Introduction to Accounting
- Multidisciplinary Research (liberal arts)
- Organizational Behaviour (liberal arts)
- Management Principles
- Automotive Marketing Management
- Consumer Behaviour
- Corporate Finance
- Introduction to Statistical Analysis
- Management Accounting
- Parts & Service Management
- Statistical Analysis
- Human Resource Management
- Operations Management
- Business Simulation
- Strategic Management
- Ethics for Business
- Automotive Commercial Relationships
- Entrepreneurship & the Business Plan
- Dealership Financial Statement Analysis
- Auto Show Lab 1 (or Event Planning & Execution)
- Auto Show Lab 2 (or Leadership)
- 3 Liberal Arts Electives
- Three Option Courses from the following:
 - Leadership
 - DMS: Systems Administration
 - Advanced Aftermarket Studies
 - International Economics
 - Services & Product Innovation
 - Risk Management

Total: 21 Mandatory Courses, plus
3 Liberal Arts Electives, plus
3 Option Courses, plus
One Co-op Work Term (including 3rd Co-op research paper).

NOTE: This program will be delivered in both online and in-class formats.

4(a). **COMPARISON OF DIPLOMA TO AUTOMOTIVE MANAGEMENT DEGREE COMPLETION**

| | Existing Approval (Diploma Bridge to Degree) From 3 Year Automotive Marketing | Application - Proposed Degree Completion Pathway From 2 Year Automotive Business |
|--------|--|---|
| | <i>Diploma courses</i> | |
| | <i>Existing Bridge courses</i> | |
| | <i>Degree courses</i> | |
| Fall | Concepts of the Auto Industry Introduction to Marketing General Education Communications 1 Intro to the Cdn Aftermarket Financial Accounting Principles 1 | Concepts of the Auto Industry Intro to the Cdn Aftermarket Financial Accounting Principles 1 Communications Microcomputer Applications Introduction to Auto Technology |
| Winter | Intro to Auto Technology DMS: Parts & Service Mathematics of Finance Professional Business Practices Communications 2 Microcomputer Applications | Automotive Law and Ethics Mathematics of Finance Professional Business Practices Communications 2 DMS: Parts & Service General Education |
| Summer | Co-op | Co-op |
| Fall | Principles of Management Automotive Networks Microeconomics Dealership Accounting Automotive Selling General Education | Automotive Networks Introduction to Marketing Microeconomics Sales and CRM Intro to Fixed Operations General Education |
| Winter | Co-op | Co-op |
| Summer | Marketing Analysis Customer Relationship Management Intro to Fixed Operations Dealership Financial Analysis Option General Education | Dealership Sales Operations Dealership Financial Statements Macroeconomics General Education Option Option |
| Fall | Co-op | PROPOSED DEGREE COMPLETION PROGRAM Accounting Organizational Behaviour Management Principles Multidisciplinary Research Liberal Arts elective |
| Winter | Automotive Law Planning the Marketing Strategy Macroeconomics General Education Option Option | Corporate Finance Consumer Behaviour Introduction to Statistical Analysis Liberal Arts elective option |
| Summer | Business Ethics Human Resource Management Strategic Management General Education Option Option | Management Accounting Parts and Service Management Human Resources Management Statistical Analysis Entrepreneurship & the Business Plan Auto Show Lab 1 |
| Fall | BRIDGE PROGRAM Accounting Finance (5) Automotive Case Study Statistics Advertising (5) Dealer Fixed Operations | Coop |
| Winter | DEGREE COMPLETION PROGRAM Consumer Behaviour Managerial Finance Applied Research Leadership Liberal Arts elective Option | Automotive Marketing Management Business Simulation Automotive Commercial Relationships Liberal Arts elective Option |
| Summer | Human Behaviour Advanced DMS Adv Statistical Analysis Strategic Management Liberal Arts elective | Dealership Financial Stmt Analysis Ethics for Business Strategic Management Operations Management Option Auto Show Lab 2 |

**PROGRAM EVALUATION
COMMITTEE REPORT**

**BACHELOR OF APPLIED BUSINESS:
AUTOMOTIVE MANAGEMENT**

**COLLEGE DEGREE PROGRAM
OFFERED AT
GEORGIAN COLLEGE, BARRIE, ONTARIO**

DATE OF REPORT:

JUNE 30th, 2010

REPORT FOR:

THE BOARD OF GOVERNORS

and the

VICE-PRESIDENT, ACADEMIC

GEORGIAN COLLEGE

Bachelor of Applied Business – Automotive Management Program Evaluation Committee Report – June 30, 2010

Program Evaluation Committee Report for the Bachelor of Applied Business: Automotive Management College Degree Program

Georgian College, Barrie, Ontario

Report Date: June 30th, 2010

Expiry of Current Consent: December 31st, 2012

Evaluation Committee Members:

Chair

Deb Wilkin, Manager, Centre for Academic Excellence, Fanshawe College, London, Ontario;
Member, provincial College Degree Operating Group

Members

Cherylyn Cameron, Associate Vice-President, University Partnerships, Georgian College,
Barrie, Ontario

Ken Graydon, Graydon Management Inc., External Industry Representative; Member, Canadian
Automotive Institute – Board of Directors, 2010

Summary of the Mandate and Process:

The mandate of the program evaluation committee is to produce a report that assesses the quality of the consent program and recommend any changes needed to strengthen that quality. The committee is to do that based on the self-study and a site visit during which members of the committee normally meet with faculty members, students, graduates, employers, and administrators to gather information. [The] evaluation is to be made against the Board's standards and benchmarks that were in place at the time of the consent, while the recommendations that are made need to be done in light of the Board's current standards and benchmarks.¹

In preparation for the writing of this evaluation report, a copy of the program's self-study report was received and examined by all committee members. The members found the self-study to be a very comprehensive, well-written and well-researched document produced by Georgian College's Canadian Automotive Institute staff and faculty.

After a thorough review, the members attended at Georgian College on April 22nd, 2010 to collectively discuss the self-study and to formulate questions for the faculty and staff. During

¹ PEQAB. Self-Evaluation Process: A Guide. June 10, 2008. Pg 12.

the afternoon of the 22nd we met with administrators and faculty, seeking responses to these questions and listening to their thoughts regarding the findings and recommendations within the program's self-study. (See Appendix A – Agenda)

As part of the self-study process, an extensive student survey was completed on-campus in March 2009, involving students from the 2nd, 4th, 5th, and 7th semesters; a student focus group with representatives from the 2nd, 5th, and 7th semester was held in April 2009; and a graduate focus group was held in April 2009 (Self-study, pg 181)

Committee Findings:

PEQAB STANDARDS & BENCHMARKS

Overall, the committee determined that Georgian College is in compliance with the standards and benchmarks in effect at the time of the consent, with all anticipated changes adhering to the current standards and benchmarks.

- **Admissions, Promotion and Graduation**

- Degree Completion Program (Self-study, pg 16) – a new diploma program is being introduced for the fall 2011, and an appropriate degree completion pathway program has been developed. Subsequent to the site visit, correspondence with MTCU confirms this program proposal will require a separate application for permission to offer the degree completion program as outlined in the self-study. Georgian College will need to make this application for consent prior to implementing the degree completion program for the new diploma program.

- **Program Content**

- Changes to curricula (Self-study, pg 11) – some minor changes to the curricula are being implemented beginning September 2011. The staff advised that prior to this, no changes have been made since the inception of the program. The committee reviewed the recommended changes and determined that they fall within the purview of the MTCU's permissions. (See Appendix B1 – Memo from D. Wilkin and Appendix B2 - Letter from K. French)
- **Committee Recommendation:** now that the curriculum changes have been approved using Georgian College's internal approval policies and procedures (May 2010), a final confirmation by the program advisory committee should be sought and documented for consent renewal purposes.
- The self-study indicates that the program will be incorporating the new breadth requirement as issued by PEQAB, September 18, 2009. Further evidence to support this was provided to the chair immediately following the site visit.

2

- **Degree Level**
 - No changes are being made to the program learning outcomes; therefore, the PEQAB standard continues to be met. Curriculum changes are noted above in Program Content.
- **Program Delivery**
 - The program is meeting the PEQAB standard, with no major changes to program delivery anticipated, according to the self-study.
 - Current On-Line Delivery – PEQAB has updated the benchmark related to the Program Delivery using the Internet. Georgian College is submitting directly to PEQAB the documentation demonstrating capacity to meet the new standard. It was determined that the self-study would not address this particular benchmark as it is being addressed for all of the college degrees at Georgian.
- **Capacity to Deliver**
 - The program is meeting the PEQAB standard, with the exception of the benchmark regarding faculty teaching in the professional or main field of study whereby no fewer than 50% hold the terminal academic credential in the field or in a closely related field. The self-study indicates that several faculty are currently PhD or DBA candidates, but the disciplines or anticipated completion dates are not indicated.
 - **Committee Recommendation:** develop a plan to a) have these credentials completed before the expiry of the current consent; b) increase the number of faculty with the appropriate credentialing in order to meet the 50% requirement; or c) present an argument to PEQAB as to why this program does not require this level of credentialing to be successful and maintain the quality of a degree-level program.
- **Credential Recognition**
 - Continues to meet the PEQAB standard
- **Regulation and Accreditation**
 - Continues to meet the PEQAB standard
- **Program Evaluation**
 - Continues to meet the PEQAB standard and the College is incorporating the PEQAB revision issued September 18, 2009, which now includes student retention rates as part of the program evaluation process.
 - During the site visit, the most recent KPI Results available for the program were reviewed by the committee.
 - **Committee Recommendation:** the results should continue to be monitored in order to provide early identification and analysis of any potential problem areas.

3

Bachelor of Applied Business – Automotive Management Program Evaluation Committee Report – June 30, 2010

- **Academic Freedom and Integrity**
 - Continues to meet the PEQAB standard

Conclusion:

The committee members found the self-study to be a thoughtful, well-written and well-researched document produced by Georgian College's Canadian Automotive Institute staff and faculty. The faculty and staff involved with the program are keenly aware of the PEQAB requirements and show strong commitment to the success of the students and graduates of this degree program. From the evidence provided in the self-study, coupled with the subsequent discussions during the site visit, the committee confirms that there is continuous monitoring of the quality of the program by everyone involved, including ongoing reflection regarding student success. The committee assessed that all benchmarks and criteria that were in place at the time of the consent are being met. All recommendations made are based on the Board's current standards and benchmarks, as is required.

Respectfully submitted,

D. Wilkin

C. Cameron

K. Graydon

Attachments:

- Appendix A - Agenda for Site Visit, April 22nd, 2010
- Appendix B1 - Memo from D. Wilkin, Committee Chair, May 10th, 2010
- Appendix B2 - Letter from K. French, MTCU, September 10th, 2004

4

Bachelor of Applied Business – Automotive Management Program Evaluation Committee Report – June 30, 2010

APPENDIX A

Agenda

Thursday, April 22nd, 2010

Georgian College, Barrie Ontario

Self-Evaluation Process Meeting – Evaluation Committee

Bachelor of Applied Business: Automotive Management

9:00 am – 12 noon

- Introductions of the Evaluation Committee Members Chair
- Overview of the PEQAB Self-Evaluation Process: A Guide Chair
- Review of the PEQAB Guide - Section 5.2
 - Academic Program Performance Criteria All
- Review of the new PEQAB requirements [Sept 18, 2009] All
 - Breadth Criteria
 - Program Advisory Committee (PAC) Criteria
 - Program Evaluation Criteria
- Review of the Self-Study Report All

12 noon – 1:45 pm

- Working lunch with Dean All

2:00 pm – 4:00 pm

- Meeting with faculty and staff All

APPENDIX B1

May 10th, 2010

To: Macro-curriculum Committee, Georgian College, CAI

Re: Bachelor of Applied Business – Automotive Management Degree Program –
Proposed Changes to Curricula

As required by PEQAB, Georgian College has completed a self-study of the above-mentioned program and engaged the services of a program evaluation committee to review the self-study. The evaluation function of the committee is to determine if Georgian College is meeting the standards and benchmarks that were in place at the time of the consent, while recommendations that are made need to be done in light of PEQAB's current standards and benchmarks.

In the self-study presented to the committee, the program team is recommending some changes to the curricula within the program. After review of the self-study, discussions with the relevant administrators and program faculty during the review meeting/site visit held April 22nd, 2010, and subsequent documentation to clarify the proposed curricula changes, the committee members agree that Georgian College will be meeting the current standards and benchmarks.

As these proposed curriculum changes are being made during the current Period of Consent, which expires December 31, 2012, the committee needed to ensure that the current purview of permissions for changes was being applied. Specifically, we referred to a memorandum from the Minister's representatives stating that:

- “ the only program changes permitted during the period of consent are:
- the addition of one site;
 - changes to maintain program currency; and,
 - improvements as the result of formal program evaluation.”¹

The committee members' assessment of this statement is that Georgian College may make the proposed curriculum changes in order to keep the program current and the improvements are the result of formal program evaluation.

In addition, within the same memo, we reviewed the “types of program changes that would mean that an institution is no longer in compliance with the terms and

¹ MTCU memorandum, Kevin French, Director, Universities Branch and Shamira Madhany, Director, Colleges Branch, “Changes to Programs during the Period of Consent,” September 10, 2004, pg 2.

conditions of its consent.”² It is our assessment that none listed in the memo would be applicable to the curriculum changes being proposed; therefore, the changes are within the purview of the permissions outlined.

Should you have any questions regarding the program evaluation committee members’ assessments outlined in this memorandum, please do not hesitate to contact me at dwilkin@fanshawec.ca or phone (519) 452-4430, ext 4733.

Sincerely,

Deb Wilkin
Chair, Program Evaluation Committee
Bachelor of Applied Business- Automotive Management Degree Program

Note to file: This memorandum and reference materials will be included in the final written report being prepared for Georgian College’s Board of Governors, as required by PEQAB.

² Ibid. pg 3.

Ministry of Training,
Colleges and Universities
Postsecondary Education
Division

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Ministère de la Formation et des
Collèges et Universités
Division de l'éducation
postsecondaire

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MEMORANDUM TO: Current Holders of Ministerial Consents to offer Degree Programs in Ontario under the *Post-secondary Education Choice and Excellence Act, 2000*

FROM: Kevin French, Director, Universities Branch
Shamira Madhany, Director, Colleges Branch

DATE: September 10, 2004

SUBJECT: Changes to Programs during the Period of Consent

Over the past year, Ministry staff have been approached by several institutions wishing to make changes to degree programs granted under Ministerial consent. Proposed changes have included, for example, reducing the number of paid work experiences, revising program entry requirements, introducing bridging courses for graduates of a related diploma program so they may enter the third or fourth year of an applied degree program, and others. Consequently, we are writing this memorandum to all current consent holders to clarify the types of program changes that are permitted during the period of a Ministerial consent.

Regulatory Context

By signing and returning the Acknowledgment and Agreement Form (AAF) attached to the Standard Terms and Conditions of a Consent document, which accompanies the Minister's letter of intent to grant a consent, an institution agrees to comply with all the terms and conditions of the consent throughout the period of consent. Pursuant to Sub-section 6(2) of the *Post-secondary Education Choice and Excellence Act, 2000*, a consent holder must inform the Minister in the event the institution is unable to meet all of the terms and conditions of the consent.

The Standard Terms and Conditions requires that a program, throughout the period of consent maintains conformity with:

- all the criteria set out in the handbooks of the Postsecondary Education Quality Assessment Board (the Board);
- all commitments made by the institution in the application to the Minister; and,
- any additional commitments made in writing during the application process.

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The issue of changes to programs is addressed in the Standard Terms and Conditions. Specifically, Sections [5.1] and [5.2] state that a request can be made to the Minister, in writing, to add one additional delivery site for the program (pursuant to O.Reg.281/01 - Decisions, Orders and Appeals made under the *Post-secondary Education Choice and Excellence Act, 2000*). Section [5.1] of the Standard Terms and Conditions goes on to state that "any other proposed changes to the terms or conditions of a consent" – which includes changes to a program – "requires a new application be submitted to the Minister for consideration".

There are also two standards established by the Postsecondary Education Quality Assessment Board that address the issue of program changes. The Program Content [(7.3.3)] and Program Evaluation [(7.3.8)] standards and benchmarks require that certain changes be made to a program to maintain its currency or implement improvements resulting from the findings of a formal program review. No other program changes are addressed in the Board's standards and benchmarks.

To summarize, the only program changes permitted during the period of consent are:

- **the addition of one site;**
- **changes to maintain program currency; and,**
- **improvements as the result of formal program evaluation.**

To propose any other changes to a program during the period of consent, an institution must submit a new application to the Minister. As required by the legislation, all applications will be referred to the Postsecondary Education Quality Assessment Board for review and recommendations.

Quality Assurance

Quality assurance is the rationale for limiting program changes during the period of consent to those mentioned above. If an institution makes arbitrary changes to a program, the result might be a program that is not consistent with what the Minister approved as meeting the Board's quality standards and benchmarks. This not only undermines the purpose of the Board's assessment process, but also could compromise the value and integrity of the degree.

Advice from the Postsecondary Education Quality Assessment Board

For the purpose of clarification, the Minister has also accepted advice from the Postsecondary Education Quality Assessment Board on the types of program changes that would mean that an institution is no longer in compliance with the terms and conditions of its consent. The Minister has determined that the following types of program changes require the Board's review and recommendation. They include, but are not limited to:

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- (a) Changes in learning outcomes that
 - require a restatement of program learning outcomes,
 - require approval by an accrediting or regulatory body,
 - eliminate or add a field in a graduate program,
 - eliminate or add a minor or stream in an undergraduate program;
- (b) Change in the length of the program;
- (c) Introduction of a work experience requirement where none was reviewed during the application process;
- (d) Deletion, or reduction of a work experience requirement;
- (e) Change in the mode of delivery such that Internet, asynchronous, distance or distributed delivery
 - is introduced where none was reviewed during the application process,
 - that was reviewed during the application process and the consent holder wishes to (i) make available at least double the number of requirements/courses in which any of these delivery methods is the principle method of delivery, or (ii) make available more than 50% of program requirements using any of these methods, regardless of the number proposed during the application and review process;
- (f) Change in the admissions, promotion, and graduation requirements;
- (g) Introduction of policies and procedures on advanced standing or credit recognition where none were reviewed during the application process;
- (h) Material change in the policies and procedures pertaining to advanced standing or credit recognition that were reviewed during the application process;
- (i) Change in the organization's mission or governance structure; and,
- (j) Any other change that places the consent holder in a position of being unable to conform to the Board's standards and benchmarks.

While not an exhaustive list, any of the following changes would likely result in a suspension or revocation of a consent:

- (a) A reduction in or loss of facilities or learning resources by comparison with commitments or representations made during the review of the application for consent;
- (b) Failure to obtain or a reduction of planned increases in learning resources to support program enrolments;
- (c) Changes in learning outcomes that result in greater or lesser degree of specialization that results in a different major or requires a different degree nomenclature;
- (d) Change to the breadth requirement that diverges from the Board's benchmark;
- (e) Reduction in the qualifications required of faculty as committed to during the application process;
- (f) Any other change that places the consent holder in a position of being unable to conform to the Board's standards and benchmarks.

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Application and Fees

The normal \$5,000 fee must accompany all applications submitted to the Minister, including those for program changes. Any expenses related to the Board's review of an application are the responsibility of the institution.

Revised Standard Terms and Conditions of a Consent

For those consent applications currently under review and all subsequent applications, the Standard Terms and Conditions document attached to the Minister's letter of consent will be revised to explicitly state that only changes for one additional site, program currency and improvements resulting from formal program evaluation are allowed during the period of consent.

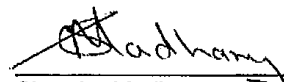
Current consent holders who are uncertain whether a proposed program change requires a new application and review by the Board should contact the Ministry. The contact person for colleges of applied arts and technology is Eydle Troper, Colleges Branch, (416) 325-6892 or eydle.troper@edu.gov.on.ca. The contact for private and other public institutions is Fiona Deller, Universities Branch, (416) 325-8924 or fiona.deller@edu.gov.on.ca.

Finally, we have asked Ministry staff to work on a fees policy, as well as procedures for enforcing the Standard Terms and Conditions of a Consent.

If you have any questions related to this memorandum, please do not hesitate to call.



Kevin French
Director, Universities Branch



Shamira Madhany
Director, Colleges Branch

6. Gap Analysis

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|--|--|---|---|------|--------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Microeconomics ECNM 1000 | | Microeconomics ECON 1000 | | | |
| <p>1. Understand and analyze the guiding principles of economics and the benefits of economic interdependence.</p> <p>2. Understand the market forces of supply and demand, the concept of elasticity and government policies, and apply them to an assessment of the impact on prices and trade in the economic arena.</p> <p>3. Critically evaluate the concepts of externalities, public goods and common resources, and market failures, in competitive market-based systems and production, opportunity cost and the relationship of technology on economic growth.</p> <p>4. Examine and compare resource allocations efficiencies of competitive markets, monopoly, oligopoly and monopolistic competition.</p> | <p>Examine the theory, principles and methods of economic analysis and its application to economic decision-making in the firm.</p> <p>Topics include: Market structure and efficiency, the firm behaviour and the organization of industry.</p> | <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>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</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 Pure Competition Monopoly Monopolistic Competition Oligopoly</p> | None | N.A. |

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| | | <p>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>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> | | | |
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| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|---|--|---|--|------|--------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Introduction to Marketing MRKT 1000 | | Introduction to Marketing MKTG 1000 | | | |
| <ol style="list-style-type: none"> 1. Explain marketing terminology and methods. 2. Understand the basic marketing concepts and how they are applied to marketing strategies for the automotive industry. 3. Develop analytical and communication skills necessary in marketing decision-making. 4. Evaluate the role of marketing in the automotive industry, historically and currently, and assess its weakness and strengths, and the changes in approach over the years. | <p>Basic principles of marketing, including the four components of product/service, price, distribution and promotion.</p> <p>Understanding of the role of marketing in modern organizations, particularly in the automotive industry.</p> | <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 marketing plan. 2. Describe how the uncontrollable variables affect the customer (Target Market) and the firm's marketing plan. 3. Analyze the customer's buying process, and all of the factors that influence that process. 4. Apply a variety of market segmentation techniques and product positioning techniques to predict target market opportunities. 5. Outline the marketing research process as a decision-making tool in the development of the firm's marketing plan. 6. Describe the marketing planning process, including the basic components that comprise a firm's marketing plan. 7. Identify key product, pricing, distribution, and | <p>Marketing Strategy Planning. The importance of sound planning is identified. Customer focus is a key element in a successful program.</p> <p>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>Customer Characteristics. Demographic dimensions, behavioural factors, and organizational influences that impact on the customer's buying decision will be examined.</p> <p>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 the entire marketing program.</p> <p>Marketing Research. A</p> | None | N.A. |

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| | | <p>promotional concepts necessary in order to develop a successful marketing plan, for domestic and international markets.</p> | <p>basic model for undertaking marketing research will be examined.</p> <p>Managing the Marketing Process. The four Marketing Mix components must be blended to plan, implement, and control the marketing process.</p> <p>International Markets. How and why Canadians may have to adapt their marketing mix when entering the international arena.</p> | | |
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| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|---|--|--|--|------|--------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Concepts of the Automotive Industry AUTM 1002 | | Concepts of the Automotive Industry AUTO 1000 | | | |
| <p>1. Assess the application of marketing principles in relation to the historical changes in the automotive industry.</p> <p>2. Evaluate and explain the role of the retail component and its marketing as it relates to the development of the automotive industry.</p> <p>3. Evaluate and explain the critical current issues facing the major players in the industry.</p> <p>4. Recognize the historical significance of key inventions as contributing factors to the development of the automotive industry.</p> | <p>Focuses on both historical and contemporary issues that have impacted and shaped the present day automotive industry and also explores those trends, issues, and innovations that are expected to influence the future automotive industry.</p> | <p>1. Identify the historical significance of key inventions and inventors, as contributing factors to the development of the automotive industry.</p> <p>2. Describe the contributions of leaders and key players who have influenced and shaped North-American automobile manufacturing.</p> <p>3. Describe and explain the development of mass production from the 20th century to the present.</p> <p>4. Identify and describe issues and innovations that influence the future of the automotive industry.</p> | <p>Module 1: Development and Invention of the Automobile. A review of the major inventions and technological developments during the pioneering stage of the automobile.</p> <p>Module 2: Role and Influence of Automotive Leaders and Key Players. A review of the accomplishments made by automotive industry leaders.</p> <p>Module 3: Conception, Manufacture and Commercialization of the Automobile. An examination of the elements required for automobile production.</p> <p>Module 4: History of Mass Production in North-America. An examination of the development of mass production methods by Henry Ford and the influence of Asian automobile production.</p> <p>Module 5: Development of the North-American Automobile Market. An examination of the development, establishment and influence of the</p> | None | N.A. |

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| | | | <p>traditional “Big Three” on North-American automobile production and mass market development.</p> <p>Module 6: Development of Manufacturing and Dealership Relationships. A review of retail components and its marketing as it relates to the development of the automotive industry.</p> <p>Module 7: The Future of the Automobile Industry. An examination of factors and variables that shape and influence the future of the automobile industry.</p> | | |
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| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Introduction to Aftermarket AUTM 1003 | | Introduction to the Aftermarket AUTO 2002 | | | |
| <p>1. Define the scope, structure, and importance of the aftermarket to the Canadian automotive industry, and its relationship to the global aftermarket industry.</p> <p>2. Analyse and discuss the origins and economic development of the automotive aftermarket.</p> <p>3. Describe channels of aftermarket distribution with Canada.</p> <p>4. Assess the changing roles of the Canadian aftermarket channels.</p> <p>5. Investigate issues facing the demand and supply areas of the Canadian automotive aftermarket.</p> <p>6. Prescribe viable solutions to issues challenging the growth and sustainability of the automotive aftermarket..</p> <p>7. Compare and assess automotive industry trends with aftermarket industry capabilities.</p> | <p>Examines the significance of the aftermarket sector of the automotive industry in Canada, reviewing its historical trends and some of the current issues relating to it.</p> <p>Students will be apprised of the vast size of the aftermarket industry and the creation of relationships among the many businesses that support the automotive industry as a whole.</p> | <p>1. Describe the scope and importance of the aftermarket.</p> <p>2. Identify and distinguish between specific segments of the automotive aftermarket.</p> <p>3. Describe the distribution channels of the aftermarket.</p> <p>4. Identify emerging trends, issues, opportunities and available resources as they relate to this industry.</p> | <p>Part I: Defining the Automotive Aftermarket</p> <p>Part II: The Canadian Automotive Aftermarket</p> <p>Part III: Aftermarket Supply-Side Constituents</p> <p>Part IV: Aftermarket Demand-Side Variables</p> <p>Part V: Human Resources Issues in the Aftermarket</p> <p>Part VI: The Canadian Aftermarket in the North American Context</p> | None | N.A. |

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Auto Show Lab 1 AUTM 1010 | | | | | |
| <p>1. Observe and understand the dynamics of working in a team environment and observe various leadership styles.</p> <p>2. Contrast and compare attributes of different vehicles/products from various manufacturers/companies.</p> <p>3. Demonstrate responsible behaviour by attending all activities leading up to the show including training, team meetings, show meetings, move-in and move-out processes.</p> <p>4. Communicate product information to visitors or assist visitors in a professional manner.</p> | <p>The Georgian College Auto Show displays new vehicle models from 20-25 manufacturers and this lab provides students with experimental methods of learning through participation in all aspects of the auto show.</p> <p>Students engage in manufacturer provided training, the move-in and move-out processes, display set-up, vehicle detailing and providing visitors with vehicle information in a professional manner.</p> | | <p>Students may take a course in Event Planning in their final year of the diploma program in which they volunteer to participate in the Georgian College Auto Show as team members. . Other students gain the experience through work terms, part-time and full-time employment</p> | All learning outcomes in Degree course | Auto Show Lab 1 AUTM 1010 |

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Macroeconomics ECNM 1001 | | Macroeconomics ECON 2000 | | | |
| <p>1. Describe and calculate key economic indicators and explain their significance to the automotive industry and to the developments in the economy as a whole.</p> <p>2. Explain the relationship between consumption, investment, government spending, import and exports, and their major determinants as well as the calculations of national income.</p> <p>3. Explain the causes and costs of inflation, its relation to the price level and the monetary system.</p> <p>4. Analyze Canada's position as a trading nation and how GATT, the FTA and the NAFTA affect our trading relationships, and how the balance of payment accounts reflects international trade and capital movements, net foreign investment and exchange rate.</p> | <p>Successful completion of Microeconomics, or equivalent, is recommended prior to taking this course. This course continues from Microeconomics with a critical examination of economic principles applied to the overall economy.</p> <p>Understanding economic indicators, the impact of legislation and government policy, and international trade on the economy will be the focus with particular attention to the effect on the automotive industry.</p> | <p>1. Use graphs to depict and analyze economic concepts and relationships.</p> <p>2. Define the key economic indicators, and explain their significance and how they are measured.</p> <p>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.</p> <p>4. Explain the relationships between consumption, investment, government 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</p> | <p>Introduction to macroeconomics Measuring domestic output, national income, and the price level</p> <p>Macroeconomic instability: unemployment, inflation, and the business cycle</p> <p>The aggregate demand-aggregate supply model of the economy, and equilibrium output and price level determination</p> <p>Money and banking in Canada How banks create money The Bank of Canada and monetary policy Fiscal policy Budget deficits and the public debt</p> <p>Canada in the global economy, and international trade Exchange rates and the balance of payments</p> <p>If time permits: Macroeconomic policy in an open economy.</p> | None | N.A. |

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| | | <p>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 comparative advantage, and the effects of trade barriers. Analyse the arguments for protectionism.</p> <p>11. Explain how foreign exchange rates are set under flexible exchange rate systems.</p> | | | |
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| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|---|--|--|---------------------|--|------------------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Consumer Behaviour MRKT 1001 | | | | | |
| <p>1. Understand the personal, socio-economic factors and its processes, which impact on vehicle consumer and buyer decision-making.</p> <p>2. Apply the knowledge of factors affecting consumer's decision-making to interpreting research appropriate to marketing decisions for the prospective target market.</p> <p>3. Explain the connection between a variety of behavioural science disciplines and the applied science learned in consumer behaviour studies.</p> <p>4. Analyze the role of advertising and other forms of marketing communication in relation to knowledge about the consumer's needs, values and other factors affecting buying behaviour.</p> | <p>Developing effective marketing strategy, particularly, the automobile consumer.</p> <p>Theories of consumer behaviour involving concepts such as motivation, personality, attitude theory, role theory, decision-making, values, preferences, perception, behaviour and learning.</p> | | | All learning outcomes in Degree course | Consumer Behaviour AUTM 1006 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Automotive Technology AUTM 1007 | | Introduction to Automotive Technology AUTO 1001 | | | |
| <p>1. Explain the main functions performed by automotive service repair shops and some of the issues of appropriate business practice relating to repairs.</p> <p>2. Distinguish among the various engine configurations and performance capabilities to the extent that the student could reliably answer basic consumer questions about the products.</p> <p>3. Explain various engine components and be able to summarize the systems of an automotive engine.</p> <p>4. Compare and contrast the components of the electrical and electronic systems.</p> | <p>Examines the basic technical knowledge of the automobile. Automobile terminology and recent developments in technology in this field.</p> <p>Familiarize students with the product of their studied industry.</p> | <p>1. Explain the main functions provided by automotive service repair shops.</p> <p>2. Distinguish among the various engine configurations and performance capabilities.</p> <p>3. Summarize the systems of an automotive engine.</p> <p>4. Compare and contrast the components of the electrical and electronic systems.</p> <p>5. Identify the features of an automotive drive train.</p> <p>6. Explain the components of the automotive chassis.</p> | <p>Part 1 Introduction: Automotive service and auto shop work</p> <p>Part 2 Automotive Engines</p> <p>Part 3 Automotive Engine Systems</p> <p>Part 4 Automotive Electrical and Electronic Equipment</p> <p>Part 5 Automotive Drive Trains</p> <p>Part 6 Automotive Chassis</p> <p>Part 7 Overview of recent developments in Automotive Technology</p> | None | N.A. |

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|---|--|--|--|------|--------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Dealership Management Systems AUTM 1011 | | DMS: Parts & Service AUTO 2000 | | | |
| <ol style="list-style-type: none"> 1. Input and modify data related to the Parts, Service and Sales Departments and General Office of a retail automobile dealership. 2. Use the system for purposes of analysis and increased employee productivity. 3. Use data available on the system to assist with decision making for a retail automotive environment. 4. Evaluate the effectiveness of an integrated management information system with relation to customer retention, customer satisfaction and profitability. 5. Complete daily operations processes for each profit center of a retail automobile dealership | <p>This course introduces students to the software applications available to a retail automobile dealership.</p> <p>Usage of the system demonstrates how the different programs combine to form an integrated information system.</p> <p>This course explores the basic components of programs available for the Parts, Service and Sales Departments as well as the General Office of an automotive dealership.</p> | <ol style="list-style-type: none"> 1. Create management reports for decision-making for a retail automotive environment. 2. Input and modify data related to managing a parts inventory. 3. Evaluate accuracy and effectiveness of a parts management system. 4. Complete the repair order process using information from a customer database. 5. Modify the database to reflect changes and/or corrections. 6. Use the system in workflow analysis and technician productivity. | <p>Introduction to dealership data processing</p> <p>Installing Parts Inventory and Parts Invoicing</p> <p>Maintaining your Inventory</p> <p>Inventory Adjustments</p> <p>Relieving your Inventory</p> <p>Retail Sales, Credit Memos, Price Quotes and TO Sales</p> <p>Management Reports</p> <p>Database Inquiry and Data Retrieval</p> <p>Service Appointments</p> <p>Service Reception</p> <p>Recommended service, recalls and up-selling</p> <p>The Repair Order Process</p> <p>Dispatching</p> <p>Repair Order Close Out</p> <p>Technician Specifications</p> <p>Installation/Set up/Specifications</p> <p>Management Reports</p> <p>Database Inquiry</p> <p>Systems Integration</p> <p>Customer Retention</p> <p>Management</p> <p>Customer Satisfaction</p> | None | N.A. |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Introduction to Accounting ACTG 1000 | | Financial Accounting Principles I ACCT 1000 | | | |
| <p>1. Apply accounting principles and ethics in recording business transactions and preparation of financial statements for service and merchandising enterprises.</p> <p>2. Apply accounting principles in asset and liability valuation, and recognize the impact on financial statements.</p> <p>3. Complete an accounting simulation</p> <p>4. Prepare financial statements for sole proprietorships, partnerships and corporations.</p> | <p>Introduces students to Generally Accepted Accounting Principles as well as the ethical considerations in recording financial information.</p> <p>Process of recording, summarizing and reporting financial information</p> <p>Emphasis on interpreting and using financial information for decision making</p> | <p>1. Apply Generally Accepted Accounting Principles when recording business transactions; maintain a general and subsidiary ledger and prepare and unadjusted trial balance.</p> <p>2. Prepare the necessary period end adjusting entries, adjusted trial balance, and financial statements for unincorporated operations; and complete the accounting cycle.</p> <p>3. Identify all components of an income statement for a merchandising operation and compute cost of goods sold under the periodic and perpetual inventory systems.</p> <p>4. Discuss the basic concepts and design of a manual accounting information system and maintain special journals and customer/supplier subsidiary ledgers.</p> <p>5. Reconcile a bank statement with cash, set up and maintain a petty cash fund.</p> | <p>An introduction to accounting.</p> <p>Recording and posting business transactions; preparing a trial balance. The year-end adjusting process and the adjusted trial balance.</p> <p>Preparation of income statement, statement of changes in owner's equity, and balance sheet. Closing entries and post-closing trial balance.</p> <p>Accounting for merchandising operations including an introduction to periodic and perpetual inventory systems. Accounting information systems; special journals and subsidiary ledgers.</p> <p>Accounting for cash, petty cash and prepare bank reconciliations.</p> | <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> | Intro to Accounting ACTG 1000 |

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
|---|--|---|--|------|--------------------|
| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Automotive Sales Concepts & Applications MRKT 2000 | | Sales and CRM MKTG 2029 | | | |
| <p>1. Explain successful sales techniques for selling to customers in the showroom and to Internet-informed customers.</p> <p>2. Apply personal selling theory to determine one's own dominant or preferred style of selling and in identifying those of the customer.</p> <p>3. Create a profile of the professional automobile salesperson.</p> <p>4. Demonstrate the various procedures used in the automotive sales process, such as meeting and greeting to closing and owner follow-up.</p> | <p>Examines psychological factors, such as motivation and personality types, which influence vehicle-buying behaviour.</p> <p>Students will learn the selling process through exposure to a multi-step approach to selling.</p> <p>Selling to the Internet-informed customer.</p> <p>Participation in Auto Show Lab 2.</p> | <p>1. Distinguish between traditional selling and value-added selling</p> <p>2. Apply various procedures used in a systems approach to selling (or "The Steps to a Sale").</p> <p>3. Identify the good work habits and key skills of the professional salesperson.</p> <p>5. Explain the importance of customer retention and its relationship to customer satisfaction, and dealership profitability using the concepts of Life Time Value (LTV) and Recency, Frequency and Monetary Value (RFM)</p> <p>6. Identify strategies for effective customer relationship management (CRM).</p> | <p>This course covers both the concepts and practices of relationship selling in automotive retailing and the importance of maintaining satisfying long-term relationships with customers as a key factor in the achievement of an organization's marketing objectives. A multi-step professional selling process based on customer needs analysis is examined. The course will examine some of the tools used by today's businesses to measure, build, and maintain profitable relationships with customers</p> | None | N.A. |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Parts & Service Management AUTM 2003 | | Introduction to Fixed Operations AUTO 1009 | | | |
| <ol style="list-style-type: none"> 1. Describe the role, structure, and relationship between the Service, Parts, and Body Shop. 2. Departments of an automobile dealership. 3. Analyze the various methods of determining parts and service sales potential in a dealer's area of business, and develop marketing/merchandising strategies and tactics to realize that potential. 4. Examine a dealership service, parts and body shop department financial position and develop a system for forecasting and budgeting financial and operational performance. 5. Create and establish parts inventory, workshop productivity, 6. receivables and expense management systems with a view on profit retention. 7. Evaluate productive labour inventory management issues and calculate and appraise Technician efficiency, labour utilization and overall Service Department/Body Shop | <p>Examines the management function of the Service, Parts and Body Shop operations of a typical Automotive dealership.</p> <p>Examination of parts inventory control and warranty control issues.</p> | <ol style="list-style-type: none"> 1. Describe the role, structure, and interdependency of the Service, Parts, and Body Shop Departments of an automobile dealership. 2. Explain the Fixed Operations Department's objectives, operating priorities, and their relative contribution to overall dealership profitability. 3. Examine the major issues in parts inventory management and the inventory control best practices which optimize the inventory investment. 4. Critically assess the processes of service reception, workshop production, and service quality control which optimize the trade-offs between Service Department efficiency, productivity and customer responsiveness. 5. Evaluate productive labour inventory management issues and calculate and appraise Technician efficiency, labour utilization and overall Service Department/Body Shop productivity. | <p>PART I: Overview Introduction to dealership after-sales service The fixed operations contribution to dealership profit After-sales service quality and customer satisfaction The customer satisfaction and customer loyalty link</p> <p>PART II: Dealership After-Sales Service Priorities Parts inventory and working capital management Issues in inventory management Service processes, standards and best practices Customer expectations and service development</p> <p>PART III: Parts Operations Management Basic parts operations financial analysis Inventory management performance measurement Optimizing inventory investment Inventory control and security</p> <p>PART IV: Service and Body Shop Operations Management Basic service and body shop</p> | <p>Identify the major government regulatory issues affecting the automotive parts and service business and relate dealership practices directed at compliance with the regulatory environment</p> <p>Level and depth of knowledge</p> <p>Major project with a dealership.</p> | <p>Parts & Service Management AUTM 2003</p> |

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| <p>productivity.</p> <p>8. Critically assess the processes of service reception, workshop production, and service quality control which optimize the trade-offs between Service Department efficiency, productivity and customer responsiveness.</p> <p>9. Forecast personnel requirements and outline parts and service human resources management practices designed to develop personnel and manage performance.</p> <p>10. Identify the major government regulatory issues affecting the automotive parts and service business and relate dealership practices directed at compliance with the regulatory environment.</p> | | <p>6. Develop a basic system for forecasting and budgeting financial and operational performance.</p> <p>7. Analyze and develop typical service marketing and merchandising strategies and tactics.</p> <p>8. Forecast personnel requirements and outline parts and service human resources management practices designed to develop personnel and manage performance.</p> | <p>operations financial analysis</p> <p>The nature of productive labour “inventory”</p> <p>Technician efficiency, labour utilization, and labour productivity</p> <p>Work dispatch and production control</p> <p>PART V: After-Sales Service Development</p> <p>Service marketing and merchandising</p> <p>Forecasting and budgeting financial and operational performance</p> <p>Quality monitoring and control</p> <p>Customer satisfaction follow-up</p> <p>PART VI: Human Resources Management</p> <p>Personnel requirements assessment</p> <p>Recruitment, orientation, training and development</p> <p>Compensation (linking performance and reward)</p> <p>Personnel performance management</p> | | |
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| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Auto Show Lab 2 AUTM 2008 | | | | | |
| <p>1. Assess personal strengths and weaknesses of leadership and team building skills.</p> <p>2. Demonstrate effective communication skills with team members, college staff, auto show personnel and manufacturers.</p> <p>3. Demonstrate reliability and accountability by ensuring safety and security of team members and of vehicles.</p> <p>4. Compose a written "post-mortem" review summarizing activities and personal reflection on leadership abilities.</p> | <p>This lab builds on experience gained in Auto Show Lab 1. Students take on leadership role as captain or co-captain for one of the manufacturers. Student leaders learn to motivate team members, manage resources, oversee operations and meet the manufacturer's expectations.</p> | | <p>Students in year two of the diploma program volunteer to participate in the Georgian College Auto Show as team leaders to represent the manufacturers. Students generally participate but there is no evaluation component.</p> | <p>Formal evaluation process for leadership role in an auto show</p> | <p>Auto Show Lab 2 AUTM 2008</p> |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Management Accounting ACTG 2002 | | | | | |
| <p>1. Calculate “cost” using a variety of systems (process, job order, activity-based, standard, etc.) to be used in the assignment of costs to products and services for the purpose of inventory valuation and cost of goods sold analysis.</p> <p>2. Analyze information for managerial decision making and performance measurement using tools such as break-even analysis.</p> <p>3. Utilize financial information in budgeting and measuring business operations.</p> <p>4. Use spreadsheets to present financial information in a professional format.</p> | <p>This course introduces students to management accounting concepts and practices. There is a focus on the internal needs of the organization and how managers use this information for decision making, control, planning, and performance measurement.</p> <p>Topics include accounting for costs, budgets, inventory management, pricing, analysis tools, and an in-depth look at responsibility accounting.</p> | | | | Management Accounting ACTG 2002 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Organizational Behaviour SOSC2009 | | Introduction to Organizational Behaviour BUSI 1001 – <i>Optional course</i> | | | |
| <p>Upon successful completion of this course the student will have reliably demonstrated the ability to:</p> <ol style="list-style-type: none"> 1. Define the purpose and nature of the field of Organizational behavior. 2. Identify the foundations of individual behaviour including stress, perception, motivation, communication and learning. 3. Explain the development, structure, decision-making processes, and impact of groups within organizations. 4. Evaluate the appropriateness of various interaction styles and conflict management strategies used in organizations. 5. Assess the impact of organizational culture on change and how this affects working relationships within organizations | <p>This course introduces students to practical and theoretical aspects of individual and group behavior within an organization. Utilizing principles from psychology and sociology, students study organizational culture, group dynamics, foundations of individual mechanisms, and organizational change and context.</p> | <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 organization. 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. | <p>Introduction to the Field of Organization Behaviour. Individual Behaviour and Learning in Organization. Theories of Employee Motivation and Reward Systems. Perception Stress Communication in Organizations Politics and Conflict in Organizations Organizational Leadership Organizational Change and Development Organizational Culture Organizational Structure and Design</p> | <p>Optional course in the diploma program.</p> | <p>Organizational Behaviour</p> |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Dealership Sales Management AUTM 2006 | | Dealership Sales Operations AUTO 2008 | | | |
| <p>1. Explain the sales management function of a dealership, and understand the role of the business manager of a dealership in buying and leasing, dealer plan financing and monthly budgeting.</p> <p>2. Apply legal implications of full disclosure of warranties, Bill of Sale, and all other vehicle add-ons sold and those regarding auctions.</p> <p>3. Analyze the various methods used in establishing the sales potential in a typical Dealer Zone of influence, and define the critical role that the knowledge of sound inventory control practices and procedures play in maximizing profits.</p> <p>4. Explain the concept of leasing and where it belongs in the vehicle acquisition cycle, the various types of leases available, leasing terminology, and be able to calculate monthly lease payments under different terms of reference.</p> | <p>Examines all key aspects of automotive leasing, finance and insurance and the management function of the new and used car sales departments</p> <p>Topics included are methods of inventory planning and control and assessment of used cars through auctions Students will critically assess the applicable legal and ethical considerations pertaining to these topics</p> | <p>1. Explain the different sales management function, roles and responsibilities in a dealership, including the Business (F&I) Manager, and describe how these key sales departments influence and interact with each other.</p> <p>2. Critically assess the operation of the Business office in respect to the products offered, the management of relationships with financial institutions, and the legal and ethical responsibilities.</p> <p>3. Explain the concept of leasing and where it belongs in the dealership's sales mix, the various types of leases available, leasing terminology, and be able to calculate a monthly lease payment under different terms of reference.</p> <p>4. Understand the typical methodology in establishing the sales potential in a typical Manufacturer's regional, district and dealership areas of responsibility.</p> <p>5. Discuss the scope</p> | <p>This course examines in detail all key aspects of automotive leasing, as well as the structure and interdependency between the finance & insurance, new car sales, and used car sales operations of an automotive dealership.</p> <p>Students will analyze not only the features and sales of these products, but also their legal and ethical considerations.</p> <p>Topics included are inventory planning and control of new and used vehicles, the role of used vehicle auctions, the roles and responsibilities of new car, used car, and finance and insurance managers in a dealership.</p> | None | N.A. |

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| | | of the authority, influence, and impact that the manufacturer and its representatives have on the dealership's sales operations. | | | |
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| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Leadership MNGM 1000 – <i>Optional Course</i> | | | | | |
| <p>1. Understand the attributes of leadership and evaluate a self-assessment of leadership qualities in relation to situational leadership and leadership strategies.</p> <p>2. Define the difference between leadership and management and evaluate the distinction in the context of leading/managing others in an automotive setting.</p> <p>3. Contrast and compare different leadership theories.</p> <p>4. Recognize the importance of leadership in a competitive industry, with an economic and ethnically diverse consumer base, and apply appropriate leadership strategies in a manner conducive to enhancing the professional image of the automotive industry.</p> | <p>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.</p> <p>Emphasis will be on leadership roles in the automotive industry. Includes leadership self-assessment and leadership strategies</p> | | | Whole Degree Course | Leadership MNGM 1000 (O) |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Corporate Finance FINC 3003 | | | | | |
| <ol style="list-style-type: none"> 1. Evaluate investment decisions using capital budgeting techniques. 2. Calculate and interpret the cost of capital of a corporation. 3. Assess alternative sources of financing and the impact on capital structure and risk. 4. Evaluate the lease versus buy decision with respect to acquisition of capital assets. 5. Determine the value of securities in capital markets and apply statistical measures to measure risk and return of both individual securities as well as a portfolio of securities. | <p>This course is for the financial manager, designed to develop a student's ability to apply basic mathematical operations to a range of business problems, including capital budgeting decisions, management of funds, and the financial implications of various kinds of investment decisions.</p> | | | Whole Degree Course. | Corporate Finance FINC3003 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Business Law for the Auto Industry JURI 3000 | | Automotive Law & Ethics LAWS1009 | | | |
| <ol style="list-style-type: none"> 1. Demonstrate an understanding of the key legal issues affecting business and the automotive industry in particular, and how these legal concepts are applied to business. 2. Learn how to critically analyze legal concepts and apply legal principles in an automotive context. 3. Be made cognizant of and apply the guidelines outlined in the Ontario Motor Vehicles Industry Council to business practices in the industry. 4. Refer to appropriate legislation regarding business conduct in the automotive industry and develop approaches to resolving potential legal issues as they may arise. | <p>Fundamentals of business law theory, concentrating on legislation applying to the automotive industry. Including employment law, statute law, torts, contracts, and industry self-regulation guidelines (OMVIC)</p> | <ol style="list-style-type: none"> 1. Describe different types of law in Canada as well as different forms of business with respect to liability 2. Explain key provisions of the Motor Vehicle Dealers Act (MVDA), the Consumer Protection Act, 2002 (CPA) concentrating on the Motor Vehicle Repair Section and Unfair Practices section, and the Sale of Goods Act, Employment Standards Act and the Motor Vehicles section of the Environmental Protection Act. 3. Identify the different classes of dealers in Ontario and the differences in the two sets of regulations under the MVDA. 4. Apply the Sale of Goods Act to the principles within the Used Car Dealer Association and the used vehicle industry 5. Develop an understanding of tort law, the difference between common law and statute, contract law, franchises, employment law and | <p>This course focuses on the responsibilities, both legal and ethical, of the individual working in the automotive industry primarily at a retail level either in dealership or aftermarket.</p> <p>This course examines the regulatory laws affecting the automotive industry and industry self-regulation.</p> <p>Students will also be challenged to consider conduct that is not prescribed by law; namely, ethical issues that arise in business in general and in the automotive industry in particular.</p> | None | N.A. |

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| | | <p>consumer protection.</p> <p>6. Develop and apply critical thinking and ethical strategies to case studies relating to the automotive industry; examining where decisions reflect going “beyond the law.”</p> <p>7. Explain the need for ethics personally and in business</p> <p>8. Understand good corporate citizenship</p> | | | |
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| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Automotive Marketing Management MRKT 3000 | | | | | |
| <p>1. Explain the impact of current issues influencing management of an organization's marketing effort.</p> <p>2. Analyze the changing marketing environment within which an organization operates.</p> <p>3. Evaluate an organization's current marketing strategy in relation to its ability to achieve its objectives in the areas of sales, profit, and customer satisfaction.</p> <p>4. Develop an effective marketing plan to achieve organizational objectives for an automotive business.</p> | <p>Examining the five functions of the marketing manager necessary to meet the marketing objectives of a firm.</p> <p>The five functions are planning, controlling, organizing, coordinating, and evaluating, in the management of the four marketing components product/service, distribution, price, and promotion.</p> <p>Emphasis on competitive analysis, communications and customer service</p> | . | | Whole Degree Course | Automotive Marketing Management MRKT 3000 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Introduction to Statistical Analysis STAS 3000 | | | | | |
| <p>1. Interpret and produce various graphical displays of data and information and learn how to choose the most appropriate technique in a variety of situations.</p> <p>2. Critically discuss a variety of sampling plans with respect to their strengths and weaknesses.</p> <p>3. Apply basic rules of probability to calculate probabilities and identify appropriate probability distribution for a given situation.</p> <p>4. Use parametric tests to make inferences about means and proportions of single populations.</p> | <p>Introduces students to elementary probability, the description and presentation of data, discrete and continuous random variables, correlation and simple regression, parametric tests as well as some discussion of hypothesis testing.</p> <p>On the basis of simple data, students will learn to draw conclusions and learn how to apply these conclusions to research</p> | | | Whole Degree Course | Intro to Statistical Analysis STAS 3000 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Dealership Financial Statement Analysis FINC 3004 | | Dealership Financial Analysis FNCE 2003 or Business Finance FNCE 2000 | | | |
| <p>1. Use dealership accounting concepts and terminology when analyzing financial and operational issues.</p> <p>2. Propose ideas for the effective management of the financial resources of an automotive dealership.</p> <p>3. Critically assess and complete a financial analysis of a dealership statement including an operational performance review of a dealership's productivity, efficiency and profitability with recommendations for improvement.</p> <p>4. Produce professional financial reports.</p> | <p>This course examines dealership efficiency, productivity and profitability through a comprehensive dealership financial statement analysis. Industry standards and comparisons are also explored. Dealership accounting topics are provided as a starting point from which to assist in the understanding of dealership operations.</p> | <p>FNCE2003:</p> <ol style="list-style-type: none"> 1. Manage the financial resources of an automotive dealership. 2. Analyze the financial stability of a dealership and recommend action steps to be taken. 3. Apply the tools of financial forecasting to a dealership. 4. Complete an operational performance of a dealership's productivity and efficiency. <p>FNCE2000:</p> <ol style="list-style-type: none"> 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 world today. | <p>FNCE2003: Role of Financial Management Accounting Review Changes in Financial Position Ratio Analysis Financial Forecasting Working Capital Management Sources and Forms of Financing</p> <p>FNCE2000: Introduction to Finance The goals and functions of Financial Management Financial Analysis and Planning Review of Accounting Financial Analysis Financial Forecasting Working Capital Management Working Capital and the Financing Decision Current Asset Management Sources of Short-Term Financing</p> | Whole Degree Course | Dealership Financial Statement Analysis FINC 3004 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Statistical Analysis STAS 3001 | | | | | |
| <p>1. Perform hypothesis tests on the differences between two means using both independent samples and matched pairs experiments.</p> <p>2. Use parametric and non-parametric techniques to make inferences about means and proportions for single or multiple populations.</p> <p>3. Apply the tools of regression and correlation analysis to determine the nature and strength of relationships for both simple and multiple regressions.</p> <p>4. Use sampling distributions to calculate interval estimates and select appropriate sample sizes for proportions, and make inferences from qualitative data in addition to the use of Chi-squared tests of goodness of fit and independence.</p> | <p>Examine hypothesis testing, regression and correlations, multiple regression and probability concepts.</p> <p>Students gain more familiarity with the use of computer-based statistical analysis tools</p> | | | Whole Degree Course | Statistical Analysis STAS 3001 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Entrepreneurship & the Business Plan BSNS 3000 | | Entrepreneurship & Small Business Management BUSI 2000 – <i>Optional Course</i> | | | |
| <p>1. Critically evaluate the viability of a business idea and predict its probability of success.</p> <p>2. Identify and predict market trends, research the competition, promotional strategy, and the contribution of location to business success.</p> <p>3. Identify and develop interpersonal skills required for success in profiling customers, and marketing product and/or service.</p> <p>4. Develop research/analytical skills required for financial analysis, for assessing the market value of on-going businesses, and determining the benefits and liabilities of franchising.</p> | <p>Students will learn how to establish and operate a small business.</p> <p>The 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.</p> <p>Self-assessment exercises will be included to determine the student's entrepreneurial profile</p> | <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>Small Business Overview Power Marketing Profiling Your Customer: Learn from the Competition Promotion Location Financial Analysis Shaking the Money Tree Legal Concerns Buying Franchises and Existing Businesses</p> | <p>None</p> <p>However, students may not have chosen this course as an option in the Diploma</p> | <p>Entrepreneurship & The Business Plan BSNS 3000</p> |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Business Simulation BSNS 4005 | | | | | |
| 1. Evaluate factors that determine objectives and strategies in a competitive environment. 2. Use computer-based applications to assist in the decision-making process. 3. Determine business strategy using a computerized business simulation. 4. Analyze the results of the simulation to formulate future decisions and predict results. | Making business decisions in a competitive environment by analyzing economic conditions and the strategy of competitors. Involve teams engaged in a business simulation involving current issues confronting the business environment | | | Whole Degree Course | Business Simulation BSNS 4005 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | | |
| Multidisciplinary Research SOSC1002 | | | | | |
| 1. Understand and articulate the role of research in business decision making. 2. Assess the different types of research and applications that may be used for specific decision making situations. 3. Apply the research process to formulate and plan a research project. 4. Critically evaluate a research instrument for its effectiveness in improving the decision making process for an organization. | This course develops the student's understanding of the research process and its relationship to effective decision making within an organization. Students develop the ability to systematically collect and critically assess information in major research areas applicable to business organizations. Ethical issues that arise from the conduct of research are also examined. | | | Whole Degree Course | Multidisciplinary Research SOSC1002 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Human Resource Management HRMG 4000 | | Human Resource Management Foundations HURM 1000 – <i>Optional Course</i> | | | |
| <p>1. Explain the various functions of human resource management and identify their relationship to the workplace from the perspective of both employee and employer.</p> <p>2. Apply the principles of human resource management to the automotive industry in the areas of hiring, compensation and benefits, and government legislation.</p> <p>3. 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>4. Identify and predict human resource management trends in the automotive industry and develop proactive solutions and techniques of adaption to changing industry demands.</p> | <p>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.</p> | <p>1. Explain Canadian Human Resource Management, and describe its key elements.</p> <p>2. Analyze the relationship between the human resources function and the rest of the organization.</p> <p>3. Analyze how the current political, social and economic environment affects human resources within an organization.</p> <p>4. Analyze and understand staffing patterns, employee relations, current trends and future issues in order to deal with them effectively as they arise in the organization.</p> <p>5. Demonstrate a general understanding of such specialized areas including: compensation, training and development, industrial relations, occupational health and safety, human resources planning.</p> <p>6. Utilize the appropriate approach and analytical skills to deal with human resource issues.</p> | <p>The historical development of human resources management</p> <p>The influence of Government legislation on human resources management, including Occupational Health and Safety</p> <p>Meeting Human Resource requirements for Planning, Staffing, Performance Appraisal, Training and Development</p> <p>Compensation: Job evaluation, pay structure & benefits</p> <p>Employee Relations: Discipline and employee assistance</p> <p>Labour Relations: Unions, collective bargaining, and contract administration</p> <p>Current trends and future issues</p> | <p>The content is very similar however, diploma students are not likely to choose this course as an option. Degree graduates must have this knowledge.</p> | <p>Human Resource Management HRMG 4000</p> |

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| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| International Economics ECNM 4000 – <i>Optional Course</i> | | | | | |
| <p>1. Explain the fundamental differences between the world's major economies and describe how these differences affect the automotive industry.</p> <p>2. Describe how major automotive companies function within their economic and political frameworks.</p> <p>3. Critically discuss the development of free trade within the automotive industry, and how governments and the industry create and are impacted by trade and monetary policy, currency values, and political values.</p> <p>4. Evaluate economic and political differences with respect to policies and standards of business conduct at home and in other nations, and analyze if and when differences in standards and conduct are or are not justified.</p> | <p>Examines the economic and political environments in various countries.</p> <p>Topics such as international trade, the influence of macroeconomics with respect to trade policy, monetary policy and currencies, and the growth of free trade will be included.</p> <p>The impact of the automotive industry on the major world economies, the changing relationships among the world leading automotive companies, and how nations influence the automotive industry.</p> | | | Whole Degree Course | International Economics ECNM 4000 (O) |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| DMS: Systems Administration AUTM 3008 | | | | | |
| <ol style="list-style-type: none"> 1. Examine the role and responsibilities of a computer system administrator/manager 2. Input, modify and analyze data related to managing a dealership management system 3. Create management reports for decision making in a retail automotive environment 4. Examine the hardware and software solutions made available by DMS suppliers 5. Prepare a detailed proposal for a fully integrated dealership management system for an automobile dealership 6. Evaluate the effectiveness of an integrated management information system with relation to customer retention, customer satisfaction and profitability | <p>This advanced level course offers students a deeper examination of the full capabilities of a retail automobile dealership computer system. Students learn how to manage the system in relation to pre-installation considerations, system configuration, and system management. The capability of the system to link with personal computer-based applications in order to facilitate management reporting requirements and decision making are explored</p> | | | Whole Degree Course | DMS: Systems Administration AUTM 3008 (O) |

| Degree Program in Automotive Management | | Diploma Program in Automotive Business | | | |
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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Strategic Management MNGM 4000 | | | | | |
| 1. Understand the process of forming, formulating, implementing and evaluating business strategies. 2. Understand the pitfalls of planning and control to demonstrate successful solutions to business problems. 3. Critically assess the overall operations and business strategies. 4. Compose research and evaluation into a critical, written format. | Topics include concepts of corporate strategy, the decision-making process, formulation of strategy, strategic thinking, and the formation, implementation and evaluation of strategy. Research areas in business strategies are analysed. | | | Whole Degree Course | Strategic Management MNGM 4000 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Ethics for Business BSNS 2001 | | | | | |
| <ol style="list-style-type: none"> 1. Identify an ethical dilemma and understand the ethical principles governing business as prescribed by society through culture and the legal system. 2. Critically analyze the major ethical theories. 3. Apply ethical principles to real ethical conflict cases in business. 4. Critically analyze and develop different perspectives for resolving situations in any business context. | <p>In this course, students build on their critical thinking skills through analysis of various moral theories.</p> <p>Students develop the skills for identifying and applying ethical principles to moral issues arising in business.</p> | | | Whole Degree Course | Ethics for Business BSNS2001 |

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| Course | | Course (O) = Optional Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| International Marketing MRKT 4000 – Optional Course | | Global Marketing MKTG 2002 – Optional Course | | | |
| <p>1. Understand circumstances and events from different cultural viewpoints in relation to marketing abroad and locally.</p> <p>2. Analyze complex international marketing situations and propose various applications of marketing strategies to different markets.</p> <p>3. Apply marketing principles to current global events with particular emphasis on the automotive industry market.</p> <p>4. Describe how cultural and economic differences amongst nations affect marketing strategy in areas such as pricing and promotion of automotive products/services.</p> | <p>Apply all various topics from marketing, such as research, product development, pricing and promotion, from a global perspective.</p> <p>Familiarization with the nature and practice of international marketing management, and is concerned with analyzing marketing of automotive products/services across national and foreign national boundaries.</p> | <p>1. Define culture and describe its key components. Identify the significant cultural characteristics and geography of the Americas, Eastern and Western Europe, Asia and Africa.</p> <p>2. Identify and explain change occurring in a given country's economic, political and social institutions and in its citizens' values.</p> <p>3. Explain what exchange rates are and illustrate their importance to world marketing.</p> <p>4. Illustrate the complexities of international market research by describing different research approaches, data sources, and data types.</p> <p>5. Identify global market segments or buyers who share similar characteristics and product requirements. Describe alternative strategies to reach these segments.</p> <p>6. Explain the significance of</p> | <p>An overview of marketing and how it relates to the Global Environment Exploring the global economic environment. Different economic systems; stages of market development; population concentrations; trade patterns and balance of payments.</p> <p>Identify world organizations that help facilitate trade; regional economic organizations; regional market characteristics</p> <p>The social/cultural and political/legal forces that shape and affect individual and corporate behaviour in the marketplace</p> <p>The impact of foreign exchange fluctuations on marketing decisions</p> <p>The process of marketing research and marketing information systems in the global environment</p> <p>Techniques and strategies for segmenting global markets</p> <p>The significance of global competition, and comparative and competitive advantage</p> | No significant gap | N.A. |

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| | | <p>comparative and competitive advantage and identify ways of gaining insight into global competition.</p> <p>7. Prepare and present a comprehensive cultural, social, political and economic report on a selected country.</p> | | | |
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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Management Principles MNGM1001 | | Principles of Management MGMT 2001 – <i>Optional Course</i> | | | |
| <p>1. Explain the four management functions: planning, organizing, leading and controlling.</p> <p>2. Describe the impact of current issues on Canadian business.</p> <p>3. Analyze and apply management theory as it relates to the four management functions.</p> <p>4. Utilize the appropriate analytical skills and approach to deal with issues when employed as a manager.</p> <p>5. Understand and articulate how a manager adds value to an organization.</p> | <p>This course provides students with a basic understanding of the role and functions of a manager and an introduction to the various philosophies, theories and techniques they use to carry out their work. In addition, ongoing changes in current business issues that have a direct influence on management will be discussed.</p> | <p>1. Explain the four management functions: planning, organizing, leading and MGMT 2001 “Principles of Management” controlling.</p> <p>2. Describe how Canadian business is affected by key business issues.</p> <p>3. Analyze and apply management theory</p> <p>4. Utilize the appropriate approach and analytical skills to deal with issues that arise when one is employed.</p> | <p>The four key management functions: planning, organizing, leading and controlling Management planning tools and techniques Organization design and evolution; managing change and innovation Leadership, supervision, teams and conflict management The changing face of management</p> | <p>While the content is similar, diploma students are not likely to take this as an option. This learning is essential to an Auto Management graduate.</p> | <p>Management Principles MGMN 1001</p> |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Business Mathematics MATS 2000 | | Mathematics of Finance MATH 1002 | | | |
| <p>1. Understand and interpret basic linear and non-linear functions in a numerical, symbolic, and graphical way;</p> <p>2. Develop a multi-disciplinary knowledge base with an interdisciplinary perspective of mathematical areas;</p> <p>3. Develop critical thinking and problem-solving skills that enable a student to solve problems in a variety of applied situations;</p> <p>4. Develop a knowledge base for applications of mathematics of finance.</p> | <p>This course is designed for Business students in order to develop their ability to understand linear and non-linear functions and models (including cost, revenue, and profit), to solve linear and non-linear systems of equations, and also introduces the basics of linear programming.</p> | <p>1. Calculate commercial discount, mark-up and markdown for business purposes.</p> <p>2. Solver practical problems involving simple and compound interest, including equivalent payments.</p> <p>3. Solve problems in the areas of annuities, consumer mortgages, personal investment and investment planning as both consumers and members of the business community</p> | <p>Commercial discount, mark-up and markdown Simple interest Compound interest Simple Annuities Compute the future and present values of ordinary simple annuities and ordinary general annuities. Calculate the same for annuities due, deferred annuities and perpetuities. Calculate the payments, including mortgages for all of the above annuities.</p> | None | N.A. |

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| Course | | Course | | | |
| | | (O) = Optional Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Event Planning & Execution MNGM 2002 – <i>Optional Course</i> | | Event Planning BUSI 2013 – <i>Optional Course</i> | | | |
| <ol style="list-style-type: none"> 1. Apply critical paths to the planning and managing of an event including transportation, signage and pre-conference meetings. 2. Produce a comprehensive event request for proposal (RFP) including site selection, supplier selection and outsourcing. 3. To design and plan a meeting or event considering all logistical requirements as well as facility constraints and attendee needs. 4. Assess the impact of registration and reservation in determining meeting/event success. | <p>This course is a detailed exploration of the process of managing an event which begins with research and needs assessment. Successful completion of the needs assessment drives decision making on other event factors such as size, length, programming components, schedule, and timelines. Students will gain experience in developing a comprehensive special event plan.</p> | <ol style="list-style-type: none"> 1. Understand the importance of developing a solid plan to successfully run an event. 2. Discuss the role and purpose of marketing an event. 3. Explore the role of partnerships/relationships that are important to the success of running an event. 4. Understand the relationship between promotional materials and their importance to running an event. 5. Evaluate whether an event is successful or not. | <p>This course will provide the student with the knowledge and skills required for all stages of event planning. Students will learn how to design, plan, market, and stage an event. In addition, students will learn to work with staff or volunteers in a supervisory capacity to resolve staffing problems and to ensure the safety of everyone involved. The development of promotional methods and personal selling techniques will also be included in this course. Legal compliance, risk management, financial control and successful event evaluation will also be studied.</p> | None | N.A. |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Operations Management MNGM 4002 | | Production & Operations Management MGMT 2000 – Optional Course | | | |
| <ol style="list-style-type: none"> 1. Identify and articulate how operations management contributes to the achievement of an organization's strategic objectives. 2. Critically evaluate the operations function in manufacturing and service production settings. 3. Appraise and apply forecasting methods as the basis of management's planning and control activity. 4. Assess and formulate decision making strategies to address operating issues that have short, intermediate or long lead times. 5. Evaluate approaches to problem solving and process improvement in production settings. | <p>This course introduces students to the concepts underlying effective operation and control of manufacturing and service businesses. Approaches to production control, inventory policy, facilities planning, methods improvement and technological assessment are studied.</p> | <ol style="list-style-type: none"> 1. Understand the operations function in manufacturing and non-manufacturing settings; 2. Appreciate operations as a vital component of an organization contributing to the achievement of the organization's strategic plans; 3. Be able to relate forecasting as a basis for much of management's planning and control activity; 4. develop an understanding of operating issues that relate to short or intermediate lead time decisions in operations systems; 5. relate to issues pertaining to the design of an operations system normally requiring longer lead times; 6. Be able to appreciate some of the interrelationships between the various issues. | <p>Developed an appreciation for the Operations function in an organization, the function which is responsible for producing the goods or providing the services that the organization offers to its customers.</p> | <p>Appraise and apply forecasting methods as the basis of management's planning and control activity.</p> <p>Assess and formulate decision making strategies to address operating issues that have short, intermediate or long lead times.</p> <p>Evaluate approaches to problem solving and process improvement in production settings.</p> | Operations Management MNGM4002 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Automotive Commercial Relationships AUTM 4010 | | | | | |
| <p>1. Compare the nature and structure of commercial relationships between manufacturers, wholesale distributors, and retailers within the automotive industry.</p> <p>2. Analyze and critically evaluate the provisions of a standard authorized dealer sales and service agreement used in the automotive industry.</p> <p>3. Formulate strategies for managing the relationship from multiple perspectives to achieve mutual objectives.</p> <p>4. Assess dealer exit strategies appropriate to different situations.</p> | <p>This course provides students with an understanding of the nature of commercial relationships within the supply chain of the automotive industry. Students will explore the role of intermediaries in the distribution channel and the value added by the functions performed. Students will learn how organizations manage these commercial relationships to achieve their strategic objectives.</p> | | | Whole Degree Course | Automotive Commercial Relationships AUTM4010 |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Services & Product Innovation BSNS 3002 – <i>Optional Course</i> | | | | | |
| <p>1. Articulate the importance of new product/service development to the achievement of an organization's objectives.</p> <p>2. Understand the role of experimentation, learning, and prototyping in developing new products or services.</p> <p>3. Analyze existing product and service offerings for the purpose of generating value innovation.</p> <p>4. Evaluate different approaches to managing innovation within organizations.</p> | <p>This course examines the importance of new product/service development to the achievement of an organization's objectives and how the process of innovation can be managed. Students will study the connection between marketing research on consumer needs, value creation, technology and the new product development process.</p> | | | Whole Degree Course | Services & Product Innovation BSNS3002 (O) |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Risk Management BSNS 4003 – <i>Optional Course</i> | | | | | |
| <ol style="list-style-type: none"> 1. Identify and articulate the different kinds of risk caused by uncertainty faced by organizations. 2. Debate the connection between risk management and corporate governance. 3. Describe the benefits and positive outcomes of good risk management. 4. Apply key tools and techniques for assessing risk. 5. Critically evaluate different models for managing risk. | <p>This course helps students to develop a critical awareness of the types of risk and their potential impact 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 identifying, assessing and managing risk and the benefits that can be expected from good risk management.</p> | | | Whole Degree Course | Risk Management BSNS4003 (O) |

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| Course | | Course | | | |
| Learning Outcomes | Content-Description | Learning Outcomes | Content-Description | Gap | Course to Fill Gap |
| Advanced Aftermarket Studies AUTM 4011 – Optional Course | | Aftermarket Operations AUTO 2009 – Optional Course | | | |
| 1. Analyze and discuss the current issues facing the automotive aftermarket industry. 2. Critically evaluate the impact of issues on the different stakeholders in the aftermarket industry. 3. Conduct and present academic research on a specific aftermarket industry topic to a high level of information literacy. | This course builds on the student's knowledge of the aftermarket industry as learned from completing the Introduction to the Aftermarket course and from working in the automotive industry during the co-operative work terms. Designed as a special topics course, students will undertake a major research project on a current topic within the aftermarket industry and present their findings to the class. | 1. Identify new vehicle technologies and their potential impact on the aftermarket. 2. Describe wholesale and warehouse processes involved in product distribution. 3. Assess product and service pricing opportunities. 4. Develop marketing tools appropriate for aftermarket products. 5. Create and design marketing strategies for aftermarket product delivery. | The automotive aftermarket is in a constant state of flux. Improved vehicle technologies mean increased service intervals and longer lasting products, affecting profit potential. However, these can also bring opportunities in product distribution, warehousing and customer service. The course will examine automotive marketing and branding strategies and will assess product distribution systems, automotive wholesaling and warehousing, and customer service related to the efficient delivery of aftermarket products and services. Students will create and design marketing and distribution plans for aftermarket products and services. | Diploma course is optional. Second reason for gap is that the degree is a 'special topics' course so overlap is further minimized. | Advanced Aftermarket Studies AUTM4011 (O) |

Applicant Acknowledgement and Agreement

(To accompany every application for ministerial consent under the
Post-secondary Education Choice and Excellence Act, 2000)

This form must be completed by a representative of the applicant who is authorized to bind the applicant, and must be included with the materials accompanying an application to the Minister for a consent under the Post-secondary Education Choice and Excellence Act, 2000.

Name of applicant: Georgian College of Applied Arts and Technology
Insert name of applicant organization

Purpose of application: Amendment to Ministerial consent in the delivery of the
Insert name of degree and title of program (e.g., Bachelor of Science in physics)
Bachelor of Business - Automotive Marketing

Please indicate if this application relates to use of the term *university*.

- | | |
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| <p>1. The applicant hereby acknowledges that, in making this application, it understands that:</p> <p>1.1 The granting of a consent by the Minister of Training, Colleges and Universities under the act is a privilege, not a right.</p> <p>1.2 A consent by the Minister of Training, Colleges and Universities under the act is normally granted for a specified period of time and remains in force only during that specified period.</p> <p>1.3 A Minister's consent does not include any express or implied entitlement to:</p> <ul style="list-style-type: none"> • a renewal of such consent; or • a consent for additional or different activities regulated by the act. <p>1.4 A Minister's consent does not entitle the consent holder to any funding from the Government of Ontario, including but not limited to operating, capital, or research funding.</p> <p>1.5 A private organization from outside Ontario will be treated no less favourably, in like circumstances, than a private organization from Ontario.</p> <p>1.6 A private organization, whether from Ontario or from outside the province, is not entitled to treatment that is no less favourable, in like circumstances, than the treatment accorded by the Minister to a public institution.</p> | <p>1.7 A Minister's consent is not transferable, directly or indirectly, to a third party.</p> <p>1.8 If the applicant fails to comply with any legislative requirements or with the terms and conditions of the consent, the Minister may amend or change the terms and conditions of the consent or suspend or revoke the consent.</p> <p>1.9 A Minister's consent does not make the consent holder's students eligible to apply for government financial assistance, grants, or awards that are provided directly to students (e.g., assistance under the Ontario Student Assistance Program). Approval of organizations and programs for the purposes of Ontario student loans is established pursuant to the Ministry of Training, Colleges and Universities Act and regulations thereunder, as amended from time to time.</p> <p>1.10 The Minister's criteria and policy statements related to the review of applications for a ministerial consent may change from time to time.</p> <p>1.11 All information provided to the Minister or the Postsecondary Education Quality Assessment Board in applications and related documentation may be subject to disclosure under the Freedom of Information and Protection of Privacy Act.</p> |
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1.12 No consent shall take effect until the applicant provides confirmation, in a written form approved by the Minister, that the applicant understands and agrees to comply with all of the terms and conditions attached to the consent.

1.13 Should the Minister grant a consent, the consent holder will be required to ensure that the following statement appears on promotional and other materials, in any media, that relate to the program offered under the consent:

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

1.14 The consent holder has a positive obligation under the Post-secondary Education Choice and Excellence Act, 2000, to notify the Minister of Training, Colleges and Universities promptly if the consent holder has reason to believe that not all of the terms and conditions of a consent may be met.

2. The applicant hereby **agrees** to provide the Minister or the Postsecondary Education Quality Assessment Board with any additional material required by the Minister or the board to assess the application.

3. The applicant hereby **confirms and warrants** that:

3.1 All information and representations provided by the applicant as part of this application, including information given in the Organization Review Submission and the Program Quality Assessment Submission, are true.

3.2 This application was duly approved by the applicant's governing body or by another representative duly authorized to bind the applicant on

(date of approval)

at

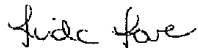
(place of approval).

Linda Love

Name of authorized representative

Vice President, Academic

Position in applicant organization



Signature

March 1, 2011

Date

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